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UMI
THE INFLUENCE OF STUDY ABROAD PROGRAMS ON COLLEGE STUDENT DEVELOPMENT IN THE COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES AT THE OHIO STATE UNIVERSITY

DISSERTATION

Presented in Partial Fulfillment of the Requirement for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Lijuan Zhai, M.S.

The Ohio State University
2000

Dissertation Committee:
Professor Scott D. Scheer, Adviser
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Professor Janet L. Henderson

Approved by
Adviser
Agricultural Education Graduate Program
The purpose of the study was to determine the influence of participation in a study abroad program (SAP) on college students' level of development in terms of global perspective, attitudes toward cultural diversity, and self-efficacy. In addition, this study also sought to investigate students' changes in their career interests, attitudes toward both the host and home countries, knowledge and skills they gained from SAPs, and motivation for participation in SAPs. Twelve research questions were developed to guide this study.

The sample consisted of 21 students who went to SAPs (n=21) and those who enrolled in summer quarter 1999 but did not go on SAPs (n=77) in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. Data were collected via questionnaire surveys and interviews. A questionnaire designed to measure Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy was mailed to the study abroad group (n=21) before and after the SAPs. The same questionnaire was also mailed to the comparison group at the beginning and end of the summer quarter 1999. Focus group and individual interviews with the study abroad group were conducted after they returned. Descriptive statistics, multiple regression, logistic regression and t-test were applied to analyze the survey data. Qualitative data obtained from interviews were analyzed using inductive data analysis.
Questionnaire surveys did not show significant changes in students' global perspective, attitudes toward cultural diversity and self-efficacy as a result of SAPs possibly due to the small sample size and non-random samples. Qualitative data analysis showed that students' global perspective was enhanced by the SAPs. SAPs contributed to students' development of intercultural sensitivity. Participants were more aware of and open to cultural diversity. The experience provided new challenges to participants and assisted them in becoming more confident about themselves. Study abroad students were likely to develop favorable attitudes toward their host country accompanied by some criticism toward the United States. Students gained new knowledge and skills from study abroad experience. Personal interests, peer influence, desire to experience something different and cost were important factors in motivating students to participate in SAPs.

It is recommended that general education programs include study abroad experiences. Preparation prior to study abroad is vital for a successful SAP. Former study abroad students should be used as valuable resources to recruit and market the SAPs with special attention given to recruit more minority students for these programs. Strong commitment from top administration is important to fostering the SAPs in the college.
DEDICATION

With my eternal love and gratitude, I dedicate this work to

my husband, Jinlong Li,

my son, Eric Li,

and my daughter, Sisi Li.

You are my inspiration to persist and never give up on this dream.
ACKNOWLEDGMENTS

I would like to express my sincere appreciation to the following individuals who have tremendously impacted my personal and academic growth and made this accomplishment possible.

I am especially grateful to Dr. Scott Scheer for being such a great advisor and friend. His consistent concern, caring, patience, expert guidance and challenges have helped me to grow tremendously. I count it a privilege to have studied under him.

A special thanks to Dr. L.H. Newcomb for serving as my former adviser and dissertation committee member, for his expert support and genius input to this study, and providing me the opportunity to study and work in this college. He is and will always be my most respected teacher and role model.

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Thanks to Dr. Merry Merryfield, Dr. Ada Demb, and Dr. Barbara Ludwig for serving as the panel of experts for establishing the validity of the instrument.

Thanks to all students who participated in this study. Each who returned questionnaires and agreed to be interviewed made a great contribution to the study.

I appreciate the help and support from my friend, Jo Wagner, for her assistance in my data collection, her interests, and her input in my research. I am impressed by her enthusiasm and efforts to improve the study abroad programs in the college.

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To my parents Qinyi Zhai and Yurong Gao for giving me the talent and strength to study in this country. Thanks for your endless love, care, nourishment, and encouragement to me wherever I am.

Finally, my husband Jinlong Li and my son Eric Li, two special people in my life who deserve my most sincere love and gratitude. I will always be grateful to my husband for supporting me to pursue my dream. Thanks to my son for his understanding of mom’s commitment to study. I also feel guilty for my new daughter Sisi Li for not getting enough rest as a pregnant mother should.
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Conceptual Schema of Study Abroad I-E-O Model.
CHAPTER 1

INTRODUCTION

The world has been experiencing rapid changes in interconnections and interdependence in recent years. The advanced technological, political, cultural, economic, and ecological systems provide connections among peoples and cultures worldwide. To educate and empower the next generation to live effectively in such a shrinking world, colleges and universities today are faced with a major problem of making a university education relevant in a global society (Kauffmann, Martin, Weaver & Weaver, 1992). The development and implementation of international education initiatives have been a focus in higher education in the United States for several decades (Cater, 1992). The necessity of advancing international competence for America's students has become increasingly apparent as the international community moves toward more interdependence. To respond to the needs of this global society, institutions of education began to seek ways to enhance students' global competence and thus study abroad programs (SAPs) were created on college and university campuses and attracted more and more students. Such trend is also reflected in an increased number of study abroad participants, the number of programs offered, and the number of countries participating at The Ohio State University (see Table 1.1).
<table>
<thead>
<tr>
<th>academic year</th>
<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
<th>92-93</th>
<th>93-94</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
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<tr>
<td>number of participants</td>
<td>148</td>
<td>245</td>
<td>267</td>
<td>445</td>
<td>531</td>
<td>576</td>
<td>597</td>
<td>691</td>
<td>840</td>
</tr>
<tr>
<td>number of host countries</td>
<td>11</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td>24</td>
<td>27</td>
<td>53</td>
<td>54</td>
<td>37</td>
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</table>


Table 1.1 Ohio State University Study Abroad Participants and Host Countries by Academic Year

Study abroad is widely recognized as a unique way to enrich and broaden the educational experience of college students. In the past, SAPs have been regarded as an opportunity for a special class of elite students to experience another culture first hand and to gain an appreciation for the great institutions of western civilization (Herman, 1996). However, Goodwin and Nacht (1988) indicated that study abroad has now been democratized and made available to the middle class in American higher education.

As the trend of internationalizing higher education becomes an increasingly common institutional goal, SAPs need to be more fully recognized and documented (Hutchins, 1996). The contributions of study abroad to college students' personal growth and academic motivation and achievement have been documented by researchers. Research supports the importance of universities helping students develop the skills and attitudes which will allow them to function successfully in an interdependent and interconnected world (Hutchins, 1996). Demographers predict that by early 21st century, today's minorities will be tomorrow's majority (Seevers et al, 1996). Global competition, population shifts, population growth, and the addition of new immigrant groups have led to dynamic changes during the last decade (Bruchey, 1996). Educators must develop skills to enhance working within an increasingly pluralistic society (Grogan & Eshelman,
1998). SAPs can be the vehicle to increase young people’s awareness of cultural diversity (Brun, 1980; Garvey, 1991; Hutchins, 1996; Ayers, 1996).

Problem Statement

The SAPs are the most visible and popular international activity at college campuses (Rubin, 1995). Auden (1937) provided one rationale for study abroad when he said that “no one can understand his own country unless he has lived in at least two others” (cited in Burn, 1980, p.11). Other rationales for SAPs include giving students opportunities to develop linguistic skills, to experience and understand another culture, to obtain a comparative view of their major field, and to gain knowledge and skills that will be useful in a career in government, business, teaching, and many other fields (Burn, 1980).

Although study abroad can be an immensely rewarding experience, at many institutions, study abroad is not recognized as a legitimate academic experience meriting institutional financial support along with other academic programs (Burn, 1980). Undergraduate overseas study is often a low priority for American colleges and universities (Burn, 1980). Goodwin and Nacht (1988) revealed that there were some concerns or even hostility toward study abroad among faculty, administrators, and friends of higher education, because:

“1. They doubt the rigor and seriousness of the academic program. Moreover, they fear that provisions for quality control are inadequate in most respects. 2. They mistrust the motives that lead their colleagues to pursue program development. 3. They believe the students’ time could be used better at home; they regret the loss of their own courses, the ‘breaking of the major’ for the junior year, and the implication that the best of all worlds cannot be found on the home campus” (p.4-5).
Therefore, for SAPs to be fully recognized and accepted, documenting outcomes of SAPs is vital.

While study abroad has attracted an expected level of interest and attention in American higher education, only a small fraction of students get involved in overseas study. At public institutions in which more than half of all American undergraduates are enrolled, less than 1% of the total population studied abroad in the 1980s (Burn, 1980; Hutchins, 1996). An equally distressing fact is that in 1992 less than 2% of the 12.2 million U.S. college and university students studied abroad (Scott, 1992). This small constituency will remain insufficient to stimulate significant institutional or national support for overseas study (Burn, 1980). How to motivate students to go overseas is an important question to ask. Of course, the answer is not simple. The expanding role of studying abroad makes it imperative that we have more knowledge of SAPs and what they can contribute to students’ education (Carlson, Burn, Useem, & Yachimowicz, 1990).

Carlson et al. (1990) claimed that even though there are widely held convictions and assumptions on study abroad, little hard data and comprehensive research have documented the actual contribution that study abroad makes to students and their educational development. Little is known about the conditions under which students profit most from study abroad and in what ways. In addition, attempts to measure systematically the effects of overseas study on students are also fragmentary and insufficient (Burn, 1980). Although the impact of study abroad on students has been studied by many researchers, results are often conflicting. For instance, Hensley and Sell (1979) examined the impacts of SAP on students’ global-mindedness, support for the
United Nations, self-esteem, and tolerance of ambiguity. They found a substantial degree of change occurred only on the self-esteem variable. A recent study conducted by Bates (1997) concluded that SAP significantly impacted undergraduates' global perspective. Miller (1993) also noted that SAPs enhanced students ability to develop the recognition and acceptance of differences and dimensions of other cultures. With an increase in the number of institutions and students participating in overseas education, any program which has an impact on college students is a vital area of concern to administrators, faculty and student personnel practitioners (Herm, 1996). Information about outcomes can help an institution successfully adapt to changing conditions and thereby maintain its stability and identity (Peace, 1979). A better understanding of the impacts of educational programs on students can provide a foundation for policy development that includes educational, economic, and political considerations (Astin, 1977). In responding to this need, this study is designed to assess the influence of SAPs on college students in hopes to yield some important and useful information for international program administrators, advisors, faculty, and student personnel practitioners. Research findings can also aid educators in developing programs that will maximize students' learning and personal development opportunities throughout their college years.

Theoretical Framework

The assessment of student outcomes and development has often been advocated as a means of determining a college's success in meeting its educational goals (Jacobi, Astin & Ayala, 1987). Discovering how individuals emerge from childhood and become adults, emotionally and intellectually, has been the focus of a great deal of research since
the 1950s (Scheer & Palkovitz, 1994; Herm, 1996). Because so many young adults will move through this changing period in a college setting, student development merits special attention so that institutions of higher education can better serve society and more effectively help young people move productively from adolescence to adulthood (Chickering, 1993; Scheer & Palkovitz, 1994). In determining what types of outcomes to consider and measure in this study and how to measure them, Astin's (1977) input-environment-outcome (I-E-O) college impact model is particularly influential in defining the methods, the content and scope of this study.

Astin's I-E-O Model

For nearly three decades, Astin has been using the input-environment-outcome model as a conceptual guide for studying college student development. In this model, inputs refer to the characteristics of the student at the time of initial entry to the institution; environment refers to the various programs, policies, faculty, peers, and educational experiences to which the student is exposed; and, outcomes refer to the student’s characteristics after exposure to the environment (Astin, 1993). Change or growth in the student during college is determined by comparing outcome characteristics with input characteristics. The basic purpose of the model is to assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions (Astin, 1993). Astin (1977, 1993) suggested that educational outcomes can be conceptualized along two dimensions: type of outcome and type of data. He developed these two dimensions into a 2 X 2 matrix where type of outcome tends to be either cognitive or affective and type of data tends to be either psychological or behavioral (see table 1.1). Astin (1977) stated that cognitive
outcomes involve the use of higher-order mental processes such as acquiring knowledge and using critical thinking skills. Accordingly, affective outcomes are related to changes in students' attitudes, values, self-concept, aspirations, and everyday behavior (Astin, 1977). The second dimension of Astin's taxonomy refers to the types of information gathered to assess the cognitive or affective outcomes. Psychological and behavioral data were two broad classes identified. Psychological data are related to the internal states or traits of the individual and behavioral data are direct observable activities (Astin, 1977).

<table>
<thead>
<tr>
<th>Data</th>
<th>Affective</th>
<th>Cognitive</th>
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<tr>
<td>Psychological</td>
<td>Self-concept</td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
<td>Values</td>
<td>Critical thinking ability</td>
</tr>
<tr>
<td></td>
<td>Attitudes</td>
<td>Basic skills</td>
</tr>
<tr>
<td></td>
<td>Beliefs</td>
<td>Special aptitudes</td>
</tr>
<tr>
<td></td>
<td>Drive for achievement</td>
<td>Academic achievement</td>
</tr>
<tr>
<td></td>
<td>Satisfaction with college</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>Personal habits</td>
<td>Career development</td>
</tr>
<tr>
<td></td>
<td>Avocations</td>
<td>Level of educational attainment</td>
</tr>
<tr>
<td></td>
<td>Mental health</td>
<td>Vocational achievements</td>
</tr>
<tr>
<td></td>
<td>Citizenship</td>
<td>-Level of responsibility</td>
</tr>
<tr>
<td></td>
<td>Interpersonal relations</td>
<td>-Income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Awards or special recognition</td>
</tr>
</tbody>
</table>

Source: Astin (1977, p.8)

Table 1.2. Classification of Student Outcomes by Type of Outcome and Type of Data

Based on this framework, the following outcomes are selected to include in this study: a) psychological-affective dimension: self-concept as measured by self-efficacy, b) psychological-affective dimension: values and beliefs as measured by global perspective, attitudes toward the host country and home country, c) behavior-affective dimension:
interpersonal relations as measured by attitudes toward cultural diversity, d) psychological-cognitive dimension: knowledge and skills gained from studying abroad as measured though interviews, and e) behavior-cognitive dimension: career development as measured by occupational preferences and educational aspirations. The growth and development of students in these aspects are determined by comparing the characteristics upon entry with the characteristics after students return from the SAPs. Global competition and population shifts have made it necessary to develop college students’ global perspective and positive attitudes toward culturally diverse groups. Researchers also agree that positive perceptions about self are related to student motivation, academic performance, personal and educational development, and career development (Bandura, 1995; Hattie, 1992). Enhancing and promoting positive self-concepts is critical in any educational setting.

Purpose and Objectives

The purpose of this study is to determine the influence of participation in a study abroad program (SAP) on college students’ level of development in terms of global perspectives, attitudes toward cultural diversity, and self-efficacy. Student changes in those three variables will be determined by measuring their levels upon entry and return from the SAPs. In addition, this study seeks to investigate students’ changes in their attitudes toward the host and their home countries, career interests and educational aspirations, knowledge and skills they gain from SAPs, perceived benefits, motivations for participating in SAPs, negative experiences and suggestions to improve SAPs.
Furthermore, the study also describes characteristics of students who participate in SAPs and a comparison group.

The following 12 research questions are developed to guide this study:

1. What are the characteristics of students who have participated in a SAP in terms of age, sex, race, country of citizenship, GPA, parents' educational levels, number of courses taken which deal with global issues, major resources of information about other countries, prior overseas experiences, places they were from and contact with international people and students in comparison to students who have not participated in SAPs?

2. What is the influence of participation in the SAPs on students' level of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy? What is the influence of some demographic variables such as sex, GPA, and age? What is the influence of pre-test scores?

3. Do scores of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy differ by sex in the SAP group and the comparison group?

4. What are the differences in Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy between students who participated in SAPs and those who did not?

5. To what extent do pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and demographic data predict whether or not students participate in SAPs?

6. To what extent do students change their career interests and educational aspirations as a result of participating in SAPs?
7. To what extent do students change their attitudes toward host and home countries as a result of participating in SAPs?

8. What kinds of perceived knowledge and skills do students gain from studying abroad?

9. What important benefits do students perceive they obtained from SAPs?

10. What motivates students to participate in SAPs?

11. What type of negative experiences occurred for students during studying abroad?

12. What suggestions do students have to improve the SAPs in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University?

Definition of Terms

Definitions are based on the literature reviewed and how they are defined for this study:

Study Abroad Program—Study abroad programs (SAPs) are defined as the participation of an American college student in a program of study at an academic institution of higher education in a foreign country, for which the student receives academic credits at the home institution in the United States (Herm, 1996). SAPs in this study will focus on SAPs organized by the College of Food, Agricultural, and Environmental Sciences (CFAES) at The Ohio State University in summer 1999.

Global Perspective—People who have a global perspective possess an ecological world view, believe in the unity of humankind and the interdependence of humanity, support universal human rights, have loyalties that extend beyond national borders, and are futurists (Hett, 1993).
Attitudes Toward Cultural Diversity - Attitudes toward cultural diversity is defined as one's feeling, thought or disposition on the differences among people with respect to race, class, ethnicity, socioeconomic level, religious affiliation, age, language, physical and mental ability, sexual orientation, and other human attributes (Grogan & Eshelman, 1998; Stanley, 1992). In this study the domain of cultural diversity will focus on ethnicity, race, socioeconomic level, and religious affiliation.

Self-efficacy - Self-efficacy is defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986, P.391).

Limitations of the Study

This study is limited to 21 SAP students and 77 students in the comparison group because of the following reasons:

1. Non-random samples: Students in the SAP group were self-selected to participate in SAPs in summer quarter 1999. Students in the comparison group were also self-selected to respond to the surveys. Both groups were not random samples, therefore, results of the study cannot be generalized beyond this sample.

2. Small sample size: SAP group had 21 students. It would be harder to detect significant changes from small sample size than larger samples.

3. Different response rates: Pre-test and post-test response rates to the SAP group were 100% (n=21). For the comparison group, the pre-test response rate was 53.7% (110 of 205) and the response rate for post-test was 70% (77 of 110). Results generated from this study were based on different response rates of the two groups.
4. Different time lags between pre-test and post-test: All SAP students had to leave the country in middle of June, 1999 so the pre-test survey to the SAP group was conducted earlier than the comparison group. Pre-test survey to the SAP group was conducted from June 1 to June 15, 1999. However the list of summer 1999 students in the comparison group was only available after June 16, 1999, last day to pay fees. The pre-test surveys were mailed out June 23, 1999 to the comparison group. It took longer to collect surveys via mailing therefore, the pre-test surveys to comparison were finished by the end of July, 1999 which was much later than the SAP group. Post-test surveys to both groups were conducted at the same time.

