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## Impact of Short-Term Study Abroad on MBA Students

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LOYOLA UNIVERSITY CHICAGO

IMPACT OF SHORT-TERM STUDY ABROAD ON MBA STUDENTS

A THESIS SUBMITTED TO

THE FACULTY OF THE GRADUATE SCHOOL

IN CANDIDACY FOR THE DEGREE OF

MASTER OF ARTS

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY

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## ABSTRACT

Short-term study abroad programs are quickly becoming the new norm for study abroad within higher education. Results from the Institute of International Education's *opendoors* 2009 research show that short-term programs were the most popular during the 2007-08 academic year with 56% of students participating in this type of exchange. Many graduate programs of U.S. institutions are now expanding international program offerings to include short-term options to accommodate their students, particularly graduate-level students. Graduate-level students often times have other responsibilities such as full-time employment, young families, etc. which prevent them from participating in full-term study abroad programs. As such, these students seek international opportunities by participating in short-term exchange programs within their academic program. Through surveying Master of Business Administration students who have participated in a short-term study abroad program, I attempt to show the impact of such programs in terms of academic learning, professional advancement, and multicultural and diversity appreciation.

## CHAPTER ONE

### INTRODUCTION

The Institute of International Education (IIE) dedicated the May 2009 edition of its *White Paper Series* on study abroad to the topic of study abroad expansion. The Institute of International Education, along with the Forum on Education Abroad, surveyed U.S. institutions in September 2008 to learn about international program opportunities within higher education. Results from this survey indicated that the short-term programs sponsored by home institutions were the largest areas of growth (54%) within the field. Short-term exchanges typically refer to programs between one week and one month and, for the purpose of my thesis, I focused on 2-3 week programs.

Within my capacity as Associate Director of International Programs at a top-ranked business school in a large Midwestern city, this trend has definitely appeared to hold true within the past ten years. All of the students at this institution who participate in such programs are Evening and Weekend MBA students who are enrolled as part-time students. As with many other graduate-level programs, these students have commitments such as full-time employment, young families, etc. which prevent them from participating in a full quarter or semester abroad. As such, they seek to expand their international experiences through participating in short-term study abroad programs.

Business schools within the U.S. recognize this growth in the market on short-term programs and have begun adding more international programming to their course

offerings. Teichler and Steube (1991) explain that study abroad programs, “comprise an organizational and educational infrastructure aiming to ease mobility and to promote successful educational experiences abroad” (p. 326). The vast majority of schools recognize the value in such programs and are, therefore, eager to add short-term exchange programs to their curriculum.

However, as Rollins (2009) points out in his assessment of Georgia Institute of Technology’s (Georgia Tech) short-term program offerings, these types of exchanges can dominate the international programs options within an institution and they do not always provide the desired outcomes for study abroad. Rollins explains that 79% of Georgia Tech students who participated in study abroad did so through a faculty-led short-term program. He says that the programs, “may not develop the deep understanding and sensitivity about another culture that we believe is the hallmark of global competency” (Rollins, 2009, p. 424). Rollins shows that programs like this can create a vacuum because students live and study together, which may lead to less interaction with local culture.

Some claims may be founded on a false stereotype of short-term programs due to a lack of quantitative and qualitative data on this topic. There has been little research on the impact of short-term study abroad programs, specifically on MBA students. However, business schools realize that such programs are essential to market their schools to prospective students, and therefore promote these programs as an opportunity to become a more global citizen. Below is a description of the objectives of short-term



programs in terms of academic learning, professional advancement, and multicultural and diversity appreciation:

Short-term exchange programs use the model of ‘Doing Business in’ which is then followed by the country where the exchange takes place. This model is designed for foreign exchange students so there are no local students taking the course concurrently. The model tends to focus on lectures, as well as site visits and case practice among students. Lectures highlight the local businesses and show how company cultures of these corporations differ due to cultural nuances of the local community. Additionally, multi-national companies are often shown, but the focus is on highlighting the differences between the local branch and their international counterparts due to culture.

The combination of lecture/class time along with site visits and meetings with local business leaders is meant to give participants a solid understanding of the way business is conducted in that region of the world. Participants are exposed to a different style of coursework as well as teaching methods, as local faculty have varied backgrounds and areas of research interest compared to their U.S. counterparts. Students are expected to fully adapt to the different teaching and grading styles and must complete all assignments in order to receive a credit for one elective. Academics abroad tend to differ with those at U.S. institutions because courses typically require students to submit written papers/essays which is not very common in U.S. business schools. Additionally, many foreign institutions incorporate the social sciences more into curriculum than U.S. programs. Exposure to this style of teaching and learning, coupled with the experience of

participating in site visits, is meant to give students insight into local academics as well as business practices.

As previously mentioned, these types of short-term programs are designed for international, non-native students. As such, there are typically numerous countries represented within a participant group of 50 students. Beyond providing exposure to local business practices, these international students are also provided with a useful resource: networking. While these short-term programs tend to be one to three weeks in length, they are intense and participants typically spend upwards of ten hours a day with each other. Participants often times live together in dorms or hotels, attend class together, conduct site visits as a group, and also work closely together to complete cases that are required for the course. As such, they have ample time to get to know each other as well as to exchange information on local business ventures and employment opportunities. The majority, if not all, of participants are working students and therefore offer each other a priceless opportunity to build their networks on the international level.

Beyond networking opportunities, short-term programs for MBA students are marketed as a way for a student to grow professionally within his/her current position as well as become more marketable for future positions. Many MBA students enroll into short-term exchange programs as proof to their employers that they are knowledgeable about business in that region of the world. They view participation in these programs as key to ensuring they are given projects dealing with that country or region since they acquire a certain level of specialization through the program. Additionally, participation in these types of programs may lead to relocation to that country or region. Finally, the

student can leverage this experience while recruiting for other positions which may make him/her more successful than a candidate without the international exposure.

The majority of the 'Doing Business in' programs offer a cultural component to the short-term exchange program. Often times this is done through intensive language courses that take place during the program. Students learn how to say basic greetings, phrases, and expressions in the local language. While by no means is this the best way of studying a foreign language, students are exposed to the local language and are able to use these expressions immediately during their stay abroad.

Additionally, many programs provide students with the opportunity to attend local cultural events such as theater, museums, and festivals. Students are given a local guide who explains the intricacies of native culture at such events. Finally, students are also given the opportunity to experience regional cuisine as part of the program. Many programs begin with a welcome reception that features indigenous foods. Throughout their stay abroad, they have the ability to try new food, both through the program and on their own.

The above are examples of how short-term study abroad programs are marketed to prospective and current MBA students. IIE's data shows many graduate schools are incorporating short-term programs into their curriculum. Some research has been done on the impact of short-term study abroad programs. However, these studies tend to focus on undergraduate students. The following chapter will highlight these studies and their research findings.