Basic Assumptions

In order to determine the accuracy of this study, the researcher assumed:

1. The students in this study would provide honest answers to the instrument and the interviews.

2. SAP students in this study lack international and cross-cultural experiences.

3. The researcher has a very positive attitude toward SAPs.
CHAPTER 2

LITERATURE REVIEW

This review of research provides a synthesis of what has been done in SAPs and related fields such as college outcome theories. Knowledge of related literature will also allow the researcher to define the current frontiers of the field. SAPs are formal educational programs provided by colleges and universities to enhance and broaden students’ learning experience. They are designed to serve many purposes and consist of many forms. The educational values of study abroad to college students’ academic motivation, cultural immersion, gaining a new perspective on global issues, acquisition of new skills, and career enhancement have been recognized by many authors (Brun, 1980; Brewer, 1983; Garvey, 1991; Hutchins, 1996; Ayers, 1996; Lambert, 1989; Goodwin & Nacht, 1988; Rubin, 1995; Herman, 1996). This chapter is organized around five major areas: (a) rationale for study abroad programs, (b) goals of study abroad programs, (c) the influence of study abroad programs on college student development, (d) motivation and barriers for participating in study abroad programs, and (e) summary.

Rationale for Study Abroad Programs

Four major rationales for SAPs are identified from literature. The first rationale for SAPs is that we live in an interdependent world and a citizen in any one country needs to
learn about other countries. The changes in the world over the past decade have made it clear that institutions of higher education must do more to teach students about other countries and cultures and prepare them to work and live effectively in the global economy and interdependent world (Rubin, 1995). The number and scope of international interactions and interdependencies have increased steadily in recent centuries. The societal, political, and economic environments are changing as the world moves toward becoming a global community. Forces that directly affect our lives and decisions are shaped by persons and events far away from us in places we have never seen or visited (Rahman & Kopp, 1992; Reed, 1985). Technological advances in communication bring events happening around the world to our daily life. Economic competitiveness makes the fact that even small businesses must deal with issues of international trade. Additionally, more U.S. citizens work for global or foreign-owned firms. Perez-Morales and Miller (1994) reported that by 1989, four out five jobs existed as a direct result of foreign trade; and over 6,000 North American companies had branch offices in the United States. From this point of view, it is important to promote an international or global perspective and provide the public a better opportunity to have a broad view of the world in which they live. Akpan and Martin (1996) believed that with the rapid shrinking of our world, U.S. institutions can't afford not to prepare her citizens for participation in world affairs. Given this fact, it is crucial that young people become more knowledgeable about other countries of the world-their cultures, histories, roles in current world affairs (Reed, 1985). Therefore, incorporating international/global perspectives into all aspects of U.S. educational curricula is an important step in preparing students to function effectively in an interdependent world and help them become successful
individuals in the future (Reed, 1985). One of the best ways to stimulate interest in and educate U.S. students about the world beyond our national boundaries is the SAP (Goodwin & Nacht, 1988). Study abroad is thought to be an important vehicle for producing an internationally aware and concerned citizenry (Carlson et al, 1990).

The second rationale for SAPs is that the U.S. population is becoming increasingly diverse in ethnic, racial, and national backgrounds. To be successfully within this diverse society, Americans must have the cross-cultural skills, knowledge and sensitivity. Chesney (1992) provided surprising demographic data and trends in the workforce for next century:

The workforce in the 21st century will be an aging one with fewer new workers entering the workforce; growing numbers of women and minorities will make the workforce more diverse. Of the people entering the workforce in the year 2000, 15% will be native white men and about 67% will be women; also more than 42% will be minorities or immigrants, and 21% will be minority or immigrant women (p32).

The changing ethnic texture of the U.S. population has major implications for all of the nation's institutions, including schools, colleges, universities, and the work force (Bank, 1997). These institutions must be restructured and transformed in order to meet the needs of the different kinds of peoples who will work in and be served by them (Bank, 1997). Colleges and universities are educational agencies established to serve all people. The inclusion of diversity into student development should not be left to any one office or administrator (Carlson et al, 1990). Study abroad experiences to develop cross-cultural skills is an important way in preparing students to live effectively not only in the global community but also as members of the increasingly diverse U.S. culture and people (Carlson et al, 1990).
The third rationale for SAPs is that internationalization has become a trend in higher education world wide. Albach and deWit (1995) indicated that understanding other societies and cultures and the connections between these societies is a natural outgrowth of the mission of higher education. King and Martin (1992) indicated that a number of factors seem to be driving this movement. These factors include economics and economic competitiveness; interest of students; advances in business; relevance of educational programs in terms of the global nature of many problems; current and future market and job opportunities; and the need to interact with colleagues in other countries to gain access to information being generated elsewhere. The scientific and technological explosion of the latter half of the twentieth century has vastly increased the store of human knowledge and makes that knowledge much accessible (Muller, 1995). Geographic distance, national borders, even language barriers no longer present significant obstacles to the international movement of intellectual capital, especially to the instantaneous communication of data (Muller, 1995). Knowledge is power. This ancient truism means that those who possess relevant knowledge have a better capacity to survive than those who lack it. Indisputably, higher education is positioned at the very heart of the knowledge industry in the information age. We have no choice but to change the emphasis of higher education to meet the need of an international marketplace of ideas, goods and services (Akpan & Martin, 1996).

The fourth rationale is that the changing conditions of the international system provide colleges and universities new challenges and opportunities. International exchanges may play an important role in broadening the intellectual elite. A widespread belief among Americans is that this country stands far ahead in virtually all scholar fields.
However, this belief is being displaced today by widespread wonder at scholarly achievement overseas (Carter, 1992). Therefore, the goal of tapping the increasingly rich foreign veins of intellectual talent remains a compelling one in international exchange programs (Goodwin & Nacht, 1988). Additionally, providing overseas opportunities for students has become essential for attracting more students as well as the most highly recruited students from U.S. high schools (Goodwin & Nacht, 1988). Goodwin and Nacht (1988) stated that there were three ways in which internationalization will pay off:

“first, making the school seem more glamorous, cosmopolitan, and up-to-date might induce more students to enroll as freshmen; second, through such programs overseas, tuition-paying foreign students might be identified and recruited; and third, students from other institutions who could be attracted to take part in a study abroad program might then be proselytized to transfer to the sponsoring college for the senior year at home” (p.21).

In summary, it is obvious to fulfill our mission as higher education institutions, opportunities for students to experience another culture first hand should be provided. U.S. higher education institutions now have a central responsibility to prepare their students adequately for the global environment in which they will participate throughout their professional careers (Skolnikoff, 1994). Study abroad has become the place where students can obtain hands-on contact with the world and where they may turn for understanding (Goodwin & Nacht, 1988). Participating in SAPs may also develop the cross-cultural skills and knowledge that are needed to enhance the global competitiveness of U.S. business and the effectiveness of the United States in its relations with other nations (Carlson et al, 1990).
Goals of Study Abroad Programs

As the world is becoming increasingly interdependent, institutions of education begin to seek ways to enhance students’ skills to live effectively in a changing world. On almost every campus, the opportunity for students to study in another country is the most common feature of internationalizing curriculum (Lambert, 1988). Goodwin and Nacht (1988) believed that study abroad would almost certainly fail if their particular goals are not specified carefully and kept clearly in mind by their operators. For this reason, they began to compile a very comprehensive list of the various purposes for SAPs in terms of educational and social goals, and then institutional and administrative goals. A summary of Goodwin and Nacht’s (1988) ten educational and social goals for SAPs is:

1. Internationalizing the educated citizenry. To become a responsible world citizen, young people must have some acquaintance with and understanding of the other cultures and people.

2. Broadening the intellectual elite. To create truly multicultural individuals, who will lead society in all its parts: business, government, the professions, education, and so on. The overseas educational experience broadened students’ perspectives in unimaginable ways.

3. Fulfillment of a distinctive institutional mission. As the world is becoming increasingly interdependent and connected, institutions of education must act and respond to local and society needs.

4. To better understand ourselves. As an immigrant society, many American students may find their own culture heritage overseas. In addition, listening to the insights of
foreign observers will bring fresh perspectives which help us to understand ourselves more.

5. Master a foreign language. A foreign language is not merely a tool and a key to both scholarly inquiry and to commercial success; it is also the main route to cultural understanding.

6. Learn from others. International exchanges provide opportunities for U.S. students to learn from international scholars in many academic fields. In addition, some fields like art history and architecture can only be better pursued though overseas experience.

7. Improving international relations. It is hoped that organized study abroad may increase the mutual understanding between host countries and the U.S., therefore, increase chances for world peace. Of course SAP may also help to build linkages and cooperation with other educational institutions overseas.

8. Attract more and the best students. Study abroad is seen as a useful tool to increase applicant pools for many colleges and universities. It is believed that an appetizing range of study abroad opportunities has become essential for attracting the most highly recruited students from U.S. high schools.

9. Accede to the entrepreneurial drives of faculty. A cooperative institutional response to those initiatives of entrepreneurial faculty is one of the most prominent goals behind the SAPs.

10. Respond to students’ needs and interests. To express that student consumers want study abroad, therefore, institutions of higher education must provide and make it available to students.
Jurasek (1991) provided another set of goals to be achieved from SAP with a lot overlapping from the previous list:

1. A consciousness or awareness that individuals socialized in different cultures and societies approach reality from different perspectives, together with some understanding of the problems posed by the fact that these differing perspectives exist.

2. An understanding of global dynamics, to construct explanatory theories which give accounts of "how the world works."

3. An awareness of human choices of the university, of the options and models facing humankind, and of the opportunity and responsibility to contribute to making responsible choices.

In summary, the major goal of SAPs is to provide students with the opportunity to grow and mature in experience and intelligence. For instance, international experiences enable students to gain a global perspective; to understand and respect all people, their cultures, civilizations, values, and ways of life; to have an awareness of and appreciation of cultural diversity within the U. S.; to be aware of the increasing global interdependence between peoples and nations; to develop cross cultural skills and foreign language skills; and, on the part of individuals, to participate in solving problems of their community, country, and the world at large (UNESCO principles, cited in Good & Campbell, 1997). For institutions, SAPs may bring in an international dimension and perspective, and also expend co-operations with other academic institutions and colleagues across national boundaries. In addition, providing opportunities for students
to go abroad will be a marketing strategy to increase institutional reputation and student enrollment.

The Influence of Study Abroad Programs on College Student Development

The challenge for U.S. higher education is to educate students for global competence and be successful individuals in an interdependent world. This is a difficult task and there is no easy way to achieve it. Study abroad is proved to be a potentially powerful program to enhance students' ability to live in a global society. Research documented tremendous evidence about how SAPs influenced students' development. For example, Wilson’s 1993 article was mainly an analysis of outcomes of international experiences. She asserted that international experiences could make a particularly powerful contribution to an individual's knowledge and perceptions of the world. Further, she developed a model of the impact of international experiences which was divided in two general categories: gaining a global perspective, including substantive knowledge and perceptual understanding; and developing self and relationships which including personal growth and interpersonal connections. According to this model, international experiences contributed to the substantive knowledge dimension including knowledge of other cultures and a general awareness of world issues, global dynamics, and human choices. Perceptual understanding embodied open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism (Case, 1990, cited in Wilson, 1992). Contributions of international experiences to personal growth revealed growth in acceptance of self and others, general maturity, acceptance of responsibility, and especially independence (McKiernan, 1980, cited in Wilson, 1992).
The ability to develop interpersonal relationships was related to intercultural effectiveness of participants (Wilson, 1993). Following sections further confirmed Wilson’s conclusions.

**Development of a Global Perspective**

Enhancing the development of a global perspective through international experiences has been the major goal of SAPs and has been investigated by a number of researchers. For example, Bates’s (1997) conclusions supported the position that students gain significantly in the development of an attitude of global-mindedness through study abroad. Carlson’s (1985, cited in Burn, 1992) reported that SAP participants tended to be more ambitious, independent, and intellectually critical than students who did not study abroad. SAP students were more demanding of themselves and of their higher education institutions, wanted more international content and perspectives in their education, and aspired careers in international fields, many in international business (Carlson, 1985, cited in Burn, 1992).

In a doctoral dissertation research, McCabe (1993) sought to determine the development of a global perspective through participation in a comparative global education program (Semester at Sea). The author examined the impact of an overseas experience on five dimensions of a global perspective: fear versus openness to different cross-cultural experiences; people are the same or different versus people are the same and different; naivety versus cross-cultural knowledge and awareness; pro- or anti-Americanism versus pro- and anti-Americanism; and ethnocentrism versus globalcentrism. Data revealed that overseas experience contributed to global perspective development. Students became more accommodating to a variety of experiences of new
countries and cultures and recognized the differences and similarity of cultures and 
people. According to the researcher, students generally moved from naivete toward 
cross-cultural understanding and an increased awareness and interest in world events. In 
addition, students developed strong feelings with regard to nationalism as a result of their 
participation of overseas study. Meanwhile, participants demonstrated a higher degree of 
globalcentrism at the conclusion of the study.

Hutchins (1996) used qualitative research methods to assess the impact of study 
abroad on college students’ professional growth and personal development in terms of 
international, global, and intercultural perspectives. She selected six participants from 
the Ohio State University Social Studies Education Program Abroad students who 
completed study tour abroad programs during 1969-1993. The sample included 
proportional representation based on age, gender, ethnic group, number of study tour 
experiences, and level of educational attainment. Participants chosen were (at the time of 
the study) professionally employed in education. Findings of the study indicated that 
participants experienced changes in their professional growth and personal development 
in the themes of international, global and intercultural perspectives relating to the 
individual participant and the program design. Key factors influencing the impact of 
study tours abroad related to the maturity of the student, participation in multiple study 
tours, minority experiences, geographic location of the study tours, level of immersion, 
and the focus of the study tour program. Harrop (1991) also explored the global 
understanding of college students in relation to their experiences of international 
education. She found those who had participated in many internationally related 
activities with their family or through high school experiences and personal contacts
during college years, both inside and outside college, were the strongest influences on developing global understanding.

Several other researchers also attempted to determine the value of international experiences. Sharma (1984) developed an instrument based on seven concepts from previous research to assess outcomes of study abroad and mailed to selected students in six universities. To ensure an adequate opportunity for interaction, only those students who reported being on their university campus for more than five semesters were included in the analysis. Data showed that cosmopolitan world outlook, understanding of U.S. culture, international career aspirations, and political liberalism were all significantly related to international experience. The more international experiences, the greater the cosmopolitan world outlook, understanding of U.S. culture, international career aspirations, and political liberalism. It was interesting to note that cultural pluralism, worldmindedness, and support for internationalism did not appear to have a significant relationship with international experience in this study. Contrary to this study, Bates (1997) looked at the effects of study abroad on undergraduates’ development of an attitude of globalmindedness and found that students exhibited significant changes for globalmindedness.

Good and Campbell (1997) examined the effects of a work-study program in Jordan. During their stay in Jordan, the students taught Jordanian students with physical and mental disabilities at one of three special education centers. The 20 students selected annually for the program were prepared for their teaching responsibilities by taking special education and conversational Arabic courses. Along with the education classes, several seminars on Jordanian history, politics, culture, and religion were presented.
before their departure. After returning to the United States, the students were asked to write a short essay on the effect of the work/study program had on their lives and to explain how it changed their outlook towards people of other cultures. All of the students expressed an appreciation for the opportunity to work/study abroad and mentioned the positive effect it had on them. Returning students indicated seeing the world from a new expanded perspective. They viewed themselves as members of a new global society in spite of any cultural, political, social, or language differences. They also learned valuable life lessons, such as patience, kindness, empathy, and an appreciation for people of different cultures. They sensed a new level of maturity, empowerment, and independence.

Kauffmann et al (1992) reported four case studies of students who spent three months to one year in a foreign country during their college years and found that students increased interest in international affairs/events, increased world-mindedness, and increased cross-cultural empathy. Those students became more involved in international affairs by joining clubs, participating in extracurricular activities, seeking out international students, and in general, finding ways to demonstrate behaviorally their newfound international perspective. Both Carlson's 1985 and 1990 findings showed that SAP students became more concerned about international issues and more critical about U.S. foreign policy than non-SAP students. Lambert (1989) reviewed research related to the impact of SAPs and pointed out that benefits of study abroad included changes in terms of an increased commitment to peace and international cooperation, a greater interest in international affairs, a greater emphasis on international understanding, and a greater empathy for the viewpoint of other nations.
In summary, study abroad is a very powerful educational experience to enhance students' development of global perspective. Researchers revealed that SAP students showed an increased global perspective and an increased interest in international affairs or events. They viewed themselves as members of a new global society in a new expanded perspective. They became more involved in international peace and cooperation and value international understanding.

Development of Positive Attitudes Toward Cultural Diversity

A number of studies have stressed that overseas experience promoted participants' appreciation of cultural diversity. In Kauffmann et al's (1992) case study, the authors explained that study abroad provided the opportunity for students to open their minds to people with different ideas and values, and maybe even to begin to appreciate the differences in such a way that their lives would be enriched and their network would be expanded. In a more subtle way the study abroad experience released the students from their criteria for their friendships. It could free them to ask new questions, try new interests, and form new conceptions of life.

Development of appreciation of cultural diversity was also documented by several other researchers. For instance, Jurasek (1991) confirmed that the most unique and valuable kind of learning on a study abroad was the development of intercultural sensitivity. It was found that students in this study had developed greater cognitive flexibility and a higher tolerance of ambiguity and differences. Those students returned from study abroad were more able to understand, analyze, cope with, and even enjoy the complexities of intercultural interaction. Miller (1993) stressed that students developed the recognition and acceptance of differences and dimensions of other cultures and an
objectivity about his or her own country as the direct results of the study abroad experience. Goodwin and Nacht (1988) also noted that SAP students become more mature, sophisticated, culturally aware, and sensitive. They learned by questioning their own prejudices and stereotypes. They asked the meaning of national culture, their horizons were extended, and they gained new perspectives.

Like the previous studies, Carlson et al (1991) examined the effect of study abroad experiences on undergraduate students both in their undergraduate years and afterwards. The study was a joint effort of U.S. and European educators and institutions, involved over 400 participants, and included a comparison group of students not undertaking a year abroad. Results suggested that those who chose to study abroad and those who did not differ in cultural interest and domestic orientation. Students perceived that not only academic but also social and personal development were important parts of the international experience. The study abroad participants scored higher than the comparison group on cultural interest, peace, and cooperation indicators.

Kauffmann et al (1992) also reported changes in students' attitudes toward host culture and home culture. The major purpose of the four case studies was to demonstrate how differences in the students themselves and in the programs in which they participated resulted in different outcomes. The student who knew little about the country to which he or she was going but was open to new experiences, grew dramatically both personally and academically. One student who also was unfamiliar with her host country but as less adaptable, gained little from the experience. The third student was more mature but with no previous experience abroad, developed somewhat personally and gained a significant intellectual understanding of the country in which she studied.
Finally, the fourth student both more mature and with previous experience abroad, reached the highest level of intellectual and academic sophistication. The authors noted that study abroad students experienced changes in their perceptions of host and home cultures and in their global understanding. Changes in students' attitudes toward their home culture were apparently conversely related to the attitudes developed toward the host culture. Students were more likely to develop favorable attitudes toward the host country accompanied by a more critical view of the home country. Further, authors explained that confrontation with the values of other cultures helped students to reexamine their values, fostering and reshaping of the principles that guided behavior.

The relationship between selected aspects of personal development and a study abroad experience was investigated by Kauffmann and Kuh (1984). The longitudinal data were collected before studying abroad, after returning from abroad, and one year later. The Omnibus Personality Inventory was administered to a group of students preparing to study abroad during 1980-1981, and to a comparison group of 90 students. The Debriefing Interview Guide was also administered to encourage and guide discussions between a trained interviewer and students after returning from study abroad. The findings indicated that students gained changes in personality functioning including an increased tolerance for ambiguity and interest in reflective thought combined with greater sensitivity and emotionality, and an increased interest in the ethnic studies. The authors further suggested that study abroad could be an important general education component of the liberal arts curriculum.

Although a greater number of studies had been done that focused on changes in attitudes and prejudices with respect to the host countries and home culture, some
researchers argued that the empirical evidence lacked universal agreement (Sharma, 1984). An early study by Smith (1959, cited in Sharma, 1984) revealed that significant attitudinal changes did not occur during a short visit overseas. McGuigan (1958, cited in Sharma, 1984) found the personality changes as a result of cross-cultural experience were rather rare. Development of values, beliefs, and attitudes of young people is a very complicated process. So much is going on in the environment around young people which may affect their personal development, it is hard to judge which aspect contributes most. Therefore, further research pertaining to students' attitudinal changes needs to be carefully designed.

Study abroad experience contributed greatly to students' awareness and appreciation of cultural diversity. SAP students were able to meet and interact with people of different ideas and values during their studying abroad. This provided them opportunities to open their minds to culturally different people. From studying abroad, students learned to understand, cope with and even enjoy the complexities of intercultural interactions.

**Development of Self**

Investigators have recorded increases in self-development such as self-efficacy, self-concept, and self-esteem. In both Gibson's (1991) and Kauffmann and Kuh's (1984) studies, increased self-confidence as a result of study abroad had been documented. The focus of Juhasz and Walker's (1987) research was the effects of studying abroad on college students' self-efficacy and self-esteem development. Results revealed that students' level of confidence about their ability to perform certain behaviors related to the goals of the program increased as a result of their participation. The authors reported that positive outcomes of study abroad were reflected in increased scores on self-
understanding, objectivity and a more realistic evaluation of one's own capabilities and behaviors.

Both Hensley and Sell (1979) and Nishi (1994) provided good indications that study abroad experience could enhance students' self-esteem. Hensley and Sell (1979) examined effects of an overseas political science SAP on students' attitudes about world-mindedness, support for United Nations, self-esteem, and tolerance of ambiguity. Results distinguished that a substantial degree of change occurred only on the self-esteem variable. More recently, Nishi (1994) conducted a cross-sectional study of self-esteem among Japanese adolescents (age 16 to 18) who returned from abroad and who never left Japan. Differences appeared between Japanese adolescents who had never been abroad and those who had. Returnees had slightly higher self-esteem scores than the control group. Those who resided abroad from more than six years showed higher self-esteem than those who stayed for less time.

Like the other researchers mentioned, Bates (1997) investigated the effects of study abroad on undergraduates in the areas of personal development. The study included 14 honors students who spent a semester studying the United Kingdom and a control group of 35 students who remained on the home campus. Both the experimental and control groups completed the Self-Efficacy Scale and Self-Knowledge Scale. Data suggested significant positive changes in self-efficacy and self-knowledge for students who participated in study abroad. Kauffmann et al (1992) explained that students' self-concept was enhanced when they grew intellectually and gained a new understanding of the world by relating differently to others and to think about themselves and their futures in new ways. Students perceived living abroad as a potent new experience that gave
"ample opportunity to see oneself in a new light" (p.100). A large number of students interviewed in this study associated their study abroad experience with an increase in their self-confidence, or self-esteem. In addition, the experience abroad provided the kind of challenge that assisted the student in becoming more independent and self-reliant.

Research stressed that international experiences were powerful educational programs for young people to enhance their development of self-concept. Data confirmed positive changes in students' self-efficacy, self-esteem, and self-confidence as a result of studying abroad. Study abroad experiences provided student opportunities to view themselves in a new perspective.

Knowledge and Skills

The benefits of study abroad which have been reported appear to be closely related to the intellectual development of students in terms of foreign language proficiency, knowledge about the host countries, knowledge about international affairs, and critical thinking ability after the international experiences. For example, Gibson (1991) tried to ascertain if indeed it was worth the time and effort to coordinate SAPs and whether the students were reaping benefits that would not be gained if they stayed on campus. Results revealed that study abroad participants experienced an increased interest in international news, new knowledge of geography and politics, and career adjustments. Carlson et al (1990) also stressed that study abroad contributed importantly to some of the goals of a liberal education such as intellectual development, knowledge about host countries, and the ability to cope with ambiguity. Gilliom (1992) examined teachers who participated in a study tour abroad and also found that those teachers had gained knowledge in history and the social sciences, knowledge about relationships between the countries visited and
the United States, and knowledge about their own values and the way they perceived the world as a result of participating in the study tours. Good and Campbell (1997) found students returned from study abroad saw the world from a new expanded perspective and they were more adaptable and better able to communicate and think critically. Lambert (1989) also noted that students also became more informed both about the country they visited and about international affairs in general. In addition, they experienced major improvements in their general learning style: a greater degree of intellectuality, an enhanced academic style, improved work habits, and greater persistence.

Several other researchers also confirmed changes in students' knowledge and skills after studying abroad. Kauffmann et al (1992) focused their case study on how the study abroad influenced students' intellectual development (including language learning), and personal development. They found that study abroad participation changed three areas of intellectual growth in foreign language, the expansion of learning in the major, and the increased general knowledge the student gained. Jurasek (1991) revealed similar findings in his study. The author argued that although intercultural sensitivity could be at the heart of our rationale for foreign study, it was clear that students also benefited from foreign study in terms of knowledge and skills. Skill development could include improved foreign language skills, skills to conduct biology or geology fieldwork, skills of teaching English as a foreign language, and observational skills.

Kawaguchi and Lander (1997) reported a study of current practice with regard to internationalization carried out at Aichi Prefectural University in Japan. This study was based on an examination of information of exchange programs in 146 private universities. The perceived major benefits of exchange programs were cross-cultural
learning experience and foreign language ability. A few institutions also claimed that credit transfer, professional knowledge, international education, international exchange, and greater information for learning were the outcomes of the exchange programs.

The focus of Carlson, Burn, Useem and Yachimowicz’s (1990) book “Study Abroad-The Experience of American Undergraduates” was the findings about Study Abroad Evaluation Project (SAEP). This project was launched in 1982 which was designed to assess long-term effects of study abroad on participants’ professional development and personal lives. The researchers investigated SAPs from four U.S. institutions: the University of California, the University of Colorado, the University of Massachusetts at Amherst, and Kalamazoo College. The sample comprised students who had been chosen to participate in a year long SAP in one of four European countries: France, The Federal Republic of Germany (FRG), the United Kingdom (UK), or Sweden. It was found that study abroad returnees were more independent-minded, intellectually inclined, and able to cope with ambiguity than they were before going abroad. More important benefits to the SAP students after their study abroad experience were interdisciplinary approaches to learning and independent work. The SAEP documented the effectiveness of study abroad in significantly strengthening students’ knowledge of other countries and their foreign language proficiency and in deepening their understanding of, concern for, and ways of thinking about international issues. Therefore, the author suggested that study abroad could play an important role in preparing future citizens and professionals to live and function in the global village our world has become.
Researchers also reported that development of language proficiency was one of the major benefits participants gained from SAPs. Waldbaum’s (1996) study was to investigate the outcomes of SAP at The University of Denver in terms of academic and linguistic development. The results of the study suggested that students showed significant language development during the study abroad in oral proficiency, listening comprehension, reading, grammar, vocabulary, and writing, with the greatest linguistic growth posted by those who initially possessed the least developed linguistic skills.

Mayer and Schafer (1985) also researched the effects of German student study abroad. Results revealed that students perceived their greatest acquisition was expanding their own horizons in terms of a better understanding the host country and an improvement in their knowledge of foreign language. Teichler and Steube’s (1991) paper drawn on an extensive cross-national analysis of SAPs addressing various support schemes by the European Community and national governments as well as students from British, French, German, Swedish and U.S. institutions of higher education. The article claimed the valuable impact of study abroad was learning new knowledge by exposure to other teaching methods and subject matters. The students also indicated that acquaintance with people in another country, foreign language proficiency, perspective on home country, knowledge of SAP country, acquaintance with ethnic heritage, and break from usual surroundings were important outcomes of their overseas experiences.

Hansel and Grove’s (1984) impact study documented home stay abroad program American Field Service (AFS). They found that students showed greater increases in learning and competence than could be expected through the normal maturing process. Because of their experience, students became more knowledgeable about the new culture,
more competent generally, and, therefore, more self-confident about taking on new challenges in the future. Seeing people have different solutions to familiar problems, AFS students became better able to generate new options for themselves. Their broadened perspectives allowed them to discover new opportunities and try new behaviors (Hansel & Grove, 1984)

**Career Development**

Long-term impacts of study abroad showed that SAPs enhanced the employability of the participants (Good & Campbell, 1997). In today's globalized economy, many potential employers look favorably at applicants with international work/study experience (Good & Campbell, 1997). According to Good and Campbell's estimation, "by the end of the 20th century, it will be difficult not to be involved in the global marketplace wherever one works and whatever one does" (p.5). Thus, more and more employers are becoming aware that students with international experience possess many of the qualities necessary to compete in the new evolving global community (Hoffa & Hoffa, 1996, cited in Good & Campbell, 1997). Students who came back from SAPs gained valuable international work experience and prestige that would help them as they enter their future professions. Kauffmann et al (1992) also noted that SAPs influenced students' future directions in life and vocation. For example, students with language and international experiences abroad were more easily hired or promoted by international business firms (Harris, 1993). Miller (1993) revealed that SAPs provided the necessary learning tools in today's world and was on the cutting edge of expanding career possibilities.
Negative Cases

Despite many very positive accounts, some researchers argued that overseas experiences did not have significant effects or negative effects on college students. Garvey’s (1991) research was to gain an understanding of the possible impact a SAP had on college student’s moral development as measured by Defining Issues Test (DIT). The study found no statistical significance in the pre-/post-test DIT results. Lambert (1989) interviewed students who participated in study abroad and found that some students viewed their overseas experience as either harmful or a waste of time. Another study conducted by Ayers (1996) concluded similar findings. In this study, the researcher designed four weeks and eight weeks cross-cultural programs and compared the program effects with a control group. The data revealed no statistically significant differences across groups. Further, the authors explained that the lack of differences might be accounted for, in part, by the positive attitudes and motivations by those who volunteered to participate. In addition, Herman’s (1996) dissertation research was to determine the effects of SAP on college students development as measured by The Student Developmental Task and Lifestyles Inventory (SDTLI). Results illustrated no significant changes in students’ development. Further the author explained that a short-term study abroad experience might not be long enough to impact developmental outcomes (as measured by the SDTLI) since development was a slow and complex process and was dependent upon the degree of both challenge and support in the environment.

Only very few researchers debated the effects of study abroad and revealed no or negative outcomes. Carlson et al (1990) explained that in most research, “students were
asked to reflect on the experience and through retrospection to provide and account for changes and developments in orientation and perspectives that he or she attributes to the sojourn” (p.2). In many cases, “individuals’ recall of circumstances, events, and their attitudes toward these is often inaccurate” and “perceived change in one’s attitudes and perspectives may not accurately reflect the actual change that occurred” (Egaley & Himmelfarb, 1978, cited in Carlson et al, 1990, p.2; Pool, 1965; Zajonc, 1981, cited in Carlson et al, 1990, p.2). Students tended to provide socially acceptable answers to researchers and might feel they failed if they did not report substantial change resulted in studying abroad, regardless of whether or not it occurred (Carlson et al, 1990).

Summary

Researchers investigated the impact of SAPs on college student development and covered a wide range of ideas and issues. Empirical evidence showed SAPs contributed to students’ global perspective, positive attitude toward cultural diversity, and self-development. In addition, study abroad also promoted intellectual development of students in terms of gaining new knowledge and skills. The employability of SAP students was enhanced by the international experiences.

Motivation and Barriers of Participating in Study Abroad Programs

Motivation and Barriers

Motivation and barriers of participating in SAPs have been linked to variety of factors. The Council for International Education Exchange (CIEE) identified a list of barriers which impeded some students access to international opportunities, especially study abroad or exchange programs: language requirements, length of study, finance/cost
of program, rigid on-campus requirements, admission requirements, lack of support of faculty/department, campus culture, state legislature-mandated requirements, and difficulty in transfer of credits (Overton, 1992).

In another study, Hembroff and Rusz (1993) reported factors leading to lower participation of minority students in study abroad experiences at Michigan State University. Findings indicated that differences in the participation rates between minority and white students were concerns of economic issues, fear of travel to unknown areas, fear of discrimination, and anxieties about language difficulties.

Carlson et al (1990) reported that many of the students who chose not to study abroad because they doubted it would be relevant to their major or to their future career or because they feared it might prolong their studies. Further, they suggested that if students' concern could be addressed and if faculty members were more encouraging, more of these students might take the chance to go abroad.

Beiner and Commanday (1981) argued that there were obstacles that inhibited student participation in SAPs. These obstacles were: U.S. colleges are reluctant to accept credits from institutions over which there is not U.S. academic supervision; students have limited access to information about study abroad opportunities; students perceive study abroad as disruptive of their academic progress and irrelevant to their career goals; and it is increasingly difficult for students to finance study abroad.

In Brewer's (1983) research, students perceived general academic goals to be a primary reason for studying overseas. Travel, desire to live in another culture, and the desire to enhance career opportunities were also cited by students. Cost was a major consideration for deciding whether or not to participate in SAPs.
Teichler and Steube (1991) conducted an extensive cross-national analysis of SAPs and documented a list of students' motives for participation in study abroad: 1) desire to use/improve a foreign language, desire to live in/make acquaintances from another country, 2) desire to enhance the understanding of the particular SAP host country, expectation that the SAP would improve career prospects, 3) desire to travel, desire to gain another perspective on the home country, 4) desire to become acquainted with teaching methods other than those adopted at the home institution, and 5) desire to become acquainted with subject matter not offered at home institutions, expectation to get better marks/examination results after return from SAP, SAP afforded opportunity to establish ties with family/ethnic heritage, and influence of friends.

Factors Related to Adjustment of New Cultures

Many participants may experience culture shock during their cultural immersion experiences due to the new environments. Culture shock was defined by Oberg (1960, cited in Weaver, 1993) as “an occupational disease of people who have suddenly been transported abroad which is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse” (p.137). Instructional programs in intercultural education are designed to prepare persons to live and work effectively in cultures other than their own. According to Paige (1993), “the process of adapting to a new culture requires learners to be emotionally resilient in responding to the challenges and frustrations of cultural immersion. It also requires sojourners to be capable of utilizing their own culture learning skills to master appropriate target-culture behaviors and acquire the insider's knowledge of the culture” (p.1). From reviewing intercultural education, Paige (1993) identified a set of factors which could raise the level of
psychological intensity for sojourner: cultural differences, ethnocentrism, language, cultural immersion, cultural isolation, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.

Marion (1980) examined the relationships of student characteristics and experiences with attitude changes in a SAP. Results indicated that students who were more socially-oriented before they went abroad became more positive toward the host culture. The author explained that "social" students could more effectively relate to people. In addition, the author found living with host families did not necessarily result in a more positive attitude toward the host culture. Finally, the researcher claimed that country of study abroad had a definite relationship with several outcome variables. For instance, students in England became more radical and less positive toward the U.S. than those in Italy and France and more positive toward the host country than those in Italy (Marion, 1980).

Lambert (1989) also indicated three aspects that would influence students' success of study abroad: the degree of cultural contrast between the United States and the country where foreign study took place; the length of sojourn abroad; and the extent of contact with the local culture and people. Further, Lambert assumed that the greater the degree of cultural contrast, the longer the duration of exposure, and the more contact the students had with the society of the host country, the greater benefits the students would get from overseas experiences.
Carlson (1990) suggested that careful preparation and orientation of students for study abroad are necessary so that cross-cultural differences, dissimilar approaches to teaching, and inadequate foreign language skills do not impede the students’ international learning. Varieties of orientation programs have been designed to increase the probability of successful adjustment of people in dealing with other cultures. After the analysis of causes of culture shock, researchers (Juffer, 1993; Cushner & Brislin, 1996) identified five kinds of training that addressed problems in adjusting to a new culture:

1. **Cognitive training.** The cognitive training programs should include orientation to the physical environment by informing participants of what they can expect to experience while in the new country (Juffer, 1993). This kind of training should provide participants with fact sheets about the customs and tradition, history of the country, political, religious, and cultural background, dominant social trends and a list of do’s and don’t’s to guide them in the new environment (Juffer, 1993; Cushner & Brislin, 1996). Typical teaching strategies include lectures, groups discussions, presentation of written materials, and question-and-answer sessions (Cushner & Brislin, 1996).

2. **Experiential training.** Experiential training emphasizes activities in which trainees participate (Cushner & Brislin, 1996). Typical methods include role-play, simulations of other culture and field trips into other cultures. This kind of training can also help to solve interpersonal and intercultural communication problems. This training should also emphasize person-to-person interaction, the new culture’s social motivators, morals, values, and expectations, and the new culture’s social structure and sociology (Juffer, 1993).
3. Attribution training. The third type of training is designed to address the emotional or intrapsychic well-being of the participants (Juffer, 1993). In this approach, participants are provided information to students about the cross-cultural adjustment process, and symptoms of culture shock, and coping strategies of promoting cross-cultural adjustment (Juffer, 1993; Cushner & Brislin, 1996). Cushner and Brislin (1996) indicated that cross-cultural adjustment is facilitated when people learn how and why others make attributions about a wide variety of events so that they can learn to make the same attribution (p.22). Strategies of teaching could involve reading short case studies that involve cross-cultural interaction and potential misunderstandings (Cushner & Brislin, 1996).

4. Behavior modification. This approach of training is based on the behaviorist theory of stimulus and response and involves practicing certain behaviors which are appropriate in new culture (Juffer, 1993). This type of training program also looks at the roles of rewards and punishment in a person's life (Cushner & Brislin, 1996). In this approach of training, culture shock is perceived as a natural transition state that has potential for positive learning and growth (Juffer, 1993). Therefore training should help participants to analyze the new culture and focus on the positive aspects of the personal-growth experience in which culture adjustment is a natural part of personal change, evolution, and transition toward higher levels of personality development (Juffer, 1993).

5. Cultural self-awareness. This approach stressed trainees learn about the importance of culture through examining common experiences people have in their own countries.
and cultures (Cushner & Brislin, 1996). Typical methods include group discussions of values of their own culture which may lead to an expansion of people’s thinking.