## CHAPTER TWO

### LITERATURE REVIEW

Short-term study abroad programs are now the new norm for business students, particularly those enrolled into MBA programs. The Institute of International Education's 2009 *Opendoors* report explains this trend numerically. The number of outgoing U.S. students enrolled in a business/management program increased from 46,061 students from the 2006-07 academic year to 53,008 during the 2007-08 academic year, which reflects a 15.1% increase. Overall, short-term programs now dominate the field of study abroad: the total number of outgoing exchange students in short-term programs increased from 55.4% in 2006-07 to 56.3% in 2007-08. Finally, delving deeper into the analysis, the data show that Masters-level students favor short-term programs (62%) to mid-length (34.4%) and long-term (3.7%).

There have been a significant number of research studies conducted on the impact of short-term programs on undergraduate students; however, research on the impact of such programs on Masters-level students (particularly MBA students) is very limited, specifically in terms of academic, professional, and multicultural and diversity appreciation. Below is a list of the available literature that reflects research that has been conducted to study the impact of academic, professional, and multicultural and diversity appreciation.

### *Academic Outcomes*

Younes and Assay (2003) conducted research on the impact of short-term study abroad on undergraduate students. They focused on the intentional and incidental learning that occurred to the participants both during and after the completion of the programs. Younes and Assay researched groups of students who participated in programs ranging 13-16 days in length and who went to various Western European countries.

Younes and Assay's approach is qualitative, case-based research which reviews the students' perceived realities. They interviewed students three times: pre-departure, while abroad, and post-trip and compared the data. Results from the study are not very substantive and rather the analysis seems very generic. Younes and Assay state that the, "educational experience and group process provided hidden opportunities for exploration and self-discovery" (Younes & Assay, 2003, p. 145). This statement seems rather obvious and does not show any new innovative ideals that emerged because of the research. Additionally, student quotes that are interlaced throughout the results section of the article seem general and carry no weight in terms of providing any real insight into the importance of short-term study abroad programs.

Gorka and Niesenbaum's (2001) study on short-term exchange programs entitled, "Beyond the Language Requirement: Interdisciplinary Short-term Study-Abroad Programs in Spanish" offers a different perspective on short-term exchanges. The purpose of the study was to focus on non-traditional study abroad options for college and university students which would provide them with initial exposure to foreign cultures.

The selected methodology was a case study; the researchers brought a group of non-liberal arts college students to Costa Rica to participate in a short-term exchange course entitled, “Environmental and Cultural Conservation in Latin America.”

The researchers collected their data through student interviews as well as group observations. The article highlights the experiences students had with local Costa Ricans both in terms of culture and language. Beyond the references to the student experiences that the researchers observed, it is uncertain of the exact data collection method for this point. It is unclear if the method was through pure observation, recorded through video, observed and immediately documented, etc. Additionally, while the sample was comprehensive, the researchers do not indicate exactly how many students participated in the program. As such, it is difficult to determine if the sample size was large enough to be deemed appropriate.

Yager (1998) focused on Spanish-language acquisition through participating in a seven-week language course in Mexico. Yager’s group consisted of 30 college students from a variety of countries. Yager’s data collection consisted of student interviews as well as a pre-course and post-course language test to measure the amount of improvement for each student.

Yager explained that studying a second language requires dedication and student motivation. He also highlighted the difference between full-term and short-term programs in regard to language acquisition; students must be more focused and dedicated to studying a language if they participate in short-term study abroad. Yager concluded that the greater informal interactions a student has with locals, the more fluency the

student gains, particularly for beginners. He also stated that motivation to integrate into local society as well as a willingness to be open to new experiences has a direct impact on a student's language learning.

Lewis and Niesenbaum (2005b) explain that there is a great benefit in short-term study abroad programs. They say that short-term study abroad programs can, "make living in a foreign country easier and less threatening; in some cases, they give students the confidence to participate in subsequent programs that last a full semester or year" (pg. 20). Their research focused on measuring the impact of a two-week program in Costa Rica. They explain that it is essential to engage students before they leave for a short-term program so they are able to get the most from the academic experience. Lewis and Niesenbaum show they do this by hosting an e-mail exchange with their students and local Costa Ricans to initiate the communication. Lewis and Niesenbaum (2005a) explained that they promote integrated experiences by, "linking the experience to course work, engaging students in a specific community via community-based research and service learning, and teaching students how to use research skills through interdisciplinary research topics" (pg. 258). The researchers also encourage their students to improve their language skills prior to leaving the U.S.

Lewis and Niesenbaum surveyed their short-term participants and they reached four conclusions. Firstly, they explained that students were more apt to take courses outside of their major once they returned because of their participation within the program. They also said that nearly fifty percent of students had traveled or studied abroad for a full-term because of the direct impact of the short-term program. Thirdly,

Lewis and Niesenbaum said students were more interested in interdisciplinary studies. And lastly, they explain that students were more aware of the benefits and challenges of globalization through participation in the program.

Lewis and Niesenbaum explain that the research spans six years; however, they do not indicate how the students were surveyed or how many students responded to the survey. Their conclusions are vague with no indication as to how many of the respondents had participated in the four points above. In other words, there is no quantitative data or background on research methods to know if the survey is credible.

Allen (2009) conducted a comparative case study on two college-level students who spent 6-weeks studying French in France. Both students had similar linguistic backgrounds but different goals for studying the language. Allen concluded that, “students’ goals powerfully influence learning strategies and achievements” (pg. 17). Allen explained that a student’s willingness to experience another culture and fully engage with locals (i.e., host families) makes the language-learning more tangible and, ultimately, the student more successful. Additionally, students who set goals and self-reflect through blogging can improve a student’s success of studying another language.

Allen’s in-depth look at the experiences of two college students shows the foreign language learning process. However, his choice to solely focus on two students truly limits his study. Allen’s conclusion is not comprehensive because it is only based on results from two participants. To make his results more useful and applicable to administrators within international education, he should increase his study to include a variety of students which will provide a plethora of data on language learning.



### *Professional Outcomes*

Norris and Gillespie (2009) studied results from an Institute for the International Education of Students' survey of over 17,000 alumni of study abroad between 1950 and 1999. They explained that the, "IES 50-Year alumni survey featured 10 career-related questions" (pg. 385). Based on the survey, 63% of the alumni responded that the study abroad experience had influenced their career and 77% responded that they gained the skill set that influenced their career path (Norris & Gillespie, 2009, pg. 386). Norris and Gillespie explained that, compared with the 1950s and 1960s alumni, the 1990s alumni were, "nearly two times as likely to have been influenced by their IES experience to get a job overseas, and three times more likely to have worked for a multinational company in the United States" (pg. 387).