Cushner and Brislin (1996) claimed that there was no one ideal type of training which was able to fully prepare a person to successfully participate in international learning. Good orientation programs will use more than one of the approaches. In addition, participants’ needs and interests, goals of overseas experiences, and their prior experiences should also be considered when designing training programs.

In summary, there are a number of motivations and barriers cited by several researchers related to students participation in SAPs, specifically, cost of the program, language difficulties, support of faculty, relevance to their future careers, credits transfer, desire to know another culture, and desire to enhance career opportunities. Among these, cost of the program is the major consideration of students. Paige (1993) identified a set of factors that influence students’ adjustment to new cultures: cultural differences, ethnocentrism, language difference, cultural immersion, cultural isolation, and prior intercultural experience. Researchers indicated that careful preparation and orientation of students for study abroad could increase the probability of successful adjustment of new cultures. Five kinds of training were suggested for addressing problems in culture immersion: cognitive training, experiential training, attribution training, behavior modification, and cultural self-awareness.
Summary

In general, the research literature covered a wide range of topics and issues related to the impact of cross-cultural experiences. The review of literature provided insight regarding SAPs and how students were affected by participating in studying abroad. Several themes on the effects of SAPs were revealed after analyzing the literature. SAPs influenced the participants’ personal and professional development in terms of the following major concepts:

1. **Global Perspective.** The development of a global perspective is the most important goal of organized international education programs across university campuses. A number of researchers confirmed that participants gained a global perspective during participation in SAPs. Participants tended to adopt a global perspective which enabled them to observe, analyze, evaluate, and participate in a worldwide system.

2. **Attitudes Toward Cultural Diversity.** Tolerance and appreciation of cultural diversity and the development of intercultural sensitivity have been the focus of many authors. It was found that returned SAP participants were more open minded to people with different ideas and values. They were more able to understand and enjoy the complexities of intercultural interaction. They became more tolerant of ambiguity and differences and, therefore, culturally aware and sensitive.

3. **Self Development.** SAPs provided participants opportunities to grow as a person. Students became more confident about themselves and showed increased self-efficacy, self-esteem, self-reliant, and self-knowledge.

4. **Knowledge and Skills.** The benefits of SAP appeared to be closely related to the intellectual development of participants. Participants experienced major
improvements in their foreign language, knowledge about host countries, knowledge about international issues, and professional knowledge. In addition, participants also enjoyed gaining critical thinking ability, basic coping skills, and skills of teaching ESL in other countries.

5. **Career Development.** Several long-term impact studies of SAPs stressed that overseas experiences enhanced the employability of the participants. In today’s globalized economy, more employers are becoming aware that people with international experiences possess many of the qualities necessary to compete in the global community.

From the literature review, it appears that study abroad is a very powerful educational program to enhance participant’s overall development in which individuals change personally and professionally in a positive way. Even though previous research covered a vast variety of issues related to SAPs, there are still research gaps that warrant further study. In particular, investigations with agricultural students since not one previous study focused on that population.

There are also some confusion and conflicts in previous studies. Some researchers argued that short-term SAPs were not long enough to produce profound outcomes to participants, others believed that SAPs changed students greatly. This research may provide clarity to this area. Different research methods may yield different findings. Researchers who applied qualitative research strategy tended to reveal more influences from SAPs than quantitative researchers. This study integrates both quantitative and qualitative research to identify possible discrepancies between the two methods and find out reasons for the disparity.
Based on the review of literature, the following variables are the major focus of this study: global perspective, attitudes toward cultural diversity, self-efficacy, career interests/educational aspirations, attitudes toward host country/home country, and perceived knowledge/skills gained. This research is based on Astin’s input-environment-outcome (I-E-O) college impact model, the variables for this study have been summarized into I-E-O model to serve as the conceptual schema of this study (see figure 2.1).

Figure 2.1: Conceptual Schema of Study Abroad I-E-O Model
CHAPTER 3

RESEARCH PROCEDURES

This chapter describes the procedures that were used to conduct this study. The procedures are presented in the following sections: Research Design, Population and Sample, Instrumentation, Data Collection, and Data Analysis.

Research Design

The research design was the pre-test and post-test non-equivalent control group design.

\[ \text{O} \times \text{O} \]

The advantage of this design is that the pre-test can help researchers know what are the differences between groups before treatment if the groups already are different. Therefore, the pre-test scores can be compared to decide the differences of treatment and control groups in this study. According to Campbell and Stanley (1963), this design controls all internal validity threats except interaction of selection and maturation. The major limitation of this design is the external validity: the interaction of testing and treatment, interaction of selection and treatment, and treatment reactive arrangement.
Population and Sample

The SAP Group

The target population was all students who participated in SAPs in the College of Food, Agricultural, and Environmental Sciences (CFAES) at The Ohio State University. The accessible population was all students who participated in SAPs in the CFAES in summer 1999.

The sampling frame was the list of students who enrolled in SAPs in summer 1999. The list was obtained from the Office of International Education at The Ohio State University. The researcher included all agricultural students who participated in SAPs in the summer 1999 in the CFAES at The Ohio State University. There were 21 students in the sample. Students participated in the SAPs voluntarily. Therefore, the sample was self-selected.

The Comparison Group

The target population of the comparison group was all students in CFAES who have never participated in SAPs. The accessible population was all students who enrolled in the CFAES in summer 1999 and had not participated in SAPs.

The sampling frame was the list of non-SAP students who enrolled in the CFAES in summer 1999. The list of all summer students was obtained from the Dean’s Office in the CFAES. Students (n=21) who had participated in summer SAPs were taken out from the list. Students who had ever participated in SAPs were also deleted from the sampling frame. The researcher also checked for pilot test and field test students to make sure none of them were included in the comparison group. There were 210 students who enrolled in summer quarter and paid fees by official deadline June 16, 1999. However, addresses
could not be accessed for 5 students. Therefore, the questionnaires were mailed to 205 summer students. The final comparison group was the 77 respondents who returned both the pre-test and post-test questionnaires.

Focus Group and Individual Interviews

Focus group interviews of SAP participants were conducted after the students returned from abroad. Patton (1990, in Morse, 1994) provided guidelines for sampling in qualitative research. He suggested that the logic and power behind purposeful selection of informants is that the sample should be information rich. For this study, the samples for focus group interviews would include as many summer SAP students as possible so that the sample represented various points of view and could provide rich information on how SAPs influenced participants in both positive and negative ways. The sample size for each focus group interview was six to nine students. For those who could not participate in focus group interviews, attempts were also made by the researcher to schedule individual interviews.

Instrumentation

A survey instrument was adapted from already developed measures to investigate students’ level of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy. These variables were measured by obtaining ratings from students to various statements. Students were asked to rate their level of agreement with each of them from 1 (very strongly disagree) to 6 (very strongly agree). Permissions of using these measures were obtained from original authors or author's legal representatives (Appendix E). The comprehensive questionnaire consisted of four parts, 83 questions total.
Part I. Global Perspective

The instrument to assess Global Perspective was adapted from Hett’s (1993) Global-Mindedness Scale. According to Hett (1993), the analysis of the theoretical and empirical literature and extensive interviews to experts provided the basis for the items in the scale. The first draft of the scale was a 46-item, theoretically multidimensional instrument designed to measure the global attitudes of students (Hett, 1993). The instrument was tested with 396 undergraduate students at the University of California, San Diego. Content validity was established and a factor analysis confirmed construct validity. The final version of the Global-Mindedness Scale contained 30 items representing 5 factors, including (a) Responsibility, (b) Cultural Pluralism, (c) Efficacy, (d) Globalcentrism, and (e) Interconnectedness (Hett, 1993). The author also calculated internal consistency reliability alphas from the total scale and each of its five dimensions. The Cronbach’s alpha for the overall instrument was .90. The reliability coefficient for each dimension of the scale ranged from .65 to .80 (see Table 3.1).
<table>
<thead>
<tr>
<th>Subscale</th>
<th>No. of items</th>
<th>Reliability alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1 - Responsibility</td>
<td>7</td>
<td>.80</td>
</tr>
<tr>
<td>Factor 2 - Cultural Pluralism</td>
<td>8</td>
<td>.75</td>
</tr>
<tr>
<td>Factor 3 - Efficacy</td>
<td>5</td>
<td>.72</td>
</tr>
<tr>
<td>Factor 4 - Globalcentrism</td>
<td>5</td>
<td>.65</td>
</tr>
<tr>
<td>Factor 5 - Interconnectedness</td>
<td>5</td>
<td>.70</td>
</tr>
<tr>
<td>Total Instrument</td>
<td>30</td>
<td>.90</td>
</tr>
</tbody>
</table>

Source: Hett (1993, p. 117)

Table 3.1. Reliability Analysis of the 30-Item, Five Factor Solution of the Global-Mindedness Scales

All 30 items of the instrument were retained in this study. The Likert-type scales were changed from five points to six points based on suggestions from panel experts.

Part II. Attitudes Toward Cultural Diversity

Attitudes Toward Cultural Diversity was measured by 19 items on a six-point Likert-scale. This part was adapted from Stanley's (1992, 1996) instrument to assess attitudes toward cultural diversity and pluralism. The author used this instrument among 215 pre-service physical educators from 11 universities representing geographically different locations, a variety of teacher preparation institutions, and a diverse student population. The instrument was based on conceptual dimensions for cultural diversity and cultural pluralism from the review of literature in multicultural education (Stanley, 1996). The original 66 statements were used to test face and content validity via a panel of experts in multicultural education and a field test (Stanley, 1996). The resulting instrument contained 60 items, and it was constructed using the six-point Likert-type
scales. After the data collection, the researcher then performed principal component analysis and yielded four factors (Appreciate Pluralism, Value Pluralism, Implement Pluralism, and Uncomfortable with Diversity), 19 items. Stanley (1992, 1996) also reported the alpha reliability coefficient for the complete instrument was .91 and .72 to .85 for each factor (see Table 3.2).

<table>
<thead>
<tr>
<th>Subscale</th>
<th>No. of items</th>
<th>Reliability alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1 - Appreciate Pluralism</td>
<td>5</td>
<td>.73</td>
</tr>
<tr>
<td>Factor 2 - Value Pluralism</td>
<td>5</td>
<td>.85</td>
</tr>
<tr>
<td>Factor 3 - Implement Pluralism</td>
<td>5</td>
<td>.80</td>
</tr>
<tr>
<td>Factor 4 - Uncomfortable with Diversity</td>
<td>4</td>
<td>.72</td>
</tr>
<tr>
<td>Total Instrument</td>
<td>19</td>
<td>.91</td>
</tr>
</tbody>
</table>


Table 3.2. Reliability Analysis of the 19-Item, Four Factor Solution of the Pluralism and Diversity Attitude Assessment Items

To make this instrument more appropriate for the students in this study, minor changes were made, such as changed all "physical educators", "physical education" to "educators" and "education" in four items.

Part III. Self-Efficacy Scale

This part of the instrument was adapted from Sherer, Maddux, Mercandante, Pretice-Dunn, Jacobs, and Rogers's (1982) Self-Efficacy Scale. The original version of the Self-efficacy Scale had 36 items (Sherer et al, 1982). Items were constructed to cover the range of behavioral implications of self-efficacy, assuring content validity. Data were then collected from 376 college students in introductory psychology classes and a factor
analysis was performed to determine the number of factors to be retained (Sherer et al., 1982). The resulting factor structure indicated that a two-factor, 23-item solution provided the optimal number of interpretable factors: General Self-Efficacy and Social Self-Efficacy (Sherer et al., 1982). Cronbach alpha reliability coefficients of .86 and .71 were obtained for General Self-Efficacy and for Social Self-Efficacy sub-scales, respectively (Sherer et al., 1982). To confirm the original factor structure, the refined scale (composed of 23 items) was administered to a new sample of 298 students enrolled in introductory psychology classes. Results of the factor analysis replicated the original two-factor solution (General Self-Efficacy and Social Self-Efficacy). The researchers further conducted other studies to confirm the hypothesized relationships between scores on the self-efficacy sub-scales and other personality constructs. The results provided evidence of construct and criterion validity for Self-Efficacy Scale. All 23 items were retained in this study, but eight negatively worded items were revised according to suggestions from field test.

Part IV. Demographic Data

Part IV of the instrument was designed to obtain demographic information about each student in the sample. It consisted of 11 questions. Demographic variables included: race, level of parents’ education, number of college courses taken about other countries, major sources of information about other countries, overseas travel experiences, contact with international people and students, place they are from, occupational preferences, and educational aspirations.
Content validity and face validity for the comprehensive instrument was established through a panel of experts and a field test. The panel of experts included 6 people from different disciplines at The Ohio State University:

- Dr. Ada Demb, associate professor in Administration of Higher Education and International Education
- Dr. Jan Henderson, associate professor in Human and Community Resource Development and Research Methodology.
- Dr. Barbara Ludwig, associate professor in OSU Extension and International Education
- Dr. L.H. Newcomb, professor in Human and Community Resource Development, Senior Associate Dean and Director of Academic Affairs
- Dr. Merry Merryfield, associate professor in Social Studies and Global Education
- Dr. Scott Scheer, assistant professor in Human and Community Resource Development and OSU Extension

The panel reviewed the instrument for face and content validity. The questionnaire was revised according to experts’ suggestions. After the panel test, a field test that included five college students in the target population was conducted to examine wording, clarity, ease of use, and appropriateness of the questionnaire. Minor changes were made based on suggestions in the field test.

The reliability of the instrument was established by a pilot test using the internal consistency method-Cronbach’s alpha. This method was used to determine whether or not the instrument was consistently measuring what it was designed to measure. The pilot population was different from the field test population and neither group would be used
in the actual study. The pilot test was conducted during Ag Ed 387 lab session on May 26, 1999. The instructor explained the purposes of the pilot test and 15 out of 17 students responded to the survey. To determine reliability on the summated scales (Part I-Global Perspective, Part II-Attitudes Toward Cultural Diversity, and Part III-Self-Efficacy Scale), data were entered using SPSS and Cronbach’s alpha were calculated and given in Table 3.3.

<table>
<thead>
<tr>
<th>Variables</th>
<th>number of items</th>
<th>number of respondents</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspective</td>
<td>30</td>
<td>15</td>
<td>.94</td>
</tr>
<tr>
<td>Attitudes Toward Cultural Diversity</td>
<td>19</td>
<td>15</td>
<td>.95</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>23</td>
<td>15</td>
<td>.90</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>15</td>
<td>.97</td>
</tr>
</tbody>
</table>

Table 3.3: Cronbach’s Alpha Correlations Reported for Variables with Summated Scales

Nunnally, J.C. (1967) suggested that a good rule of thumb is: work for reliability to be .8 or .9, but correlations in education tend to be smaller, so .7 is acceptable. All reliability coefficients in this study were higher than .90. As a result, the instrument was judged to be internally consistent and therefore reliable.

Trustworthiness for qualitative data is equivalent to the validity and reliability of quantitative methods. According to Guba and Linclon (1985), the trustworthiness can be assessed by “member check” and “thick description”. An effective way to establish trustworthiness of this study was by having students in the sample review and criticize the manuscripts of the focus group interviews. The researcher also provided direct
Data Collection

Data were collected via questionnaire surveys and interviews.

The SAP Group

Pre-test data collection from the SAP Group started from June 1 to June 15, 1999. In order to improve the response rate, students were asked to come to the Dean's Office to fill out the pre-test survey questionnaire (Appendix A) and a small gift (Chinese art) was provided for their assistance. A letter informing the coming survey signed by Dr. L.H. Newcomb, Senior Associate Dean and Director of Academic Affairs of the CFAES, Ray A. Miller, Assistant Dean of Student Affairs, and Jill Pfister, Assistant Dean of Academic Affairs and College Secretary (Appendix C) was sent to each student before the survey. Along with this letter, the researcher also provided a letter with schedules that students could come to complete the survey (Appendix C). For the students who could not come in the scheduled time, the researcher contacted resident directors or students themselves to reschedule a time. By June 15, 1999, all 21 students responded to the pre-test survey and the response rate was 100%.

By August 7, 1999, all three SAP groups came back. Post-test survey packages including a cover letter signed by Dr. Scott Scheer and the researcher (Appendix C), post-test questionnaire (Appendix A), and an Ohio State University business reply return envelope were mailed to SAP students on August 23. To encourage a high response rate, a thank you note to each student was also included in the mailing. Students were asked
to return the questionnaire by August 31, 1999. Twelve out of 21 students responded by the first deadline. On September 10, 1999, a post card reminder (Appendix C) was mailed to all non-respondents. No students responded to the first reminder by September 17, 1999. On September 20, 1999, the second package of mailing was sent to non-respondents. Five students responded by October 1, 1999. Four telephone follow-ups were made to non-respondents in October and November, 1999. On December 3, all 21 SAP students returned their post-test surveys and the response rate was 100%.

Three focus group interviews were scheduled on October 5, 6, 8, 1999 to assess student perceived changes from study abroad experiences. SAP students were contacted through E-mail and phone calls. Pizza was provided to attract students’ participation. There were four students on October 5 session, four students on October 6 session, and one student on October 8 session. Ten interview questions (Appendix B) were developed based on the research questions. One moderator and one assistant moderator monitored the focus group sessions following Guidelines for Conducting Focus Group Interviews (Appendix B) developed by Richard A. Krueger and Jean A. King (1998). Tape recorder and Focus Group Interview Analysis Worksheets (Appendix B) were used during the interview sessions to capture all comments from students. Those who were not able to come to focus group interviews were later contacted by the researcher and face to face or telephone interviews were scheduled. Same set of interview questions was asked during these individual interviews. Three students did not want to be interviewed, all 18 SAP students were interviewed through focus group, face to face or telephone interviews.
The Comparison Group

Students' fee status in the comparison group were checked in June 17, 18, 1999. There were 205 students paid fees and their addresses were obtained from the Office of the University Registrar. The pre-test survey questionnaire to measure Global Perspective, Attitude Toward Cultural Diversity and Self-Efficacy were sent to students in June 23, 1999. A similar procedure was followed for data collection with the SAP group (letters were included in Appendix C). The questionnaire was coded with an identification number to allow for follow up of non-respondents. Respondents were asked to return the questionnaire by July 5, 1999. About 34% responded by the first deadline.

On July 8, 1999, a postcard reminder was mailed to all non-respondents (Appendix C). Another 10 students responded by July 16, 1999. On July 16, 1999, the second package of survey questionnaires with a cover letter signed by Dr. Scott Scheer and researcher (Appendix C) were sent to students who did not respond. To encourage responding, researcher also attached a small incentive on each survey questionnaire. By July 30, 1999, another 29 students returned the survey. Any surveys returned after July 30, 1999 were not included in the research. The total pre-test respondents were 110 (53.7% of 205).