The IES study also compared alumni with global versus domestic careers. They found that the alumni who had a 'global career' were also students who had a deeper and richer experience while abroad. These alumni tended to live with host families (63%), attend a program that was solely in the host country's language (52%), and enrolled directly into the host university's courses (57%). Based on the survey's results, Norris and Gillespie concluded that study abroad has an effect on a student's future career development. They also suggested that study abroad advisors should take these results, as well as the student's graduate school and career goals, into consideration during advising sessions.

Norris and Gillespie successfully show the direct impact of long-term study abroad programs on college-level students' career paths. They explain there is a direct

correlation between students who have a holistic and rich study abroad experience and their professional achievements within a global career. However, Norris and Gillespie focus on undergraduate-level students and do not incorporate graduate-level students into their research results. They focus on alumni who participated in a study abroad program during their college program. While it is feasible to believe that research findings would be similar within a graduate program, the study lacks the research to provide any insight into this population of students. Norris and Gillespie's research only focuses on college-level students and, as such, ignores the importance of studying the impact of study abroad programs on graduate-level students.

Orahood, Woolf, and Kruze (2008) focus their research on studying the impact of study abroad experiences on professionals later in their career. The researchers surveyed the Kelley School of Business at Indiana University alumni who were five to ten years into their careers. The online survey consisted of both closed and open-ended questions and the alumni were allowed to self-assess the impact of the study abroad experience on their career. The researchers received a 16% response rate and they focused solely on the responses from U.S. citizens.

Orahood et al. were surprised with the survey results because they found no link connecting participation in study abroad with an alum's career path. They explain that they, "found that although business students who studied abroad tend to have a significantly later interest in working for a company with an international component (83% vs. 68%), the number of alumni who found work with international clients/customers was greater for those who did not study abroad (26% vs. 33%)" (pg.

137). Nonetheless, the researchers found that, “the transferable skills (communication, flexibility, adaptation, etc.) that alumni gained while abroad were considered valuable as life skills” (pg. 140).

These research findings were surprising because it shows no correlation between participation in study abroad and a student’s career path. The researchers indicated that previous studies had found contrary results; previous results indicated that participation in study abroad had a direct impact on a student’s career. As such, more research is needed in order to determine which analysis is most accurate.

#### *Multicultural and Diversity Appreciation Outcomes*

Jackson (2006) studied 15 college students who participated in the Special English Stream (SES) program through the Chinese University of Hong Kong focused on ethnographic pedagogy and language acquisition through short-term participation. The 15 students spent five weeks studying English in England, while also living with a host family. Jackson’s research was based on qualitative data as she conducted student interviews as well as read their student journals from the program.

Jackson collected data on the students’ reaction to: initial culture shock, English food, interactions with locals/host families, local pace of life, display of affection, and British humor. She documented each student’s reaction and described these tendencies and trends throughout the article. Additionally, Jackson included direct quotes from students when it aided in highlighting the point she was trying to make. Her results were very holistic because they include many aspects of the exchange and showed the impact the program had on these college students in terms of culture and language acquisition.

The use of student journals can provide a glimpse into the reality of each student's experiences which can provide highly valuable data. However, the sole use of student journals as a data collection can be challenging because students are more likely to censure themselves in a journal if they know that other people will be reading it.

Tarp (2006) focused on college-level Danish students who were studying business. These students participated in programs ranging between 1-2 weeks which took place in a variety of Western European countries. Tarp's research is purely qualitative as he collected data through student interviews pre-departure, during the program, and post-program. From these interviews, Tarp found four general trends which emerged as the motivating factors for participation in such programs: language learning, experience of otherness, class solidarity, and self development.

As part of the analysis, Tarp created categories such as casual conditions, interactions with locals, previous research, etc. He then drew outcomes/conclusions from these categories and showed which students deemed their exchange term abroad as successful or unsuccessful. Tarp showed that the lack of trying new experiences while on the exchange (i.e., no attempt to meet locals, etc.) led to a less satisfying exchange. Tarp's analysis is comprehensive and shows the expected and actual outcomes of short-term exchange programs for Danish college business students.

Chieffo and Griffiths (2004) surveyed University of Delaware (UD) students who participated in a short-term program called Winterim. Winterim takes place during the University's three-week break in January and falls between fall and spring semesters.

According to the researchers, around 75% of UD students participate in a study abroad program during their winter term.

Chieffo and Griffiths wanted to find the impact of short-term study abroad programs on a student's global awareness. They defined global awareness by, "intercultural awareness, personal growth and development, awareness of global interdependence, and functional knowledge of world geography and language" (pg. 167). The researchers compared participants' responses with other UD students who remained on campus.

They concluded that students who participated in short-term study abroad learned how to, "perform tasks associated with international travel, and they are engaging in activities to learn more about their host site and host culture (for example learning more about geography, watching non-American TV shows, and becoming fluent in a foreign language)" (pg. 171). The researchers explain that data on the impact of short-term study abroad are scarce within the field of international education and their results show that short-term programs, "are worthwhile educational endeavors that have significant self-perceived impacts on students' intellectual and personal lives" (pg. 174).

#### *Review of Short-term Programs versus Full-term Programs*

Woolf (2007) warns educators that they should be wary of short-term exchange programs. He says that they are becoming increasingly popular within study abroad offices but questions the goals and motivations of such programs. Woolf explains that university administration promote short-term programs because they do not take tuition away from the home institution as semester-long programs might. According to Woolf,

university administrators are also eager to expand their short-term offerings because it will increase the institution's marketability and prove they are globally minded.

Woolf explains that there is little to no quality control for faculty-led programs. He explains that administrators within the field of higher education should be cautious about short-term programs. Woolf concludes that, "content will be of marginal validity, and the purpose may well have more to do with finance and publicity than with learning and teaching" (pg. 503).

Kehl and Morris (2007-08) highlighted the concern of the growing trend toward short-term study abroad programs within the field. They explained that growth, "in participation in short-term study abroad programs warrants research on the effectiveness of these programs and raises important questions about the differences in student outcomes between short-term and semester-long study abroad participants" (pg. 67).

The researchers compared the level of global-mindedness of students who participated in a full-term versus short-term study abroad program. Kehl and Morris used the Global Mindedness Scale and surveyed participants with an online system. The study showed there were statistically significant differences in the global-mindedness in students who studied abroad for eight weeks versus those who went abroad for an entire term. The researchers concluded that if institutions, "have as an objective student growth in global mindedness, they should promote semester-long programs" (pg. 77).

Dwyer's 2002 longitudinal study surveyed alumni from the Institute for the International Education of Students (IES) program. The goal of the survey was to compare and contrast exchange programs with varying academic terms: short-term (6-7

weeks), semester (16 weeks), and full-year programs (32 weeks). The survey was, “designed to measure the longitudinal correlations between specific program features- language study, housing choice, duration of study, enrollment in foreign university courses, participation in an internship or field of study” (pg. 152) while comparing the term length.

Dwyer recognizes that the, “study abroad field has held that more is better; that is, the longer students study abroad the more significant the academic, cultural development and personal growth benefits that accrue” (pg. 151). She goes on to explain that higher education administrators believe that longer study abroad programs tend to yield better benefits such as foreign language acquisition.

Dwyer’s data concluded that full-term programs have more, “significant and enduring impact on students” (pg. 161). Full-term programs had a, “significant impact on students in areas of continued language use, academic attainment measures, intercultural and personal development, and career choices” (pg. 161).

However, some of the categories in Dwyer’s data points showed that, “summer students were as likely or more likely to achieve sustainable benefit from studying abroad in comparison with semester students” (pg 161). For instance, 90% of respondents for the summer program said that the program reinforced their commitment to studying a foreign language. The same category listed 83% for students who spent fall semester abroad. Students were asked to rate the program’s impact on igniting an interest in a career direction: 59% of summer programs agreed compared to 57% of fall semester students. Finally, the summer program and semester program numbers were equal (86%)

for the category of, “continues to influence political and social awareness” (pg. 160).

While these are only a few categories listed, we can see the impact of short-term programs can be as significant as full-term study abroad in a number of categories.

Dwyer explains that, “well-planned, intensive summer programs of at least 6 weeks duration can have a significant impact on student growth across a variety of important outcomes” (pg. 161).

Guerrero’s article entitled, “Making the Most of Short-term Immersion” deals with the short-term, summer program through the University of California-Los Angeles (UCLA). This program takes place at la Universidad de las Americas in Puebla, Mexico. UCLA students can spend the summer in this program to enhance their Spanish-language skills.

Guerrero explains that, on paper, this option looks great because it allows students to spend the summer in Mexico. That said, he goes further to say that UCLA students live in a walled premises that is very similar to a U.S. liberal institution. The Universidad has an American football team, a swimming pool, and other amenities that are not common in Mexico. These students also have few interactions with local students and the community. Guerrero then poses the question: Are the UCLA students truly immersed into the experience of study abroad, or simply taking UCLA courses in Mexico?

However, Guerrero explains that UCLA has attempted to counterbalance the ‘U.S. bubble’ in Puebla through exposing students to the outside community. He says that students, “can be required to interview one or more residents of the local community



as part of an ethnographic assignment which can easily be incorporated into either the language or culture courses they are already taking” (pg. 45). Guerrero also highlights internships and interactions with local artisans as creative ways for exposing students to the local culture and community. He concludes by stating that these activities “can be integrated into short-term summer study abroad programs such as this one so that students can have a rich cultural and academic experience” (pg. 45).

Milleret (1990) acknowledges the benefits and challenges of short-term study abroad programs and attempts to provide recommendations for best practices to ensure quality control. She understands that short-term programs are appealing to institutions because they bring, “visibility and prestige to the university” (pg. 483) as well as provide faculty members with the opportunity to further their research abroad. However, she also recognizes the criticism for short-term programs as they, “can limit student contact with the host culture, which in turn limits opportunity for language practice and the potential impact on students” (pg. 483). Milleret continues to highlight the challenges administrators may face while managing short-term programs because of their shortened term and coursework.

Milleret attempts to instill best practices for short-term programs which will ultimately lead to high-quality programming. She recommends that professors and administrators evaluate the program and participants. She explains that, “evaluation should be an ongoing process, not just a tollgate that allows entry and exit from the program” (pg. 487). She continues to say that this evaluation should, “reflect student interaction with and observation of the host community” (pg. 487). Finally, Milleret

recommends that administrators obtain feedback from past participants of the program as well as a program's well-defined goals. She concludes that the recommendations above will serve as best practices for short-term programs to ensure quality control.

Finally, In Chieffo and Griffiths' 2009 article, 'Here to Stay: Increasing Acceptance of Short-term Study Abroad Programs,' they highlight the importance of short-term exchanges within the field of study abroad. Chieffo and Griffiths list several studies on short-term exchanges and show how participation in the programs has impacted a subset of students. They also explain that they published the largest study on short-term exchanges through the University of Delaware, which took place during the 2003-04 academic year. The survey looked at participation in a month-long study abroad program versus enrolling in a month-long home course. The sheer number of participants, 2,336, allowed for the results to be viewed as more comprehensive than a smaller study. Chieffo and Griffiths show that participation in a month-long study abroad program can be beneficial to both the student and campus as a whole in terms of internationalization.

#### *Literature Review Conclusion*

All of these studies highlight important factors of short-term study abroad: cultural exposure, introduction to internationalism, acquisition of foreign language, etc. However, all of the previous studies have focused on undergraduate students, and not Masters-level students. Since the majority of short-term study abroad research focus on undergraduate students, it is essential to conduct a study which solely looks at the impact on Masters-level students.

While short-term programs are growing within universities, there is more of a push to provide Masters-level students, especially MBA students, with the opportunity to study abroad for a shorter duration. As previously mentioned, it is not possible for many MBA students to study abroad for an entire term these days, so there is more incentive for business schools to produce additional short-term opportunities.

The impact of short-term study abroad programs needs to be further explored in order to assess what is the added value of participating in such programs. My thesis will provide the field with this much needed look at the impact of short-term exchanges on MBA-level students, which is currently lacking from modern research. Results from my research will prove useful to administrators of short-term study abroad programs as it will be a holistic look at the impact of short-term programs on a student's academic learning, professional advancement, and growth on a participant's multicultural and diversity appreciation.

## CHAPTER THREE

### RESEARCH METHODOLOGY

Given the lack of research on this topic, I attempted to answer the following question: What is the impact of short-term study abroad programs on MBA students, specifically focusing on academic learning, professional advancement, and growth on a participant's multicultural and diversity appreciation?

Research was conducted on current students and alumni at a top ranked business school located in a large Midwestern city. For purposes of anonymity, this school will be referred to as Institution A. Institution A has five short-term study abroad programs through the International Business Exchange Program (IBEP). The five locations are: Austria, Brazil, China, France, and Germany. These programs last 2-3 weeks in length and take place during spring or summer quarter. Since the 2000-01 academic year, Institution A has sent 96 MBA students abroad to participate in Short-term IBEP.

The subjects of this study were past participants of Short-term IBEP which included a combination of current students and alumni through Institution A. In order to reach as many past participants as possible, I conducted an online survey through Opinio software that was distributed to the group via e-mail (see Appendix A). From the group of 96, seven e-mails bounced back as these alumni are no longer checking their school e-mail account. As such, the e-mailed survey reached 89 IBEP alumni. The IBEP alumni had 2.5 weeks to complete the optional survey.