Post-test survey was started from August 23, 1999. From August 23 to 27, 1999, students in post-test group were asked to come to Room 100, Agricultural Administration Building (The Dean’s Office) to fill out the post-test survey (Appendix A). A letter (Appendix C) indicating times for the post-test survey was mailed to 110 students on August 16, 1999. To encourage response rate, refreshment was provided. Sixteen
students finished the survey during this week. On August 26, 1999, the questionnaire
with a cover letter (Appendix C) and an Ohio State University business reply envelope
was mailed to students who were not able to come to the Dean's Office. To enhance
more students respond to the survey, a small incentive was included in the envelope. By
September 10, 1999, another 37 students returned the survey. On September 11, 1999, a
post card reminder was send to non-respondents (Appendix C). Six students returned the
questionnaire by September 17, 1999. The second package of survey questionnaires
with a cover letter was sent to each non-respondent (Appendix C) on September 20,
to the post-test survey were 77 students with a 70% response rate out of 110 pre-test
survey respondents.

Data Analysis

Quantitative data were entered into SPSS for statistical analysis. Descriptive
statistics, t-test, multiple regression and logistic regress statistics were used to answer
quantitative research questions. Data obtained from interviews were analyzed using
inductive data analysis and themes were summarized around the interview questions. In
qualitative research, inductive data analysis is a process of "making sense" of filed data
or uncovering embedded information and making it explicit (Lincoln & Guba, 1985).
There were two essential sub-processes are involved in inductive data analysis: coding
and categorizing. Coding is to identify information units or single pieces of information
that stand by themselves that are interpretable in the absence of any additional
information. A unit may be a simple sentence or an extended paragraph. Categorizing is

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a process whereby previously coded data are organized into provisional categories on the basis of “look-alike” characteristics. As these provisional categories begin to accumulate substantial numbers of units, then the researcher can decide whether to include the categories into the interpretation stage (Lincoln & Guba, 1985).

Data analysis techniques for each research question were summarized as follows:

1. What are the characteristics of students who have participated in a SAP in terms of age, sex, race, country of citizenship, GPA, parents’ educational levels, number of courses taken which deal with global issues, major resources of information about other countries, prior overseas experiences, places they were from and contact with international people and students in comparison to students who have not participated in SAPs?

Statistics: frequency, percentage, mean, maximum, minimum, SD

2. What is the influence of participation in the SAPs on students’ level of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy? What is the influence of some demographic variables such as sex, GPA, and age? What is the influence of pre-test scores?

Statistics: multiple regression

3. Do scores of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy differ by sex in the SAP group and the comparison group?

Statistics: t-tests for independent groups

4. What are the differences in Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy between students who participated in SAPs and those who did not?

Statistics: t-test for independent groups and t-test for dependent groups

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5. To what extent do pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and demographic data predict whether or not students participate in SAPs?

Statistics: logistic regression

6. To what extent do students change their career interests and educational aspirations as a result of participating in SAPs?

Statistics: frequency, percentage

7. To what extent do students change their attitudes toward host and home countries as a result of participating in SAPs? Qualitative methods: inductive data analysis

Qualitative methods: inductive data analysis

8. What kinds of perceived knowledge and skills do students gain from studying abroad?

Qualitative methods: inductive data analysis

9. What important benefits do students perceive they obtained from SAPs?

Qualitative methods: inductive data analysis

10. What motivates students to participate in SAPs?

Qualitative methods: inductive data analysis

11. What type of negative experiences occurred for students during studying abroad?

Qualitative methods: inductive data analysis

12. What suggestions do students have to improve the SAPs in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University?

Qualitative methods: inductive data analysis
CHAPTER 4

FINDINGS

This chapter presents the findings based on the 12 research questions using both quantitative and qualitative research methods. The purpose of this study was to determine the influence of participation in a SAP on college students’ level of development in terms of global perspective, attitudes toward cultural diversity, and self-efficacy. In addition, this study also sought to investigate students’ changes in their career interests and educational aspirations, attitudes toward both host and home countries, knowledge and skills they gained from SAPs, perceived benefits, motivation for participation in SAPs, negative experiences and suggestions to improve SAPs.

The sample for the study consisted of 21 students who went to SAPs in summer quarter 1999 (n=21) and those who enrolled in summer quarter 1999 but did not go to SAPs (n=77) in the CFAES at The Ohio State University. A questionnaire designed to measure Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy was mailed to the SAP group (n=21) before and after the SAPs. The same questionnaire was also mailed to the comparison group (n=77) at the beginning and end of the summer quarter 1999. Both groups were self-selected, hence, the results of the study cannot be generalized to other students. Rather these results pertain only to the 98 students. Focus group interviews, face to face and telephone interviews to the SAP group were conducted.
at the beginning of fall quarter 1999. Eighteen students out of 21 agreed to be interviewed. Data obtained from interviews were analyzed using inductive data analysis in which themes emerged and results were summarized according to each research question. Demographic data were obtained from the survey and the Office of the University Registrar.

The findings of the research are organized by the 12 research questions as stated in Chapter 1. Statistics used in this study were mean, SD, minimum, maximum, frequency and percentages, t-test, multiple regression and logistic regression analysis.

Research Question 1

What are the characteristics of students who have participated in a SAP in terms of age, sex, race, country of citizenship, GPA, parents' educational levels, number of courses taken which deal with global issues, major resources of information about other countries, prior overseas experiences, places they were from and contacts with international people and students in comparison to students who have not participated in SAPs?

To analyze and summarize the descriptive data, frequency tables were constructed and measures of central tendency and variance were calculated using SPSS PC+. Students who went to SAPs in summer 1999 were referred to as the SAP group and students who enrolled in summer quarter 1999 but did not go to SAPs were referred to as the comparison group.
Age

Table 4.1 presents the age distribution of the SAP group and the comparison group. Frequencies, percentage, mean, standard deviation, minimum and maximum were calculated. Data showed that the students in the SAP group tended to be a little younger than the students in the comparison group. SAP students had an average age of 21.8, while the average age for the comparison group was 24.3. About 85% of SAP students were 21 to 25 years old and 66.2% of comparison students fell in 21 to 25 age category.

<table>
<thead>
<tr>
<th>Age</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>18-20</td>
<td>3</td>
<td>14.3</td>
<td>8</td>
<td>10.4</td>
</tr>
<tr>
<td>21-25</td>
<td>18</td>
<td>85.7</td>
<td>51</td>
<td>66.2</td>
</tr>
<tr>
<td>26-30</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11.7</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5.2</td>
</tr>
<tr>
<td>&gt; 35</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6.5</td>
</tr>
<tr>
<td>Total:</td>
<td>21</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>Mean</td>
<td>21.8</td>
<td></td>
<td>24.3</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>1.1</td>
<td></td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>Min.</td>
<td>20</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Max.</td>
<td>24</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1: Age Distribution of The SAP Group and The Comparison Group (n =98)
Sex

Table 4.2 shows the sex distribution of the SAP group and the comparison group.

Among students who studied abroad, there were more males (12, 57.1%) than females (9, 42.9%). However, in the comparison group, there were more females (42, 54.5%) than male students (35, 45.5%).

<table>
<thead>
<tr>
<th>Sex</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>57.1</td>
<td>35</td>
<td>45.5</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>42.9</td>
<td>42</td>
<td>54.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2: Sex of The SAP Group and The Comparison Group (n =98)
Race

Frequencies of racial groups in the SAP group and the comparison group are summarized in Table 4.3. In both groups, the majority of students were white students (SAP-90.5%; Comparison-94.8%).

<table>
<thead>
<tr>
<th>Race</th>
<th>SAP Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3: Race of The SAP Group and The Comparison Group (n = 98)
Country of Citizenship

Table 4.4 summarizes citizenship of the SAP group and the comparison group. In the SAP group, all students (21, 100%) were American citizens. Only one out of 77 (1.3%) students in the comparison was not a American citizen.

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>American Citizen</td>
<td>21</td>
<td>100</td>
<td>76</td>
<td>98.7</td>
</tr>
<tr>
<td>Non-American Citizen</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Total:</td>
<td>21</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4: Citizenship of The SAP Group and The Comparison Group (n =98)
GPA

Students’ cumulative GPA information in spring quarter 1999 was obtained from the Office of University Registrar. The comparison group had a slightly higher GPA (mean = 2.99) than the SAP group (mean = 2.69). Refer to Table 4.5.

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAP Group ( n = 21 )</th>
<th>Comparison Group ( n = 77 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.69</td>
<td>2.99</td>
</tr>
<tr>
<td>SD</td>
<td>.50</td>
<td>.58</td>
</tr>
<tr>
<td>Minimum</td>
<td>1.98</td>
<td>1.94</td>
</tr>
<tr>
<td>Maximum</td>
<td>3.65</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Table 4.5: GPA of The SAP Group and The Comparison Group (\( n = 98 \))

Parents' Educational Levels

The distributions of parent educational levels in both SAP and the comparison groups were very similar. Refer to Table 4.6 and 4.7.
### Father's Educational Levels of The SAP Group and The Comparison Group

<table>
<thead>
<tr>
<th>Education</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Less than eighth grade</td>
<td>1</td>
<td>4.8</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>High school</td>
<td>10</td>
<td>47.6</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Associate degree</td>
<td>0</td>
<td>0</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>9</td>
<td>42.9</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Master's degree</td>
<td>0</td>
<td>0</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>0</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.8</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

Table 4.6: Father's Educational Levels of The SAP Group and The Comparison Group (n =97)

### Mother's Educational Levels of The SAP Group and The Comparison Group

<table>
<thead>
<tr>
<th>Education</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Less than eighth grade</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>High school</td>
<td>7</td>
<td>33.3</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Associate degree</td>
<td>5</td>
<td>23.8</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>6</td>
<td>28.6</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2</td>
<td>9.5</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.8</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

Table 4.7: Mother's Educational Levels of The SAP Group and The Comparison Group (n =98)

69
Number of Courses That Address Global Issues

Results indicate that a majority of SAP students (52.4%, n=11) took 1 to 2 courses that address global issues. In the comparison group, most students took 1 to 2 courses (35.1%, n=21) or 3 to 4 courses (32.5%, n=25) related to global issues. Refer to Table 4.8.

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>SAP Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0 0</td>
<td>2 2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2 courses</td>
<td>11 52.4</td>
<td>27 35.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 courses</td>
<td>6 28.6</td>
<td>25 32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6 courses</td>
<td>2 9.5</td>
<td>14 18.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 courses</td>
<td>1 4.8</td>
<td>4 5.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; 8 courses</td>
<td>1 4.8</td>
<td>5 6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>21 100</td>
<td>77 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8: Number of Courses Taken by Students Which Address Global Issues in The SAP Group and The Comparison Group (n =98)
Major Resources of Information About Other Countries

In the mail survey, students were asked to indicate three major resources of information about other countries. Data revealed that television (n=19, 90.5%), newspapers/magazines (n=18, 85.7%), radio news (n=9, 42.9%) and World Wide Web (n=6, 28.6%) were the four most selected resources of getting information about other countries by the SAP group. For students in the comparison group, newspapers/magazines (n=67, 87%), television (n=59, 76.6%), books (n=27, 35.1%) and radio news (n=25, 32.5%) were utilized the most. Refer to Table 4.9.

<table>
<thead>
<tr>
<th>Resources of Information</th>
<th>SAP Group n=21</th>
<th>Comparison Group n=77</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% (of 21)</td>
</tr>
<tr>
<td>Books</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Newspaper or magazine</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>Television</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Radio news</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Family/relatives</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Friends</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total:</td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9: Major Resources of Information About Other Countries for The SAP Group and The Comparison Group (n =98)
Prior Overseas Experiences

Students were asked to report their prior overseas traveling experiences according to number of countries they have visited and number of months living abroad. Students in the comparison group had more overseas experiences than the SAP group. Refer to Table 4.10.

<table>
<thead>
<tr>
<th></th>
<th>SAP Group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td># of countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>visited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>13</td>
<td>61.9</td>
<td>22</td>
<td>28.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>28.6</td>
<td>29</td>
<td>37.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4.8</td>
<td>11</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>missing data</td>
<td>1</td>
<td>4.8</td>
<td>4</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
<td>77</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SAP Group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td># of months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lived abroad</td>
<td>Mean = .2</td>
<td></td>
<td>Mean = 7.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD = .3</td>
<td></td>
<td>SD = 35.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.10: Prior Overseas Experiences of The SAP Group and The Comparison Group (n = 98)

Places Students Were From

Data showed that more students in the SAP group lived on a farm. Over sixty percent (66.7%) of students in the SAP group were living on a farm, while only 29.9% students in the comparison group were in this category. About the similar number of students in the SAP group (23.8%) and the comparison group (24.7%) were from a city. Refer to Table 4.11.
| Places From | SAP Group | | | Comparison Group | | |
|-------------|-----------|----------------|-----------------|-----------------|----------------|
|             | n | % | n | % |
| City        | 5 | 23.8 | 19 | 24.7 |
| Small town  | 1 | 4.8 | 20 | 26.0 |
| Rural area, but Not on a farm | 1 | 4.8 | 13 | 16.9 |
| On a farm   | 14 | 66.7 | 23 | 29.9 |
| Other       | 0 | 0 | 2 | 2.6 |
| Total:      | 21 | 100 | 77 | 100 |

Table 4.11: Places Students From in The SAP Group and The Comparison Group (n =98)

Contact with International People and Students

In the study, students were also asked to rate their level of contact with international people and students from level 0 (none) to 6 (high). It was found that the SAP group and the comparison group had similar contacts with international people and students. Refer to Table 4.12.
Contact With

SAP Group n = 21

Comparison Group n = 77

<table>
<thead>
<tr>
<th></th>
<th>SAP Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International people:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.6</td>
<td>3.0</td>
</tr>
<tr>
<td>SD</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Minimum</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Maximum</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

| **International students:** |           |                  |
| Mean                       | 3.3       | 3.2              |
| SD                         | 2.1       | 1.7              |
| Minimum                    | 0         | 0                |
| Maximum                    | 6         | 6                |

Table 4.12: General Contact with International People and Students in the SAP Group and The Comparison Group (n =98)

Research Question 2

What is the influence of participation in the SAPs on students’ level of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy? What is the influence of some demographic variables such as sex, GPA, and age? What is the influence of pre-test scores?

Three multiple regression analyses were performed to determine which independent variables explain the greatest amount of variance in post-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy. The independent variables in regression models were whether or not student participated in study abroad (dummy coded), sex (dummy coded), GPA, age, and pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy. Pre-test variables are included into regression models to account for differences that may already exist.
between the SAP and comparison groups. The dependent variables were the post-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy.

Since there is no logical or theoretical basis for considering any independent variable prior to any other independent variable, all independent variables were entered into the regression equation in a single step (Warmbrod, 1998). \( R^2 \) was the estimation of the proportion of the variance for the dependent variable explained by the linear combination of the independent variables. To determine if a given variable in the equation was significant in influencing the dependent variable, the partial regression coefficient (b) associated with each variable was tested for significance at a alpha level of .05. The partial regression coefficient (b) indicates the expected change in the dependent variable associated with one unit change in a particular independent variable when the other independent variables are held constant (Warmbrod, 1998). To interpret the magnitude of these variables in their influence on a dependent variable, the strength of their respective standardized partial regression coefficients (Beta) were examined (Warmbrod, 1998).

Stevens (1996) indicates a good situation for multiple regression is where each of the independent variables is correlated with the dependent variable and the independent variables have low intercorrelations. When some or all of the independent variables are substantially correlated with each other, the problem is referred to as multicollinearity (Stevens, 1996; Warmbrod, 1998). The consequences of multicollinearity are (1) limits the size of \( R \), (2) makes determining the importance of given independent variables difficult, and (3) increases the variance of regression coefficients, making for an unstable regression equation (Stevens, 1996; Warmbrod, 1998). To examine the multicollinearity,
the researcher must examine the variance inflation factors (VIF) for independent variables. It is generally believed that if any VIF exceeds 10, there is a reason for at least some concern; then one should consider variable deletion (Setevens, 1996; Warmbrod, 1998). In the three regression analyses in this study, the multicollinearity was examined by looking at VIF. The results indicated that multicollinearity was not a problem for any of them.

In addition, there are also assumptions for residuals in the linear regression model: residuals are independent and not correlated with the independent variables, have a mean of zero, and follow a normal distribution with constant variance (Stevens, 1996; Warmbrod, 1998). When assumptions are violated, tests of statistical significance will be inaccurate (Warmbrod, 1998). Stevens suggested plotting standardized residuals against predicted values. If the assumptions are tenable, the standardized residuals should scatter randomly about a horizontal line. The residuals in all three models were checked using the graphic plot and the results indicated that none of them violated the assumption. In addition, Durbin-Watson statistic was also used to examine dependence of residuals. Durbin-Watson values which close to 2.0 indicate residuals are dependent (Warmbrod, 1998). Durbin-Watson statistics in all three regression models were close to 2.

In addition, Stevens (1996) also recommended that approximately 15 subjects per independent variable are needed for a reliable regression analysis in social sciences. In the three regression models in this study, the subject and independent variable ratio was 14 removing this as a concern for the reliability of regression analyses. Following are the results and discussion of three multiple regression analyses.
Regression Model 1

The post-test score for Global Perspective was entered into the regression model as the dependent variable. Whether or not the subjects participated in SAPs, age, sex, GPA, pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy were the seven independent variables. Refer to the table 4.14 for a summary of the results. Data revealed the multiple regression model significantly explained 70.8% of the variation in Global Perspective post-test scores at alpha level of .01. The variance of Global Perspective post-test scores was significantly explained by whether not students belonged to the SAP group (p= .023), pre-test scores for Global Perspective (p< .001), Attitudes Toward Cultural Diversity (p< .001) and Self-Efficacy (p= .003). To determine the relative importance of independent variables, Beta was compared. It was found that among these four significant predictors, the pre-test score for Global Perspective was the most important variable in explaining the variance in the post-test scores for Global Perspective (Beta = .62). The partial regression coefficient (b) associated with the independent variable for participation in study abroad was .18 (See Table 4.13). It was also noticed that age, sex and GPA were not significant predictors in this model.
<table>
<thead>
<tr>
<th>Variables</th>
<th>b</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAP or Comparison (X1)</td>
<td>.18</td>
<td>.14</td>
<td>2.32</td>
<td>.023</td>
</tr>
<tr>
<td>Age (X2)</td>
<td>-7.02E-03</td>
<td>-0.07</td>
<td>-1.17</td>
<td>.244</td>
</tr>
<tr>
<td>Sex (X3)</td>
<td>1.76E-03</td>
<td>.002</td>
<td>.03</td>
<td>.978</td>
</tr>
<tr>
<td>GPA (X4)</td>
<td>2.24E-02</td>
<td>.03</td>
<td>.41</td>
<td>.687</td>
</tr>
<tr>
<td>Pre-test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global (X5)</td>
<td>.52</td>
<td>.62</td>
<td>6.84</td>
<td>.000</td>
</tr>
<tr>
<td>Diversity (X6)</td>
<td>.27</td>
<td>.36</td>
<td>3.97</td>
<td>.000</td>
</tr>
<tr>
<td>Efficacy (X7)</td>
<td>-.18</td>
<td>-.21</td>
<td>-3.01</td>
<td>.003</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.58</td>
<td>5.16</td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

Model:  \[ R^2 = .708; \quad \text{Adjusted } R^2 = .685; \quad F = 31.19; \quad p < .001 \]

1. SAP or Comparison: 0 = not SAP group; 1 = SAP group  
   Comparison Group: comparison group

2. Sex: 0 = not male; 1 = male 
   Comparison Group: female

Table 4.13: Regression Model for The Post-Test Scores for Global Perspective (n =98)

**Regression Model 2**

The post-test score for Attitudes Toward Cultural Diversity was entered into the regression equation as the dependent variable. All the independent variables are the same as model 1. Results are summarized in Table 4.14. This model significantly explained 65.5% of the variance in Attitudes Toward Cultural Diversity post-test scores at alpha level of .01. The pre-test score for Attitudes Toward Cultural Diversity was the only significant predictor for the dependent variable (p<.001). The partial regression
coefficient (b) for the pre-test score for Attitude Toward Cultural Diversity was .79 which indicates there will be .79 increase in the post-test score for Attitude Toward Cultural Diversity associated with one unit increase in its pre-test score. Whether or not students participated in study abroad, age, sex, GPA, and pre-test scores for Global Perspective and Self-Efficacy were not significant predictors.

<table>
<thead>
<tr>
<th>Variables</th>
<th>b</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAP or Comparison (X1) (^1)</td>
<td>.19</td>
<td>.11</td>
<td>1.64</td>
<td>.105</td>
</tr>
<tr>
<td>Age (X2)</td>
<td>-8.98E-03</td>
<td>-.07</td>
<td>-.99</td>
<td>.324</td>
</tr>
<tr>
<td>Sex (X3) (^2)</td>
<td>-2.90E-02</td>
<td>-.02</td>
<td>-.30</td>
<td>.767</td>
</tr>
<tr>
<td>GPA (X4)</td>
<td>2.48E-02</td>
<td>.02</td>
<td>.30</td>
<td>.768</td>
</tr>
<tr>
<td>Pre-test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global (X5)</td>
<td>.10</td>
<td>.09</td>
<td>.89</td>
<td>.374</td>
</tr>
<tr>
<td>Diversity (X6)</td>
<td>.79</td>
<td>.77</td>
<td>7.79</td>
<td>.000</td>
</tr>
<tr>
<td>Efficacy (X7)</td>
<td>-.14</td>
<td>-.12</td>
<td>-1.54</td>
<td>.127</td>
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<tr>
<td>(Constant)</td>
<td>1.23</td>
<td></td>
<td>2.66</td>
<td>.009</td>
</tr>
</tbody>
</table>

Model: \( R^2 = .655; \) Adjusted \( R^2 = .628; \) \( F = 24.39; \) \( p < .001 \)

\(^1\) SAP or Comparison: 0 = not SAP group; 1 = SAP group
Comparison Group: comparison group

\(^2\) Sex: 0 = not male; 1 = male
Comparison Group: female

Table 4.14: Regression Model of The Post-Test Score for Attitudes Toward Cultural Diversity (n = 98)

Regression Model 3

The post-test score for Self-Efficacy was entered into the regression equation as the dependent variable. All independent variables are the same as model 1 and 2. Refer to
Table 4.15 for a summary of results. As expected, when examining the significance of partial regression coefficients (b) and the standardized partial regression coefficients (Beta) with the relative importance among independent variables, for all students, the variance of Self-Efficacy post-test scores was significantly explained only by its pre-test scores. All other independent variables: whether or not students participated in study abroad, age, sex, GPA, pre-test scores for Global Perspective and Attitudes Toward Cultural Diversity were not significant predictors in this regression model.

<table>
<thead>
<tr>
<th>Variables</th>
<th>b</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAP or Comparison (X1)</td>
<td>8.20E-02</td>
<td>.06</td>
<td>.73</td>
<td>.469</td>
</tr>
<tr>
<td>Age (X2)</td>
<td>-7.36E-03</td>
<td>-.07</td>
<td>-.84</td>
<td>.406</td>
</tr>
<tr>
<td>Sex (X3)</td>
<td>7.40E-02</td>
<td>.07</td>
<td>.78</td>
<td>.436</td>
</tr>
<tr>
<td>GPA (X4)</td>
<td>5.46E-02</td>
<td>.06</td>
<td>.67</td>
<td>.504</td>
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<tr>
<td>Pre-test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global (X5)</td>
<td>2.76E-02</td>
<td>.03</td>
<td>.25</td>
<td>.804</td>
</tr>
<tr>
<td>Diversity (X6)</td>
<td>-5.94E-03</td>
<td>-.007</td>
<td>-.06</td>
<td>.952</td>
</tr>
<tr>
<td>Efficacy (X7)</td>
<td>.60</td>
<td>.65</td>
<td>6.74</td>
<td>.000</td>
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<tr>
<td>(Constant)</td>
<td>1.63</td>
<td>3.61</td>
<td>.001</td>
<td></td>
</tr>
</tbody>
</table>

Model: \( R^2 = .452; \) Adjusted \( R^2 = .402; \) \( F = 10.61; \) \( p < .001 \)

1 SAP or Comparison: 0 = not SAP group; 1 = SAP group
Comparison Group: comparison group

2 Sex: 0 = not male; 1 = male
Comparison Group: female

Table 4.15: Regression Model for The Post-Test Score for Self-Efficacy (n =98)
Research Question 3

Do scores of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy differ by sex in the SAP group and the comparison group?

To answer this question, eighteen t-tests for independent samples were performed at an alpha level of .05. Pre-test and post-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy were entered into SPSS and t-tests were performed between female and male students. Because sample sizes were not equal between male and females in the SAP group and the comparison group, therefore, equal variance was examined by looking at variances of each testing sample. If larger variance is paired with the larger sample, use the equal variance estimate, if the larger variance is paired with the smaller sample, then go through a hypothesis test of equal variance. If fail to reject Ho, use equal variance estimate, if reject Ho, use unequal variance estimate (Hopkins, Hopkins & Glass, 1995; Warmbrod, 1998). SPSS did all testing of equal variance automatically. Data revealed that four t-tests were statistically significant at alpha level of .05. For the SAP group, female students had a slightly higher score than males on all pre-test and post-test scores, however, the differences did not differ statistically significantly. It was found that there were significant differences between female and male students on pre-test and post-test scores for Global Perspective and Attitudes Toward Cultural Diversity in the comparison group. Female students tended to have a higher level of global perspective and more positive attitudes toward cultural diversity than male students in the comparison group. Refer to Table 4.16.
Table 4.16: T-Tests for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy by Sex in The SAP Group and The Comparison Group (n =98)

Research Question 4

What are the differences in Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy between students who participated in SAPs and those who did not?

Differences between the SAP group and the comparison group were tested on all pre-test and post-test scores for Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy by using t-test for independent samples. Results in Table 4.17 show that there were no significant differences between the SAP group and the comparison group.
group on all test scores. To determine differences between pre-test and post-test scores in SAP, comparison and total group, t-tests for paired groups were used. See Table 4.18. It was found that there were no statistically significant differences between pre-test and post-test scores for SAP and comparison groups.

<table>
<thead>
<tr>
<th>Scores</th>
<th>SAP group (n=21) or Comparison group (n=77)</th>
<th>Mean</th>
<th>SD</th>
<th>Mean difference</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test on</td>
<td>Comparison group</td>
<td>4.08</td>
<td>.67</td>
<td>.04</td>
<td>.29</td>
<td>.771</td>
</tr>
<tr>
<td>Global</td>
<td>SAP group</td>
<td>4.04</td>
<td>.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test on</td>
<td>Comparison group</td>
<td>4.00</td>
<td>.71</td>
<td>-.17</td>
<td>-1.29</td>
<td>.201</td>
</tr>
<tr>
<td>Global</td>
<td>SAP group</td>
<td>4.17</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test on</td>
<td>Comparison group</td>
<td>4.53</td>
<td>.62</td>
<td>-.10</td>
<td>-.55</td>
<td>.582</td>
</tr>
<tr>
<td>Diversity</td>
<td>SAP group</td>
<td>4.63</td>
<td>.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test on</td>
<td>Comparison group</td>
<td>4.47</td>
<td>.55</td>
<td>-.25</td>
<td>-1.42</td>
<td>.158</td>
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<tr>
<td>Diversity</td>
<td>SAP group</td>
<td>4.72</td>
<td>.40</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test on</td>
<td>Comparison group</td>
<td>4.36</td>
<td>.73</td>
<td>-.15</td>
<td>-.98</td>
<td>.328</td>
</tr>
<tr>
<td>Efficacy</td>
<td>SAP group</td>
<td>4.51</td>
<td>.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test on</td>
<td>Comparison group</td>
<td>4.36</td>
<td>.51</td>
<td>-.17</td>
<td>-1.30</td>
<td>.196</td>
</tr>
<tr>
<td>Efficacy</td>
<td>SAP group</td>
<td>4.53</td>
<td>.71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.17: T-Test of Pre-Test and Post-Test Scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy Between The SAP Group and The Comparison Group (n =98)
<table>
<thead>
<tr>
<th>Scores</th>
<th>SAP Group n=21</th>
<th></th>
<th>Comparison Group n=77</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>t</td>
<td>p</td>
</tr>
<tr>
<td>Global:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>4.04</td>
<td>.47</td>
<td>-1.72</td>
<td>.100</td>
</tr>
<tr>
<td>posttest</td>
<td>4.17</td>
<td>.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>pretest</td>
<td>4.63</td>
<td>.67</td>
<td>-.80</td>
<td>.463</td>
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<tr>
<td>posttest</td>
<td>4.78</td>
<td>.68</td>
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<td></td>
</tr>
<tr>
<td>Efficacy:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>4.51</td>
<td>.53</td>
<td>-.25</td>
<td>.804</td>
</tr>
<tr>
<td>posttest</td>
<td>4.53</td>
<td>.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18: T-Test of Scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy Between Pre-Test and Post-Test for The SAP and The Comparison Groups (n =98)

Research Question 5

To what extent do pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and demographic data predict whether or not students participate in SAPs?

The strategy of logistic regression was employed in order to answer this research question. Logistic regression is a method to predict whether an event will or will not occur and to identify the independent variables that are useful in making the prediction (Warmbrod, 1998). The logistic regression coefficient (B) can be interpreted as the change in the "log odds" associated with a one-unit change in the independent variable (Warmbrod, 1998). When it is transformed into \( \text{Exp}(B) \), it can be used to determine its relative effect on the probability of an event occurring. \( \text{Exp}(B) \) is the factor by which the odds of the event occurring increase or decrease for a one-unit increase in the independent variable holding all other independent variables constant (Warmbrod, 1998).
To test significance about logistic regression coefficients, the **Wald** test statistic which has a chi-square distribution will be used. **R** statistic (in SPSS) is used to describe the partial correlation between the dependent variable and each of the independent variables (Warmbrod, 1998). **R** is the indicator of the contribution of individual independent variables. The goodness of fit of the logistic regression model will be assessed by calculating the proportional reduction in the error statistic based on the following formula (Menard, 1995):

\[
\text{Proportional Reduction in Error} = \frac{\text{Errors without model} - \text{Errors with model}}{\text{Errors without model}}
\]

Errors without model means that all cases were predicted to belong to one category, either the category “event occurring” or the category “event not occurring.” The “Proportional Reduction in Error” indicates the percent fewer errors of classification when predicting whether the event will occur using the logistic regression equation compared to predicting all cases belonging to one category (either the event occurs for all cases or the event does not occur for all cases) (Menard, 1995).

For this logistic regression model, the dependent variable is whether or not students participated in SAPs, pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy, age, sex and GPA were independent variables entered into the regression model. Results are summarized in Table 4.19 and Table 4.20.

The logistic regression model was found be statistically significant at alpha level of .01. Logistic regression coefficients were tested for statistical significance by hypothesis testing. Only sex and GPA were statistically significant independent variables in this model. Younger students tended to participate in SAPs. When examining **Exp (B)** (.66) for age, it was found that each unit younger, the odds of participating in SAPs will
increase by a factor .66%. Students with lower GPAs were likely to participate in study abroad, the \( \text{Exp (B)} = .23 \) indicated that one unit lower in GPA, the odds of participating in SAPs will increase by a factor .23%. Therefore, even though age and GPA were significant independent variables, they were not powerful in predicting whether or not students participate in SAPs. It was also found that pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy, age were not significant variables in predicting whether or not students participated in SAPs.

To examine the goodness of fit of this model, Proportional Reduction in Error was calculated using the formula stated earlier. Based on information presented in Table 4.20, if all cases fall in the comparison group, the errors would be 21. The error with the model prediction was 17 + 4 = 21.

\[
\text{Proportional Reduction in Error} = \frac{(21-21)}{21} = 0
\]

It was concluded that the logistic regression model did not fit the data well and the model was not powerful in predicting whether or not students participate in SAPs.
<table>
<thead>
<tr>
<th>Variables</th>
<th>Logistic Regression Coefficients</th>
<th>Wald Statistic</th>
<th>p</th>
<th>Exp (B) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest on Global (X1)</td>
<td>-0.45</td>
<td>0.35</td>
<td>0.552</td>
<td>0.64</td>
</tr>
<tr>
<td>Pretest on Diversity (X2)</td>
<td>1.09</td>
<td>2.75</td>
<td>0.097</td>
<td>2.97</td>
</tr>
<tr>
<td>Pretest on Efficacy (X3)</td>
<td>0.27</td>
<td>0.25</td>
<td>0.615</td>
<td>1.30</td>
</tr>
<tr>
<td>Age (X4)</td>
<td>-0.41</td>
<td>5.04</td>
<td>0.025</td>
<td>0.66</td>
</tr>
<tr>
<td>Sex (X5)</td>
<td>0.75</td>
<td>1.51</td>
<td>0.220</td>
<td>2.12</td>
</tr>
<tr>
<td>GPA (X6)</td>
<td>-1.46</td>
<td>5.88</td>
<td>0.015</td>
<td>0.23</td>
</tr>
<tr>
<td>(Constant)</td>
<td>7.27</td>
<td>2.64</td>
<td>0.104</td>
<td></td>
</tr>
</tbody>
</table>

Model Chi-Square = 18.60; df = 6; p = .005

| Sex: 0 = not male; 1 = male  
Comparison Group: female  
* Factor by which the odds of participating in SAPs increase or decrease for a one-unit increase in the independent variable. |

Table 4.19: Logistic Regression: Predicting Whether or Not Students Participate in SAPs (n = 98)

<table>
<thead>
<tr>
<th>Observed</th>
<th>Predicted</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comparison group</td>
<td>SAP group</td>
<td>Percent Correct</td>
</tr>
<tr>
<td>Comparison group</td>
<td>73</td>
<td>4</td>
<td>94.81</td>
</tr>
<tr>
<td>SPA group</td>
<td>17</td>
<td>4</td>
<td>19.05</td>
</tr>
<tr>
<td></td>
<td>Overall % Correct</td>
<td></td>
<td>78.58</td>
</tr>
</tbody>
</table>

Table 4.20: Logistic Regression Classification Table: Predicting Participation of SAPs
Research Question 6

To what extent do students change their career interests and educational aspirations as a result of participating in SAPs?

Students were asked to report three of their occupational preferences and the highest level of education they aspired to attain in the pre-test and post-test. The researcher compared the pre-test and post-test results to see if their career interests and educational aspiration were changed. Table 4.21 indicates that changes in first career preferences were similar between SAP (28.6% of 21) and the comparison groups (27.3% of 77). More students changed their second career preference for the SAP group (66.7% of 21) than those of the comparison group (40.1% of 77).

When examining the actual changes of career preferences from the survey questionnaires, it was found that there were some internationally related work interests evident for participants in the SAPs. Two students changed their first career interest to international business jobs. One student reported that his second career preference was changed from business to working for the United Nations. One student changed the third career preference from obtaining job in Peace Corps to working for the United Nations. The researcher did not find any changes in any career preferences related to international jobs for the comparison group.

Table 4.22 indicates changes in educational aspirations for both SAP and the comparison groups. Results showed that majority of SAP students (90.5%) did not change their educational goals. Only two (9.5%) desired to pursue a higher degrees after participation in a SAP. There were greater changes in the comparison group. Sixty
students' (77.9%) educational goals remained unchanged in the pre-test and post-test.

Ten students (13.0%) wanted to obtain a higher degree. Seven students (9.1%) indicated to pursue lower level of education at the time of post-test.

<table>
<thead>
<tr>
<th>Career Preferences</th>
<th>SAP Group (n=21)</th>
<th>Comparison Group (n=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>same</td>
<td>changed</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>71.4</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>67.5</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>42.9</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>29.9</td>
</tr>
</tbody>
</table>

Table 4.21: Changes in Career Interests for The SAP Group and The Comparison Group (n=98)

<table>
<thead>
<tr>
<th>Changes in Educational goals</th>
<th>SAP Group (n=21)</th>
<th>Comparison Group (n=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Remain same</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Increased</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Decreased</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.22: Changes in Educational Aspirations for The SAP Group and The Comparison Group (n=98)
Research Question 7

To what extent do students change their attitudes toward host and home countries as a result of participating in SAPs?

Qualitative data obtained from interviews were analyzed using inductive data analysis. In qualitative research, inductive data analysis is a process of “making sense” of field data or uncovering embedded information and making it explicit (Lincoln & Guba, 1985). There are two essential sub-processes of inductive data analysis: coding and categorizing. Coding identifies information units or single pieces of information that stand by themselves, that is, that are interpretable in the absence of any additional information. A unit may be a simple sentence or an extended paragraph. Categorizing is a process whereby previously coded data are organized into provisional categories on the basis of “look-alike” characteristics. As these provisional categories begin to accumulate substantial numbers of units, the researcher decides whether to include the categories into the interpretation stage (Lincoln & Guba, 1985).

Data analysis for research question 7-12 followed these two steps: coding and categorizing. Frequently mentioned categories were summarized into different themes. The major ways of establishing trustworthiness in this study were “member check” and “thick description”. The researcher sent the first draft of data analysis results to three students in the SAP group and asked them to criticize the interpretations of their interview comments. In addition, the researcher also attempted to provide enough direct quotes from student interviews to give readers the opportunity to judge the credibility of the research findings.
Attitudes Toward The Host Country

SAPs were perceived as a powerful educational experience for students in this study. It changed their views about the host countries in a favorable way. Many students did not know a lot or held misconceptions about their host country before studying abroad. Experiencing the country, the people and the culture provided them opportunities to gain new perspectives and understand another country and culture first hand. Appreciation and respect for the host country and culture were major changes in their attitudes.