Of the 89 IBEP alumni who received the survey, 35 of them completed the survey, which is a 39.3% response rate. It is likely that the students who recently participated in Short-term IBEP (i.e., within the past three to four years) were more likely to complete the survey than those who participated in the program 10 years ago. Many alumni no longer check their school e-mail addresses; all seven of the e-mails that bounced back were from alumni who participated in Short-term IBEP over five years ago. As such, I believe the response rate would be higher if more participants who participated in the program within the past three years were surveyed instead of including alumni who participated in the program over five years, or more, ago.

The survey was divided into four main sections: Introduction, Academic, Professional, and Multicultural and Diversity Appreciation. Each section included questions on the survey that were either on the 5-point Likert scale (ranging from Strongly Agree to Strongly Disagree) or open-ended. The ranked, 5-point Likert scale questions made it easier to compare answers within the different categories as well as to quantify responses. Open-ended questions allowed for Short-term IBEP alumni to elaborate on their experiences and include personal information that cannot be quantified. Combining both types of questions allowed for a more thorough and comprehensive view on the impact of short-term study abroad programs on MBA students.

The introduction section of the survey was designed to learn about a student's past international experiences. Questions sought to learn about previous study abroad experiences during undergraduate as well as to learn if the IBEP alum had been to his/her

host country in the past. Additionally, this section was interested in learning about any previous international business courses the participant had taken.

The academic portion of the survey was designed to measure the impact of short-term study abroad on a student's home program of study. Survey questions measured the students' willingness to enroll into a course in international business as a direct result from participation in the program.

Short-term IBEP courses are designed to teach foreign exchange students about the intricacies of doing business in a certain region of the world (i.e., China, Brazil, etc.). As such, these courses consist of only foreign exchange students and contain no local students. It is important to note that each program consists of exchange students from around the world and, as such, each program contains a variety of students (Institution A students along with other exchange students). In other words, the programs are not self-contained with students solely from Institution A.

The survey honed in on this cultural aspect of Short-term IBEP to learn about the importance of such a course on a student's academic experiences. For example, there were questions dealing with a student's improvement of communication across cultures as well as enhanced level of comfort in working with non-U.S. classmates and colleagues. Additionally, Short-term IBEP courses provide students with an experiential component; all five programs incorporate local site visits and provide the opportunity to meet with local businesses. There were questions on the survey which dealt with a student's increased knowledge of business practices and local business culture through participation in the course.

The professional section of the survey was designed to learn about the program's impact on a participant's marketability both within his/her current position and for future recruiting. Additionally, it attempted to show if a participant was more apt to receive additional responsibilities (particularly targeted at the host country) or projects based on participation. It also looked at the influence of the program on a participant's ability to work within intercultural settings. Finally, this section of the survey measured the impact on a student's professional network.

The last section of the survey measured the impact on a participant's growth in multicultural and diversity appreciation growth in terms of flexibility and willingness to learn about 'the other.' This section asked students about their ability to better appreciate and understand non-U.S. topics as a direct result of participation in the program. Chapter Four will examine the survey results within each of the three main categories.

## CHAPTER FOUR

### SURVEY RESULTS

The survey was completed by 35 respondents who had enrolled into a short-term study abroad program through Institution A. The online survey consisted of 51 questions; 39 questions were based on the five-point Likert scale and 12 questions were open-ended. The survey, which was distributed via e-mail, took approximately 30 minutes to complete.

#### *Limitations*

The online survey was designed to measure the impact of short-term study abroad programs on MBA students. The survey was originally sent to 96 Short-term IBEP alumni; however, it is impossible to know exactly how many past participants received the survey. This is due to the fact that many participants graduated more than five years ago and they are no longer as likely as recent graduates or current students to check their school e-mail accounts. This was shown from the 7 bounce back messages from alumni who participated in Short-term IBEP more than five years ago. At best, we can estimate that the survey reached 89 participants; however this number is not absolute because we do not know how many participants received and opened the message.

As with any online survey, there is only one chance to collect the data and there is no opportunity for follow-up questions and discussions. Many students included



interesting comments in the open-ended responses. It would have been helpful, and perhaps influential to the data results, to elaborate on such statements. However, the survey was anonymous and, as a result, no further information could be extracted from respondents.

### *Data Compilation*

The introduction portion of the survey showed the majority of respondents, 77%, had never been to their host country prior to participating in the short-term program. Additionally, 62% of the respondents had not studied abroad during their undergraduate program. As a result, over half of the respondents were studying abroad for the first time as a graduate-level student. And finally, over half (57%) of the respondents had not enrolled into any international business course prior to the short-term program. These data reflect that respondents had a more limited exposure to international business practices.

### *Academic Results*

There were two overarching themes of the academic section of the survey: those based on learning cultural differences from fellow international classmates and those based on exposure to hands-on business experiences through site visits and case studies. Respondents seem to appreciate diversity within each program through exposure to their fellow classmates. For instance, the majority (76%) of respondents indicated that they strongly agreed, or agreed, that participation in the program helped them to develop the ability to communicate across cultures. When asked about the most useful aspect of the program, one participant indicated that the, “most useful aspects were classmates. They

all brought different perspectives to issues discussed in class and all were willing to take the time to explain, in detail, the cultural difference that informed their perspective.”

Another participant wrote that the, “most useful aspect of the program was meeting a network of MBA students from all over the world.”

Survey results also show that 90% of respondents either strongly agreed or agreed that they believe they gained the ability to think about issues from a non-U.S. perspective through lectures and in-class discussions. An additional 74% of respondents responded that participation in the program with students from around the world allowed them to develop the ability to work effectively in multi-cultural settings. The data suggest that interactions with fellow, international classmates allowed for respondents to gain a global perspective on issues as well as to expand their mindset from domestic to internationally-focused.

The second theme that emerged from the academic portion of the survey was the perceived value of the direct benefit of site visits and case studies. The majority of respondents (53%) indicated that site visits provided them with an opportunity to gain a better understanding of the way local business is conducted. In terms of local case studies, 56% of respondents strongly agreed or agreed that they gained valuable insight into the local business practices of the host country through case-studies that focused on local companies or regional offices of multi-national companies.

One respondent wrote that the, “company visits were very valuable-we visited three very different companies, a car manufacturer, a beauty product manufacturer and a bank. It was very refreshing to see how business is conducted outside of the U.S. and

what priorities other countries have.” Another participant commented on the program in Germany as it, “was split almost 50/50 between class lectures and company visits. In total, I believe we visited eight companies and government entities, which I found to be equally valuable and an excellent balance to the lectures.”

Interestingly, the majority of respondents (85%) indicated that participation in the program propelled their interest in international business. However, respondents tended to find less value in lessons, lectures and in-class time and many of them rated this as the biggest challenge of the short-term program. One respondent wrote that the biggest obstacle was the, “short time frame during which you had to determine the preferred deliverables the teacher was looking for.” Another student wrote that professors, “in China are less interactive—some tend to lecture for a full three hours, which is different than the interactive classrooms that we experience at Institution A.”

Other students were challenged by the instructor’s classroom management or communication styles. For instance, one respondent said that, “Brazilians are very relaxed when it comes to scheduling and time. We would have the expectation that class would start at 9am and sometimes the professors would not show up until 10am.” The nuances of communication across cultures were also listed as a challenge. One student indicated that he/she struggled with the, “inability to have an open discussion with the professors from China- in their culture, students are taught not to challenge anything the professors say.”

Question 22 asked the participant to compare a traditional course at Institution A to the short-term study abroad program. The main theme that emerged from the open-

ended responses is that students, in general, tended to gain the same amount of information from a short-term program versus a quarter-long course. However, the information that they gained tended to be portrayed as experience and not the typical coursework of a quarter-long class. One respondent wrote that, “The IBEP class was more of an experience class-it had less homework and less intensive classroom and case work. I learned a lot through the experience as a whole vs. chunks of ‘in class’ lectures.” Another respondent indicated that he/she, “learned the same amount in the short-term course versus a quarter-long course. However, the IBEP program provided a different type of information (and that was part of the appeal).” Many of the respondents (45%) indicated that they disagreed and strongly disagreed with the fact that teaching styles from the short-term program influenced their course selection at Institution A.

While the quality of teaching may be a factor in the lack of interest for enrolling into an international business after completing Short-term IBEP, many students also indicated they had participated in the program towards the end of their degree. For example, one participant indicated that he/she was toward the, “end of the Institution A program, so no substantial time for impact.” Another participant indicated that there was no real impact of the rest of the program at Institution A because he/she, “had three courses to complete to graduate once I got back, one of which was a requirement, and no international courses were offered.” Data show that students may be enrolling into the short-term programs too late, which could hinder their enrollment into an international business course in following quarters. Only 30% of respondents indicated that they had enrolled into an international business course after completing the short-term program.

Finally, Question 18 showed that 73% of respondents indicated that they disagreed or strongly disagreed that they had joined a cultural student group at Institution A after the return from the program.

### *Professional Advancement*

Of the three main survey sections, the professional section tended to have the most differing and interesting results. Respondents seemed to gain a lot in terms of cross-cultural growth within their professional lives, but gained very little in terms of employer recognition for participation in the program. These two main themes of positive versus neutral/negative outcomes emerged from the survey questions and they were overwhelmingly present throughout the entire section.

The positive outcomes from the professional section of the survey focused on learning how to be cross-culturally savvy within the work place. For instance, 50% of the respondents agreed or strongly agreed that participation in the program gave them the skill set to communicate effectively across national and cultural boundaries with has positively impacted their job. Sixty percent of respondents believed they have an advantage over their work colleagues because of knowledge and insight they gained from the program.

In terms of building a professional network, 61% of respondents believed that meeting and getting to know the other exchange students and local faculty will expand their future professional network. When asked about the advantages of taking the course on the respondents' professional life, the topic of professional network dominated the open-ended responses portion of the survey. One respondent wrote that, "My global

professional network expanded and I feel like I can contact any peer from the program for advice. If faced with an international business issue, I have several go-to individuals that I believe would be more than eager to help me succeed in my endeavor(s).”

Another positive outcome to a participant’s professional life was shown as 77% of respondents believed they gained interpersonal skills and intercultural sensitivity which allow them to better connect with international colleagues. Another 48% of respondents also indicated that they are now more likely to accept a position working for a multi-national organization in the U.S. As is shown from the data and examples above, respondents tend to see value in the intercultural tools they gained from the program.

Interestingly, 61% of respondents believe that participation in the program will make them more marketable to future employers. This tends to hold true with the respondents who have changed jobs since participating in the program. Question 39 allowed respondents to include open-ended responses to explain if they had changed jobs and, if so, how the study abroad program was viewed by the interviewers. Overall, the respondents who had changed jobs thought their interviewer had positively viewed participation in Short-term IBEP. One respondent wrote that he/she had, “accepted a new job upon graduation. The program in France helped me prove my interest in an international role in a global company.”

All of the above positive feedback focused on the ‘soft skills’ that students acquired from the short-term program. However, this positive feedback was not found in the promotion/recognition section. The main theme tended to be that there was, in fact, no direct impact on a participant’s current job particularly in terms of salary. To prove

this point, there were no respondents who strongly agreed that the program was positively viewed by their employer and resulted in a promotion and/or raise. The majority of the group (55%) either disagreed or strongly disagreed with this statement.

Similar to the example above, there were no respondents who strongly agreed that participation in the short-term program was taken into account during their yearly assessment. Instead, 68% either disagreed or strongly disagreed with this statement. Likewise, 53% of respondents did not think that participation in the program made them more marketable within their current position.

The two most drastically ‘disagreed’ and ‘strongly disagreed’ statements deal with additional responsibilities and relocation. The majority of respondents (70%) indicated that they were not given additional responsibilities or projects related to the region of the world where they studied abroad because of the program. Additionally, 83% indicated they were not relocated nor expect to be relocated to their host country for their current job.

#### *Multicultural and Diversity Appreciation*

The multicultural and diversity appreciation section of the survey garnered the most ‘strongly agreed’ and ‘agreed’ answers which reflects the belief that they gained multicultural appreciation. Question 41, which asks if students felt they are more flexible and adaptable in unfamiliar situations because of the short-term program, shows that 62% of respondents believe this to be true. Going further in the survey, 83% of respondents believe they were exposed to a non-U.S. viewpoint though the other exchange students in the course and now have a better understanding of foreign cultures and customs. One

respondent indicated that the biggest take-away from the program was, “Learning to work with different cultures in a group setting.”

Appendix C highlights responses to the question of a participant’s willingness to try new experiences due to participation in the short-term study abroad program.

Respondents also viewed participation in the short-term program as a key factor in building confidence with traveling abroad. One respondent explained that he/she, “learned that a little preparation and learning a few key phrases can go a long way. People are generally proud of their culture/country and want to share it with you.”

Another commented that, “Being able to live somewhere for an extended period was an unbelievable experience and a way to really blend in and absorb the country’s day to day culture.”

Appendix D shows a list of three diversity appreciation topics and responses for each category. This section showed the majority of students reported growing in terms of appreciation for multicultural and diversity.