Examples of student comments related to this finding are as follows:

"Most of my thinking was that the rest of the world was just like the United States. I knew that there were differences in some of the countries. But I couldn’t imagine the severeness of the differences.” (Interview #3)

"About the Czech Republic, I really did not know too much about it before I went. I guess when I thought about the Czech Republic, I thought about Czechoslovakia, I always thought of dark, gray, gloomy country. But really it was so beautiful, pretty, so many things to see and do. So it really improves my outlook for Czech Republicans, my feelings for the Czech Republic. Just really surprised me was how different it was comparing to what I thought what was going to be!” (Interview #5)

"The way I looked at Mexico before I left was a third world country. All they did is coming up and working for us pretty much. But when I went down there, I saw they were working just as hard as us and trying just as hard as us to make living. Maybe their living is not as same as us, they will do anything to make living!” (Interview #1)

Study abroad experience also helped students gain a better understanding of themselves and their country from other people’s perspective. People in other countries have misconceptions about the United States and its citizens. Some people in the host countries wanted to know everything about the United States and learn to be like Americans, however others held unfavorable opinions toward the U.S. and its people.
"I was surprised by how much that everyone over there was just amazed with the U.S.. They want to know all about us. I knew nothing about them!" (Interview #1)

"When I went to Africa, it was less developed than I really thought. Running water was a luxury over there. They follow the United States like crazy and they knew everything about the United States. They really admire U.S. and believe everyone is rich over here. Because we all have running water." (Interview #2)

"The biggest thing I did not realize when I was over there was how much they dislike us. Their opinions of us are really low! Many Czechs hold such a negative misguided opinion of Americans, stupid, lazy, etc. Basically they got their opinions from watching TV….a guy tried to take my wallet on the subway because they knew I was an American. They thought we are all rich!" (Interview #2)

Media including movies influence how people view the United States. On the other hand, media also projected misconceptions about other countries to American people. So when students went to other countries, they found it was different than what they had learned from media.

"Television influenced their opinions about America. Some could be negative. We need to be more careful and responsible on what we put on the TV. That is the way we are they think. … So the media need to be more responsible with shows we air, news stories related to the country anything, in anyway connected with the media. Americans need to step back to think for a minute what someone else could think of it. There is a lot of low opinions toward Americans specially in central Europe.” (Interview #2)

"In Africa, I had the idea that all people are poor and their finances are very limited over there. You see hungry children. This is the image media has projected about the Africa in my mind. But Africa is different. There was differences in the east and the east is different from south. South Africa is much further advanced than Africa. Some cities are just like New York City!" (Interview #3)

Several students claimed that study abroad experience led them to appreciate and understand differences. They realized as people we have differences, but still we are all human beings and we share similarities. There was one student who went to Czech
Republic and stayed with a host family for a weekend. Even though they couldn’t communicate very well with each other, he used non-verbal communication and found the experience to be wonderful because he did not feel he was in another country.

“I definitely have a greater understanding of humanity, no longer looking at say foreigners as different or not humanity. Not that I did that before, I just had a better understanding that even though we have different cultures, there are still a lot of similarities. Just like we have different types of cars, we still have cars, we have different types of food, but we still eat breakfast, lunch and dinner, things like that. I think just made me a kind of appreciate that country (Czech). I gained a real good understanding of really what communism was, not the misconceptions which I had before.” (Interview #7)

“I realized that people there were exactly the same as the people here except oceans make us this side and that side. I enjoyed my time over there (Czech). It was great! Also agriculturally I learned that, in some ways they may behind us, but in other ways, they have as much technology as we do here. I thought it was very interesting. I also learned that agriculture over there is dealing with many the same problems we were dealing with here!” (Interview #4)

“It was amazing that staying there you didn’t feel like you were in another country. Just the way they live, the mother just is loving to her son as our mothers over here would be, the fathers work just as hard as any of our fathers do!” (Interview #8)

All three SAPs were hosted in developing countries. The resources were very limited and economic status and technology were not as advanced as the United States. Since most students did not know much about their host country before leaving they were surprised by the low level of living standard there.

“As far as the host country, well, I did not quite know what to expect of the Czech Republic… I did not realize what kind of economic status as far as problems they have there. I was really shocked to find that the Czech Republic is not one of the better countries in Europe. Even comparing Czech Republic with other countries in Europe, they are a lot further behind, say Germany, or France and many of those.” (Interview #8)

In summary, SAP participants did not know much about or held some misconceptions about their host country before they went. Their views have changed.
and they gained appreciation, respect and understanding of their host country and host culture through the study abroad experience. The experiences also provided them opportunities to understand themselves and the United States through other people’s perspectives. People in the host countries had misunderstandings about the United States. Students found that the media has projected biased imagines about their host country and the United States. Some students indicated that the experience helped them gain a better understanding of humanity and differences among people and cultures. Several students were surprised at the poverty level of their host country.

**Attitudes Toward the United States**

As a result of studying abroad, students changed their views about the United States. Going to a less developed country made them realize how fortunate they were to live in the United States. Participants appreciated their life more than they did before their study abroad experience. The frequently mentioned theme was that students thought Americans took a lot of things for granted which they did not notice before.

“We take a lot for granted. Tremendous amount! I realized how much, how good I got. Not even realized before....I don’t come from a big and rich family or anything like that, average (family), and I got so much better than their rich people probably!” (Interview #3)

“Here we almost take life for granted. I appreciate everything I got here. I know there are people here that are still less fortunate than things I have now. Just, you wish people could understand that there are others who are still a lot less fortunate than what you have now. You maybe in a tight situation, it’s not as bad as it could be!” (Interview #9)

“I realized to see the accesses of the American life. I have my own car and I can go to buy clothes if I want to. Everything that makes America is just seems so accessible after I came home. Just realized how lucky it is to live in somewhere I can do anything and get anything I want. Just the accesses and the way we live. When you go to the grocery store, it has 20 isles. When you go to the grocery story in Czech, they had five!” (Interview #2)
"Well, the biggest change of views about the U.S. is I appreciate what we have here more than what I did before I went. We complained about tax, we complained about how bad unemployment is, things like that. You know, after seeing that country (Czech), we are not all that bad at all as what I originally thought we were.” (Interview #8)

Students paid more attention to U.S. international policies with other countries. They saw how much the United States could influence and change other countries and they were more critical about U.S. policies. In general, students did not hold a favorable attitude toward U.S. global policies. This could be illustrated by some comments from students:

“I did see how America puts politics on a lot of things. I think a lot of people like Czechs and countries ask for help. We get involved and we want to take over, we want to stay and we will say if you want help, you have to be like this. That is what they were saying: helping us and then controlling us.” (Interview #2)

“That was how people in Mozambique thought. America made them to become democracy, yet the country is in turmoil, mass poverty, weak inside. It was just horrible thing, it was terrible. I don’t know if democracy is a perfect way to go in other countries. Like Swaziland, they are not a democracy, they seem to be progressing slowly but surely. They did have a lot of gender issues, but I don’t know if changing their whole culture to make them a democracy is going to make them any better. That is the only way America will help them!” (Interview #2)

“I learned about the U.S. is that they put politics before people and culture. They won’t help Swaziland because of the government. Everyone is dying of AIDS over there. Just because they have a king that U.S. turned back on. He is not a cruel king just have many wives. He is just a sexist. Because of the political system there, the U.S. won’t fund them for anything!” (Interview #2)

Another theme that emerged was that students found U.S. people were ignorant toward other countries and cultures. In general, Americans didn’t care about the global issues. However, people in other countries were more knowledgeable about the United States and rest of the world:
"The view has changed is that I did not realize how ignorant the average American was about what’s going on in the rest of the world. One person I talked to, I said I went to Europe this summer. And he said: oh! That was really a nice country, isn’t it? When I heard I said: well, there are several countries in Europe. But yes, they were really nice. Stuff like that. I don’t know if other cultures are...I think that is one thing I learned most is that a lot of Americans don’t know the rest of the world. Because they are not worried about the rest of the world. Then you go to a country like the Czech Republic that is very small has a lot of things to worry about the rest of the world. So I think people there are more oriented to learning about what is happening in the rest of the world because they know it’s going to affect them!" (Interview #4)

Even though students had much criticism toward U.S. politics and global policies after they returned, the experience also provided opportunities for some participants to develop stronger national pride:

"It made me more confident about my country...we got so much more productive than them in agriculture. And really there is no way they can compete with us unless they can specialize a certain thing, like tropical fruits in some places, tomatoes. They are going to figure out how to compete with us instead of how we figure out how to compete with them!” (Interview #1)

Some students even found their cultural heritage in Europe and they related their own culture to European culture:

"Many things I thought were American find out actually were Europeans brought to America. A lot of things we take for granted not ours, were imported here. This is the big things I noticed.” (Interview #1)

"I have learned a lot about our ancestors and stuff like that. I kind of look at, helping me to understand many things whey they are over here because they were imported from Europe. I kind of more respect about their heritage over there because I can relate to some of them coming from a farm background!” (Interview #10)

Study abroad experience was a powerful lesson for participants in terms of changing views about their own country and culture. Several themes emerged after analyzing the interview transcripts. When comparing U.S. life and life in the host country, students
appreciated more what they have and realized they took life for granted in a lot of aspects. Participants expressed their criticism toward U.S. politics and international policies toward other countries. The study abroad experience helped some students in developing stronger national pride. Students went to Europe found connections between European culture and their own culture.

Research Question 8

What kinds of perceived knowledge and skills do students gain from studying abroad?

Knowledge Gained

Students who went to the Czech Republic reported that they learned a great deal from the history class. From taking classes and talking to Czech professors, students and people, they gained a better understanding of Czech history, European history and new perspectives about history, World War II and communism.

"It was interesting to listen to their history. We had history class over there. Really interesting to listen to their history from their perspective. From what we taught in elementary school, or even here at the Ohio State, we were trying to help after World War II, try to help (them) rebuild their economy. And I was in the impression that communism just kind of took over the Czech Republic. But I found it was voted in by the people...I think that was the most interesting class I had the whole time with the history classes....It was also interesting for me to listen from different perspective about World War II, everybody’s sights and views from different countries. That was interesting!" (Interview #3)

"I guess things I gained most were probably about the wars and communism. Because when I was in the high school, I really was not interested in that stuff. I really was just like whatever. And I never really pay attention I got it. I got that much interested in it. To hear from somebody who have been through it, to see what they have to go through. So made me realize that a lot of things went on during the communism, during wars that we didn’t hear about over here!" (Interview #5)
Several participants found that they gained knowledge about other countries. As stated earlier, most students did not know much about their host country and culture before SAPs. This experience provided them an opportunity to learn about the host country and host culture. They compared their own culture with that of the host culture.

“I did learn quite a bit about the culture (Mexico). They are laid back people, they appreciate everything they have even they don’t have very much. They are really thankful for what they have. People are really laid back, not very fast pace as America. Just enjoy life!” (Interview #6)

“The biggest thing I have learned is the knowledge about their culture, knowledge as far as their history, and why a lot of things in Africa happened the way they did. The whole trip itself was something to gain, was a knowledge trip because I have never been there before. So just seeing the scenery stuff like that is knowledgeable because you are learning something new. But I think the most was the culture.” (Interview #9)

“Definitely the living standards (in Czech) made me appreciate things we have here. But at the same time also made me realize that sometimes our life is much more complex here as developed as ours. They were able to spend more time with their friends and families. They were more kind of laid back and relaxed, not worrying about staying on schedule or doing…." (Interview #7)

Students with a farm background paid more attention to agriculture in their host country than those who did not have a farm background. Farming in the United States and other countries were viewed as different. The study abroad experience helped students to gain knowledge about the global economy and a better understanding of the global market and how agricultural products in other countries were going to affect American markets and prices.

“Since I am deep in agriculture, more in production side rather than the education side. I got to a lot of farms, different cooperatives. And farming there is a lot different than it is here. Here, usually the farmer owns his own land… and he sells his grains in the open market. While over there (Czech), land owned by a company...they hire employees there. And then just the fact that now their crops, their grains, their selling are going to influence the prices we are going to get for our grains over here. Really
made a difference how you look at it. Their technology over there agriculture wise is very similar to ours, mainly because they buy our technology, like their pesticides, spreading equipment, their tractors. All the machines are American made type of machines. They may have European factories, but they are basically American designs. So I can’t say that they are not as advanced as us in agriculture wise. But just knowing that their economy is going to affect us. It is very much becoming a global market like they say, especially in agriculture. Because everybody got to eat. That is the bottom line!” (Interview #8)

“I gained a lot of knowledge from the fact that I now understand what it’s like over there. Because a lot of people say: well, European Union was the one causes hard time for the farmers and everything. We are unable to export all this. When you get there, you realized that they are battling back and forth with European Union as we are trying to. I realized that a lot of people over there are at the same situation as we are!” (Interview #4)

Students gained most knowledge and different perspectives about history, World War II and communism. Hearing historical events from people who actually went through them provided fresh view points to participants. Therefore the experience helped them to understand the host country and its history in general. Students reported that they became more knowledgeable about the culture of the host country by living it for six weeks. Agriculture was another important knowledge area where students gained important insights. They became aware of the differences and similarities in agriculture between the U.S. and the host country and became more aware of how the global markets affect U.S. agriculture.

Skills Developed

According to the research literature, developing foreign language skills is one of the major outcomes of study abroad. However in this study, most students did not see foreign language skills as the big benefit they got from study abroad experience. Rather they viewed that foreign language was not necessary or did not help them a lot when they were in the host countries. One reason was that students found foreign language was
hard to pick up at a short period of time. In addition, most of the time English was enough for students to get around or they could easily find someone who could speak English to help them.

"We took two weeks of Czech language. And I could probably speak a couple of words. It was very hard. We really didn’t need that much. Because if you want to go somewhere to do something, you can pretty much find a person who can speak enough English to get you through!" (Interview #5)

"I found Czech language to be very difficult for me. I can’t say language wise. But the students there were so excited about the opportunity to speak English. They did not want to teach us much Czech as they want to practice much English.” (Interview #4)

Gaining traveling and survival skills was another important theme which emerged from the interviews. Most participants had not traveled much before, so the study abroad experience provided them with opportunity to gain skills on how to travel, take care of themselves and survive without family and friends, without the security and comforts to which they were accustomed.

"The biggest thing I gained was understanding how to travel basically, how to plan details. To know what kind of things to take care, what sorts of advance preparations need to be made. Just how to look out for myself and others over traveling. Learned a lot about just how to deal with being away from my life here in the U.S. Being gone for seven weeks, really was very tough to deal with not being around by my friends, not being able to get up and go to my favorite spots on campus any time I want, or to go to my favorite restaurants or something. Really learned how to survive not having things I take for granted everyday!” (Interview #7)

"Skills wise, I am a better traveler. Next time when I go to Europe, I will have a better understanding of how to travel there and where to travel there which I consider is a big asset that I will use sometime in the future.” (Interview #4)
Even though foreign language skills were not perceived as one benefit they received from studying abroad, they learned using non-verbal communication and their communication skills were improved. Several students said like this:

"I learned using non-verbal communication. Because I didn’t speak many languages over there. So many different languages there. We got on trips and went to a country which none of us could speak their language. But still we can communicate. So I learned a lot about using non-verbal language. I learned also how I really lacking foreign language skills. I really need to learn at least two more languages. Because everyone there knows two or three, but all Americans over there we just know a few words!" (Interview #1)

"Just skills in general, I had opportunity to talk to professors from different colleges, different country. Talk to them and hear their view points. So my communication skills were improved!" (Interview #5)

Some students even commented on how the experience helped them develop a sense of responsibility.

"You have to improve your responsibility of being in a totally foreign country. You are from America, people know you are American, you have to be responsible for the way you act. What you say, you can’t just say anything out public like we do here. Since you are the minority there!" (Interview #5)

"We are ambassadors for the school, ambassadors for the U.S., ambassadors for ourselves, you know. But some students did not realize that you need to be responsible for the ways you act because you are from America, you are American, if you act that way, they will think all Americans act that way!" (Interview #9)

In summary, several themes were found in this part of analysis in terms of skills developed by participating in study abroad. Traveling, surviving, and non-verbal communication skills, and the sense of responsibility were skills which students reported that they developed. Students did not hold a favorable attitude toward the importance of developing foreign language skills. Rather they thought foreign language classes were not helpful or unnecessary for them.
Research Question 9

What important benefits do students perceive they obtained from SAPs?

Global Perspective

Even though questionnaire surveys did not show much change in SAP participants’ level of global perspective, students expressed some positive influences of study abroad experience. Realization of the importance of a global economy was one of the major themes evident through data analysis. Students believed that as the world becomes more and more connected and interdependent, economic development in other countries will affect the U.S. economy, especially in agriculture.

“The global economy is changing between Canada, Mexico and the United States. Everything is going to be the same price. They even talk about American dollars being the major currency through Mexico, the United States and Canada. Even going to south America, there are some people think about it. There are other people don’t. They don’t understand how the global economy is changing. They don’t understand that they are going to be hurting. Even Mexicans come to the United States just to get jobs, but jobs around us are for us too. Now I am more aware of how it also affects us. Before it affects somebody else; nobody cares. But now I realized that everything becomes more and more globalized!” (Interview #1)

“One of the noticeable ways for me was to know company like McDonald’s, Coca Cola, the global company here all the time. And then to go abroad to several countries, seeing McDonald’s in every corner just like here in the U.S. or Coca Cola in every restaurant or store and household made you realize it is truly global. Just really made you to see it’s not a buzzword or anything. I am in the farthest corner of Czech Republic, there is a McDonald’s, there is Coca Cola. And also realized that you can’t limit your business just within the United States. There is definitely a market all over the world!” (Interview #7)

Students also expressed increased interests in international news and interests in knowing what is going on in their host countries and other parts of the world. They paid more attention about other countries and U.S. global policies. They became more sympathetic about small countries.
"I traveled enough through some of the central part of Europe. When I open up the Dispatch now, there are things happening around the world. When I read, wow! I was there! Or when I watch TV, they will show something about the world. You know the history behind it, you know you were there. Just the world is not as big now. I traveled half way around the globe in six hours!” (Interview #2)

"Going to a country like the Czech Republic which is the size of maybe New York? Or Ohio? It made me realize how big and powerful the United States is compared to this little one. I can't imagine if Ohio were to split apart from the United States and had to have our own government, our own army and things like that. Just how much they must have to do. If I had to live there all the time, probably I would be threatened to a lot of things, a lot of things are going on today, the violence stuff like that. There are a lot of those countries in the whole world. That was really the global aspect of it. Just like the little country has to come up, has to do the same thing as expected to compete with big countries like us!” (Interview #5)

"It made me pay more attention to what our government is doing globally as far as different countries. The policy we hold with them. Mainly I looked more at what we do in agriculture area and military area. The other areas we do business with other countries on I am not too familiar with. But the agriculture is the one affects me. Like I said some of the things military does I don't agree with, but still I like to know what's going on and where. So this is the two areas globally I pay attention to more than I did before!” (Interview #4)

Another theme was that students found the countries of the world are becoming increasingly connected. They stated that they were more aware of the ways in which they are connected to other countries than they were before the study abroad experience. Their experience convinced them that what happens in one country can affect other countries. The world was not as big as they thought before.