## CHAPTER FIVE

### CONCLUSION

Results from this research indicate that there are measurable outcomes on the impact of short-term study abroad programs on MBA students. Data show that these short-term programs tend to provide students with the opportunity to develop their intercultural competencies. In terms of academics, respondents valued the relationships they built with other exchange students. They viewed exposure to this international mindset as one of the highlights of their academic experience. Additionally, the majority of respondents appreciated the local site visits and case study practices as part of the short-term exchange program. They liked the hands-on experience and realized the value in meeting with local business practitioners.

However, there was a small subset of respondents who did not believe they saw value in the program. For example, 6% of respondents strongly disagreed that they gained better insight into local business through site visits. An additional 6% strongly disagreed that case studies provided them with valuable knowledge of local business practices. As the survey was anonymous, it is not possible to delve deeper with those respondents to learn why they have drastically differing views of the program from the majority of respondents. Interviewing such respondents would bring insight into this discrepancy. As such, I believe further research is needed on this topic to hone in on the

outlying respondents and to gain a deeper understanding in terms of the discrepancy in data.

The biggest challenges for the group as a whole were the in-class lessons and lectures as well as communication with professors. Respondents explained that, in general, classes tend to be more organized, challenging, and engaging at Institution A versus abroad. They had difficulties maneuvering within the local pedagogy and, often times, felt instructors at the host school were not as qualified as instructors at Institution A. They also had to readjust their 'Challenge Everything' motto during their interactions with professors abroad.

The most interesting data results were shown in the professional section of the survey. Data results in this section were clearly divided into two distinct parts: the positive section and the neutral/negative section. Students felt they gained a useful skill set to work within an international context. They also believe they can now communicate more effectively with international colleagues due to participation within the program.

However, students did not see value in the program in terms of its direct impact on their current job. Particularly, students did not believe the program affected their salary, ability to gain more responsibility, or yearly assessment. They also indicated that they did not believe participation in the program made them more marketable within their current position.

Respondents showed positive responses with their growth of multicultural and diversity appreciation. They tended to report that they had grown personally from the short-term program in terms of learning the importance of flexibility and appreciation of

other cultures. The majority of respondents also listed their number one biggest take-away as the interactions with fellow exchange students and the appreciation of other cultures as a result of these interactions.

Data from this study revealed that MBA students gained many valuable skills through participation in the short-term study abroad program. Overall, respondents explained that they were more comfortable navigating foreign experiences both within their personal and professional lives. Respondents felt they grew academically in terms of learning about local business practices of their host country through site visits and case studies. They also appreciated the diversity of ideas that the other non-U.S. exchange students brought to the group. However, respondents did not feel they gained a valuable skill set from the in-class lessons as they believed the quality of teaching and lectures were subpar.

Administrators within international programs at U.S. business schools should be aware of the possibility of a disconnect between instructor and student. This information should be communicated to the students prior to the start of the program which would set student expectations accordingly. Additionally, students who receive this feedback prior to studying abroad are more able to be academically prepared for navigating cultural differences within the classroom and may be more successful with such interactions.

Based on the qualitative feedback which was displayed as comments on the open-ended questions, the outlying respondents tended to fall into two categories. The first category consisted of respondents who participated in the program over five years ago and do not fully remember all of the program's details. When asked about the year of

which they participated, one respondent wrote, “I honestly do not remember exactly. It was awhile ago and I am getting old. I think it was like 2003.” The inability to fully recall a program’s details could have an adverse effect on a respondent’s perceived added value of the program.

The second category consisted of respondents who valued the shortened length of the course as a way of getting course credit quickly. When asked about the most useful aspect of the course, one respondent wrote, “getting one course completed within two weeks.” Respondents who viewed this as an easy option for accelerating their home program tended to not view short-term exchange as an opportunity for growth.

These two factors are important for a few reasons. Firstly, future researchers should be aware of the potential bias from respondents who participated in such programs over five years ago. Researchers may want to avoid such respondents in order to get more recent and relevant data.

Secondly, with regard to the second group of respondents, researchers cannot and should not avoid this group for future studies. Their input is valid because respondents have varied reasons for deciding to study abroad. That said, this group could be identified by university administrators early in the exchange application process. Administrators can choose to use this information accordingly knowing that such respondents tend to have less positive outcomes from study abroad.

On the professional level, students tended to gain the most in terms of intercultural competencies within the work place. They appreciated their fellow classmates’ international perspectives which allowed them to have a more global mindset

after completion of the course. However, in contrast to what many IBEP applicants believe, data show that participation in the course typically does not result in additional responsibilities, promotions, or relocations within a student's current position.

Administrators within international programs should help debunk the myth that short-term study abroad programs will lead to a financial reward upon completion. While a student may gain useful, working knowledge of a foreign market, they tend to not gain any financial recognition within the workplace. As such, administrators should make students aware of this critical data point. Better informed students, with the right professional expectations, will lead to a more successful and positive exchange for respondents.

Respondents tended to gain appreciation for multiculturalism and diversity. They tended to become more flexible and open to other viewpoints. Participation in the short-term study abroad program also allowed them to gain more confidence in international travel. In general, the skills they gained from the program allowed them to feel more assured and comfortable with foreign travel.

This data point should not come as a surprise to administrators of international programs within business schools. Typically outgoing exchange students return to their home institutions with a fresh outlook and are more confident because of study abroad. However, administrators should highlight this point as the most probable area of growth for an outgoing short-term exchange student. As the majority of this section tends to be positive, it is a great way for administrators to market their existing programs.

Data from this study reveal there are trends on the impact of short-term study abroad programs on MBA students. However, as previously mentioned, further research is needed on this topic, particularly with the outlying respondents. Study abroad is a complex issue and researchers need to delve deeper on this topic to gain a better understanding of the definite impact on students. Future researcher could target a control group, conduct participant interviews, and incorporate other qualitative methods to extract additional information. These data will be helpful to university administrators of international programs as they evaluate their current and future short-term study abroad programming.

APPENDIX A:  
IMPACT OF SHORT-TERM STUDY ABROAD SURVEY

Below is the proposed survey that was used to collect data for my research on the impact of short-term study abroad programs on MBA students.

### **Introduction**

#### Yes/No Questions

1. Did you study abroad during your undergraduate program?
2. Had you been to your host country prior to the short-term study abroad program?
3. Did you enroll in at least one international business course prior to participating in the short-term study abroad program through Institution A?

#### *Open-ended answers*

4. What institution did you visit for your study abroad program as an MBA student?
5. What month(s) and year did you participate in the short-term study abroad program as an MBA student?

### **Academics**

5 Point Likert Scale: *1: Strongly Agree –5: Strongly Disagree*

6. The teaching style at my host school was significantly different to the teaching style at Institution A.
7. Exposure to the host institution's teaching style enhanced my overall MBA academic experience.
8. I left my host country with a concrete understanding of the local business practices from the instruction I received in class.
9. The teaching styles I encountered at my host institution influenced my course selection at Institution A.
10. Site visits provided me with an opportunity to gain a better understanding of the way local business is conducted.



11. Case-studies focused on local companies or regional offices of multi-national companies and provided valuable insight into the business practices of my host country.
12. Participation in the program with students from around the world allowed me to develop the ability to work effectively in multi-cultural settings.
13. Participation in the program helped me to develop the ability to communicate across cultures.
14. I gained the ability to think about issues from a non-U.S. perspective through lectures and in-class discussions.
15. Participation in the program propelled my interest in international business.
16. The short-term exchange program made me interested in international topics and, as a result, I enrolled into at least one international business course at Institution A after I returned from the program.
17. Studying abroad reinforced my commitment to learning a foreign language.
18. I joined a cultural student group at Institution A after I returned from the program.

*Open-ended answers*

19. What were the most useful aspects of the short-term exchange program in terms of academics (i.e., coursework, classmates, faculty, case practice, etc.)?
20. What were the greatest challenges in experiencing another institution's pedagogy?
21. Did participation in the short-term program have any affect over the rest of your program at Institution A? If so, in which way(s)?
22. How did the short-term program compare to a traditional course at Institution A? Did you get more/less/the same amount of information in the short-term course versus a quarter-long course?
23. How critical was the program with regard to your overall MBA experience? Did the short-term exchange program fundamentally change your Institution A program of study in terms of course selection, student group participation, etc.?

**Professional**

5 Point Likert Scale: 1: *Strongly Agree* –5: *Strongly Disagree*

24. My professional network grew through participation in the program.
25. Participation in the program gave me the skill set to communicate effectively across national and cultural boundaries which has positively impacted my job.
26. I have an advantage over my work colleagues because of knowledge and insight that I gained from the program.
27. Meeting and getting to know exchange students and local faculty will expand my future professional network.
28. I gained interpersonal skills and intercultural sensitivity which allow me to better connect with international colleagues.
29. Participation in the program was positively viewed by my employer and resulted in a promotion and/or raise.
30. My employer took my participation in the short-term study abroad program into account during my yearly assessment.
31. Participation in the program has made me more marketable within my current position.
32. Participation in the program will make me more marketable to future employers.
33. I was given additional responsibilities/projects related to the region of the world where I studied abroad because of the program.
34. I was relocated or expect to be relocated to my host country for my job.
35. After taking the course, I feel more comfortable managing a team of international colleagues.
36. I am now more likely to accept a position working for a multi-national organization in the U.S.

*Open-ended answers*

37. What new information or skills did you gain from the program that made you more culturally competent within your previous or current position?
38. What were the advantages of taking the course in terms of your professional life?

39. Have you changed jobs since the program? If so, how was the study abroad experience viewed by your interviewers?

### **Appreciation of Diversity and Multiculturalism**

5 Point Likert Scale: *1: Strongly Agree –5: Strongly Disagree*

Upon completion of the course:

40. I am more able to effectively and appropriately communicate in culturally diverse environments.
41. I am more flexible and adaptable in unfamiliar situations because of my short-term study abroad experience.
42. I was exposed to non-U.S. viewpoints through the other exchange students in the course and have a better understanding of foreign cultures and customs.
43. I am more open to trying new experiences such as activities, foods, etc. because of my short-term study abroad.
44. I read/watch international news more often to stay up-to-date on world issues.
45. I now have more global awareness and consider issues from a non-U.S. centric point-of-view.
46. My short-term study abroad experiences continue to influence my interactions with people from different cultures.

*Open-ended answers*

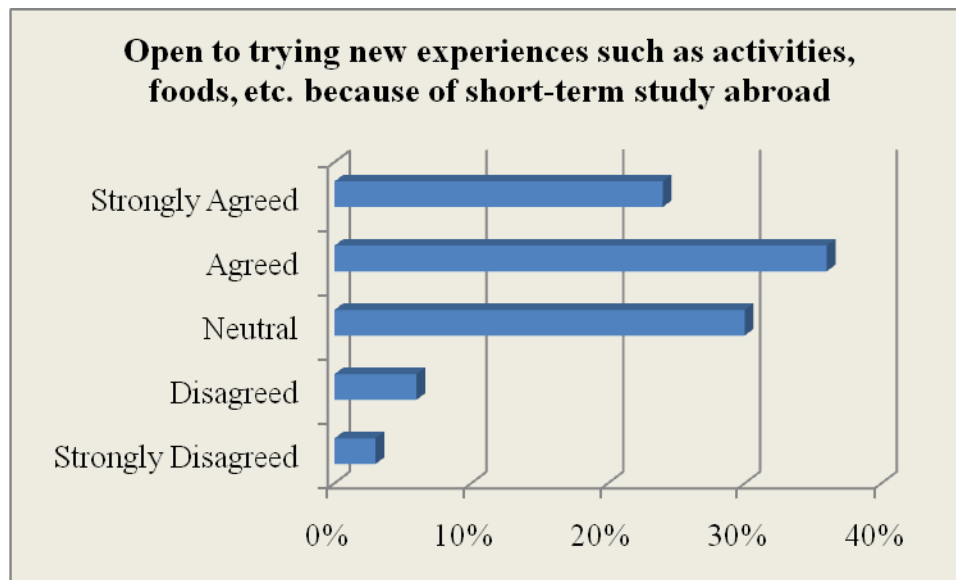
47. What was your biggest take-away from the program?
48. Did participating in the short-term exchange program change your view on international issues? If so, how?
49. Are you more confident in traveling abroad now? Why/why not?
50. How did the short-term program impact your personal growth and goals? (i.e., were you able to practice your foreign language skills, did you learn new perspectives on life, etc.)

### **51. Conclusion**

52. Gender (optional)

**APPENDIX B:**

**TABLE OF RESPONDENTS' WILLINGNESS TO TRYING NEW EXPERIENCES AS  
A RESULT OF PARTICIPATION IN SHORT-TERM STUDY ABROAD PROGRAM**



APPENDIX C:  
TABLE OF RESPONDENTS' CHANGE IN MULTICULTURAL AND DIVERSITY  
APPRECIATION

<b>Multicultural and Diversity Appreciation</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I read/watch international news more often to stay up-to-date on world issues	5 Responses (17%)	12 Responses (35%)	9 Responses (26%)	4 Responses (11%)	3 Responses (9%)
I now have more global awareness and consider issues from a non-U.S. centric point-of-view	8 Responses (22%)	13 Responses (37%)	12 Responses (34%)	0 Responses (0%)	2 Responses (5%)
My short-term study abroad experiences continue to influence my interactions with people from different cultures.	7 Responses (20%)	13 Responses (37%)	12 Responses (34%)	1 Response (2%)	1 Response (2%)

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## VITA

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