"I feel more connected with the world and the people in the world. The world is not that big. We are part of the world. I am more connected with the world, the other part of the world.” (Interview #2)

"Everything we do affects everyone! It is here, there whatever you do. Before you would think: oh, that's thousands of miles away, why they care what I do? I mean it doesn't affect them. When I was there, I was at my host family's house, the TV was on. I was sitting there and watching. It was
all in Czech. I couldn’t understand. But all I could understand was John F. Kennedy, Jr., John F. Kennedy, Jr...I didn’t know what’s going on. Even that affected them. It was on the news all day long, John F. Kennedy was dead in the crash.” (Interview #11)

“One of the neatest things was getting on the plane, we flew back from London. We spend extra weekend in Paris and London. Getting on the plane there, I just bumped into a friend of mine from the United States that hadn’t seen over a year! Totally co-incidence! We were on the same flight together, we sat together whole way. That really helped to bring the perspective of how small the world is!” (Interview #7)

Some students noted that even the study abroad experience did not change their global perspective, but made them more aware of different cultures. It made them more open-minded and more understanding and accepting cultural differences. One student who participated in the SAP in Africa commented:

“I don’t think it modified my global perspective. It just let me more aware that there were countries were not like the United States. Throughout the world, people are different. Even in the U.S., you have areas totally opposite from other areas. East coast is totally different from west coast. So people are going to live in a certain ways, have values things that sort. Even you don’t like it, they still live out there. It really didn’t modify my global perspective. Just let me more aware there is so much difference, there is always going to be rich, there is always going to be poor. If you could help everybody, that will be great. But if you can’t, you can make a difference in one or two people’s life!” (Interview #9)

Several themes were found to be related to changes in the students’ global perspective. Participants became more interested in international issues and more aware of what’s going on in the host countries and the world. They especially paid more attention to the global economy and how it is going to affect the United States and themselves. Several students claimed that the experience made them realize that the world is changing and it is becoming connected and interdependent with each other. The world was not as big as what they thought before. Things happening in one country could
affect other countries. The study abroad experiences helped participants open their mind to understand and accept cultural differences throughout the world.

Attitudes Toward Cultural Diversity

Interviews showed that the study abroad experience had a profound impact on students' attitudes toward cultural diversity. The first identified theme was that students became more open-minded toward other cultures. Before they went, a lot of them thought the rest of the world was just like the United States and people in other countries tried to become like Americans. However, after they went to another country, their views had changed:

“IT really opened my eyes. I used to...I got annoying by other cultures before. I had a sort of selfish underline something that everybody tries to become like Americans. That is the way should be. But going over, it is kind of opened my eyes. There is a world of different cultures there. In a lot of ways, we should become more like them, a lot of cultural ways, a lot of ways we are going to need to be learning from them and not them are going to like Americans!” (Interview #1)

“It opened up. There is a totally different culture over there from the way people dress, the way people act, even their jobs, the way of life, the way they think of life over there. It opened up my mind to knowing that you have to accept some of those things. By being there for six weeks, no longer a short period of time, you had to try to kind of fit in with their way of life. If you didn’t want be get called lazy Americans, things you have to change about your life to adapt to theirs.” (Interview #5)

“It made me more accepting of others and differences and understand that it’s no...it is good to have these differences. It’s not like that person’s fault if there is any difference or anything. It is just part of their culture. They are probably thinking that I am different than them. Just kind of be more aware and open to differences.” (Interview #7)

It was noticed that students became more interested in knowing and exploring other cultures and people. They had a better perspective of where people come from and how
they were brought up. They would like to approach culturally different people to know more about them.

“I guess I am more open and understanding. I am more eager to go to someone try to talk to them. Be more responsible! I always liked to learn other cultures or things like that. But now I am more so of wanting to learn things I have never heard about before. I watch the travel channel every night. I am such a nerd, but I do. They went to Turkey last night and I stayed with everything!” (Interview #12)

“I was very open-minded even before I left...it really didn’t change me about other cultures and how I feel about them. But made me more interested in finding about different cultures.” (Interview #9)

Some students who went to Swaziland commented about women issues in Africa because traditional marriage allowed men to have more than one wife. However another student provided his view points differently. He thought people need to understand this issue in the context of their culture.

“Everybody is different. I can see why they do it. I understand why we will be against it but you can understand why they would do it. So it just...you can’t really express your views the way you were brought up on someone else’s culture without being open-minded and accepting some of their values. Because you are always being judged in their perspective too. Because of the way you were brought up...it’s really say that the way they are doing things is wrong. It is just their culture! You believe it is wrong because of the way you were brought up. If you were brought up where you are allowed to have more than one husband or more than one wife, you see it as normal. Sorts like pork, you may say, seeing somebody eating pork, that’s terrible! You are going to die for it! That is how you ate, eaten your whole life, that’s what you are used to, you see it normal!” (Interview #9)

Students also thought they were more likely to act against racism or prejudice within the United States after they came back. The study abroad experience made participants respect, accept and understand more about different cultures and people.

“I am more...if someone starts making fun of somebody because of their skin color, because of the way they look, the way they talk, I am more likely to say something to them now than I was before I went. I am more apt to
say that there is nothing different about these people. Yes, they look
different than us, they talk different than us, but really they are out there
trying to make a living, try to do the same things we are doing. So I am
more acting to speak up for the minority!” (Interview #5)

Living in another country for six to seven weeks and being the minority or
foreigners there taught students to understand the feelings of being culturally different
people:

“Now I understand what others feel like when they come to the United
States. And we are not nice to them, you know, people are foreigners…
because I was called a foreigner. I am a foreigner? So now I know what
it is like to be in other person’s shoes!” (Interview #12)

There were also a few students who stated that the experience did not change their
attitudes toward cultural diversity because they perceived they were very open-minded
even before study abroad experience. They thought they became more interested in
knowing and approaching culturally different people than they did before. Therefore, the
changes were more subtle for them than for most of the students.

The most cited change of attitudes toward cultural diversity was that the study
abroad experience made participants more aware of and open to cultural differences.
Students now understood that the world is a place with different cultures and people,
people have to open their mind to understand, accept and appreciate the differences.
There was no right or wrong about any culture. In a lot of ways, students believed that
they should learn from other cultures and people. Students also reported their increased
interests of exploring new cultures. Being a minority or foreigner in other countries
helped them to have a better perspective and respect for other people. Even though a
majority of students interviewed expressed some degree of change in their attitudes
toward cultural diversity, a few students said they did not change much through the
experience, primarily because they perceived they were already more open-minded than other students even before the SAPs.

**Self-Efficacy**

From the interview, only two students thought that their self-confidence was not changed much after participating in study abroad experience. A majority of the students believed that their study abroad experience was a great confidence builder for them. One of the major ways students felt better about themselves was due to the traveling and survival skills they gained from the trip and the fact that they survived without any prior international experiences, without speaking the language of the host country, and without everything they had at home.

"Talking about my personal self, I felt a lot more confident about myself. We have couple of weekends we spent in another foreign country. Did not speak their language, spent four days three nights there, just two of us in a foreign country. We arrived 11:30pm at night in this country. We were more thrill for being able to survive in this former Soviet Union country. I am more confident getting around here!" (Interview #1)

"I definitely came back felt a lot more confident about myself. I picked up a train and went to Poland with two guys I barely knew. We did not know where Poland was and I just happened to have the guide book. Somehow we worked it out at the end. Nothing bad happened. I traveled to Germany by myself. Talked to people by myself. All bad horrible things supposed to happen but did not happen!" (Interview #2)

"Definitely made me feel more confident about myself. If I could put together weekend trips for 5-10 people in middle Europe without comforts or security of being at home. If I could put together plans of trips, get the tickets, in another language stuff like that. That I could easily take say a class of students to national FFA convention, to a national 4-H conference, know what kinds of preparation needs to go into it." (Interview #7)

The second source of self confidence that students described came from knowledge they gained about other countries and being able to share that knowledge with friends,
family and other people. This sharing made them feel different and superior than other people.

"Raised my confidence! I guess just the fact that I was in a different country and came back safely. Being a student teacher, like today I related so many things kids were talking about to the Czech Republic. Just something you have some experience that helped you to build your confidence. When you talk to somebody, you can say that I have been the Czech Republic. If somebody says: ‘wow! You did? That was really cool. I wish I would have your opportunity to do that!’ That builds your confidence, makes you feel good you went, makes you feel good you can go on to share your experience and ideas with other people! That is where my confidence came from and where my confidence was built. I had the opportunity to go over there. There are not very many people around my area or around where I am dealing with now in high school. Some even have never been out of the state. So if you have been to a different country, it really grabs their attention, makes them realize what you are doing!... Just catch people's attention!" (Interview #5)

"I have never been outside the U.S. except for Niagara Falls. I went to Mexico. Everybody.... I am from a small town, they came to me and say what’s it like? I can tell them because I have been all over Mexico. I can tell them exactly what it is look like. I have been desert, mountains, oceans. I can tell them everything!" (Interview #1)

"I got back and went home. And saw couple of my friends around. They never really thought about anything going to Europe. They didn’t really have the interests. They didn’t hear about anything and they didn’t really care. When I started telling them about it, more people keep coming over and more people keep coming over. They didn’t really care about Europe. When I started talking, more people came over. They got interested in it!" (Interview #1)

Several students thought their confidence came from the fact that the study abroad experience helped them grow as a person. They became more mature on viewing school and life and they are more independent now. The experience provided them an opportunity to know themselves.

"Well, I have to say that being able to get from Prague to Berlin or Prague to Vienna by yourself not having to find some translator to be able to do it for you. Just being able to move around these countries without having to have somebody there with you, really was a big confidence builder!"
You can do it, you can do anything. How dare we complain about exam next week we got to take! We can go out to do that, the exam is a piece of cake now! That is the kind of way I view it. I look at as that: there is nothing here, there is not a challenge since I have been home that I can’t deal with. I became a little more optimistic on a lot of things. Things like we show dairy cattle at home at our county fairs things like that. I got all the disappointment if we did not win these cattle shows. Well it is a little bit different now because you tend to realize that winning isn’t everything. Just being able to live with it! Have good cattle not the best cattle is important!” (Interview #8)

“I feel a lot more confident because I can really step away out my comfort zone to go. Because I am pretty much a home body. I like to stay at home, work at home. It is the way I have been brought up. I have never traveled much. Even though I was with friends, it was still hard. After about three weeks, I was ready to go home. Because I worried about all the work we had to do at home on the farm. I couldn’t be there to help. I look at it that it is good for me to do that. Just step away. If I wouldn’t go, I don’t think I will be strong enough now to do things. I became more independent!” (Interview #10)

Most students believed that their confidence level was increased from participating in study abroad. The confidence came from being able to survive in such different countries, the coping and travel skills they gained, and having the abilities to share their experience and knowledge with others. Some students expressed personal growth as a result of study abroad in terms of becoming more optimistic about school and life, more independent and developing a better perspective about self.

Other Benefits

The participants perceived that the study abroad experience helped them to grow as a person. They learned to deal with different people, cultures and situations. This experience also gave them the opportunity to understand and change themselves. Some students even thought the experience was so powerful that they became a totally different person.

“Just the way it made me grow as a person. Learning to deal with
different people, learning to deal with not having anything familiar. I never thought I was a picky person when I came to eating. When I got to the restaurant, I looked at the menu and I realized I didn’t like anything on it. Eventually came to the point that we have to learn how to deal with it. I couldn’t not eating for six weeks. I learned to deal with disappointment!” (Interview #2)

“I learned that I have the ability to adapt different situations. I knew before I left I should have the ability but didn’t have the opportunity to prove that. This experience gave me the opportunity to see myself. I adjust fairly quickly. I looked things in positive ways. I expected differences and I also knew this experience would benefit me.” (Interview #4)

“I think it just changed me! One friend went on the trip...we were talking at my home after we came back...we said we are totally different people now. Can’t be pointed to one specific reason. But my eyes are open now to a lot of different things. We are totally different people now. Like we had a boyfriend...I had a boyfriend here and I came back I just didn’t have any interests to him because my perspective has changed. We came back just like who knows what will happen...we are different now!” (Interview #11)

Meeting new people, making new friends and learning new perspectives from interacting with them was another theme that emerged from the interviews. Students believed this experience made them much closer to a lot of people.

“I made a lot of friends from both the United States and Czech. I became more close to a lot of people. Even some people I wouldn’t see them again. I also learned a lot by talking with people. I talked with a lot of Czech students about what they want, their life and what they will be. That was totally different. I learned a lot from it! And I enjoyed it! That was the most benefit I got from the trip!” (Interview #4)

“Meeting new people and friends from Czech! I still keep contact with some people there by emails. That is beneficial. If I need new information about that country, I can send them an email to request. We have been there for six weeks that made us close to many people there. Probably we will never see those people again. But it is nice that we can still keep in contact!” (Interview #5)

“The biggest benefit was just meeting different people over there and getting to know the way they perceive their country, the way they perceive the U.S. They think we are all a bunch of rich, greedy people, they want to try to bring us down to earth in a lot of ways. That was one of the things
I learned. They think of us as being money grabbing people, at the same
time, they need to understand that we had a long time to develop.”
(Interview #8)

Some students also commented that the appreciation of life here was one of the most
important benefits they got from study abroad. They became more satisfied with what
they had in the United States. One student went to the Czech Republic stated:

"The benefit was the fact to appreciate what we have. I have seen what
was over there. I feel pretty lucky that my father and I own 400 acres of land.
We have our own dairy cattle, business and all this, having nice vehicle to
drive, own TV to watch. Just the whole thing. Very few people over there
of my age have a lot of things that I have and a lot things my peers have.
We all want to cry: I don’t have brand new car! I don’t get to have a brand
new TV all this and that. When you look at now...we have what we have
is nicer than what they are ever going to have. I listen to people now
say: my car is a piece of crap. I think to myself: at least you got a car!
There is a lot of people out there in that country, they never see a car
until they are half way through their career. They save money on everything.
Just the whole thing. Life isn’t so bad when you see ways in other places!”
(Interview #8)

The chance or the opportunity to go to another country to see and to experience a
different culture was the important benefit students got from the trip. The experience
opened up their eyes to a totally different world. From seeing and listening about the
history and culture in host country helped students better understand and appreciate
differences. Participants realized the importance of respecting other people and their
culture.

"I came back to realize that people have to respect other people. Because
it is going to change. It’s going to happen very fast! It is kind of sitting
there, staring and thinking it is going to explode one day. A lot of people
are not ready for that!” (Interview #1)

According to the participants, the important benefits they got from study abroad
experience related to their growth as a person. They regarded the SAP as a powerful
experience for them to see themselves change in a positive way. They learned to deal
with different people and situations. Meeting new people and making new friends helped students to become closer to others. They gained new perspectives on things from interacting with new people. Seeing differences in other countries made them understand and appreciate cultural differences and also made them appreciate life more in the United States.

Research Question 10

What motivates students to participate in SAPs?

SAP students expressed different deciding factors that motivated them to study abroad. One of the most cited factors was students' interest in the SAP host country.

For example:

"Those (programs) were recommended for an honor program. So this is one reason why I thought about going. But probably the major factor I decided to go was East Europe. Because East Europe attracted me. I want to get into Agricultural Economics probably one day, or maybe international relations. I am interested in East Europe!" (Interview #1)

"Since high school, I wanted to study in Mexico. But I never had the opportunity (in high school). Then I thought after I came to The Ohio State University, access (of the program) was not a problem, so this could be my chance to go. So I looked to it and decided to go!" (Interview #6)

Students considered that SAP was a good opportunity to go to another country when they were young rather than later. The SAP enabled them to find a longer time to visit another country and earn academic credit hours. The reasonable cost of the program was also one of the factors that motivated students to go.

"I wanted to participate in study abroad because I thought it was a good opportunity to see another part of the world, to experience another culture. And the travel expense of study abroad is relatively inexpensive. It was a good opportunity. Go some other times in my life maybe not get to do as much. I had the time too!" (Interview #2)
"Number one thing motivated me was probably people who went before talked about the trip and the fact that if I didn’t go while I was young, I probably wouldn’t go until I retired. When I talked to my grandma, she said she’d rather see me going now when I am young. Why wait when I am older! Those are the two reasons I went." (Interview #4)

Several students mentioned peer influence as the reason for their decision to participate in SAP. Students were also influenced by their friends who had already participated in SAPs. If students knew some people well who were also going with them, they were also likely to enroll in a SAP.

"I have known a guy who went on (study abroad) a couple of years ago. He said how a good experience it was and how fun it was to go on it. Sounds like an interesting time. Like I said I was studying and did not do much traveling or done something like that. So I thought if I could come up with money, it would be a good opportunity for me!” (Interview #3)

"My roommate went to study abroad two quarters before me. She said it was a great experience. And I just want to be able to say I understand what is going on outside this country. And I want to get away for a while, learn about different types of agriculture!" (Interview #5)

The desire to see and experience something different motivated several students. When asked what motivated them to go, two students answered:

"I don’t know. Just thought of something different, different experience. And the price everything is good as well as the idea of going to a different country somewhere I have never been before. So that kind of motivated me, just study in a different country, you know, experience something new outside the U.S.!" (Interview #9)

"I went to Mexico and I knew some friends were going. I want to see how much difference a country that was so close could be so far apart from us. Everything is so much different. Just helped me to see how much different they are from us going down there!" (Interview #1)

In summary, students identified several factors that motivated them to participate in SAPs. One of the most important motivations was their personal interest in a particular
area where the SAP was hosted. Some students believed that it was better for them to go
now than later in their lives. Peer influence was very important for some students.
Students who went to study abroad before shared their experiences with others that made
more students enrolled in studying abroad. The desire to experience something new also
motivated some students to participate in SAPs. The cost of the program was also a
motivational factor.

Research Question 11
What type of negative experiences occurred for students during studying abroad?

Misconceptions Toward The United States
Several students revealed that their most negative experience was the
misconceptions about U.S. people held by people in host countries. This issue was
reflected in several incidents in which students got mistreated in the host country. The
problem was especially apparent for those who went to the Czech Republic.

"Negative experiences? Hardly at all. The only thing I had to say would be
like, not the Czech people we were around but out public. Public people
we were around. Just the way you got treated sometimes. When one time
I was into a clothing store and I was looking for cloth. A lady came out to
me and said something to me in Czech. I didn’t know what she said and
I said English. And she told me to get out! She didn’t say English. She
just used the hands and motion to say get away!...I think it was just
because I am an American and English!" (Interview #5)

"The negative experience was some of the Czech students we hired to
work with us. Most of them were good. But some of them didn’t want
their friends know they were working for Americans. If their friends
knew they were working for us, they would look down upon on them.
So when we went out together and when we met their friends, he wouldn’t
talk with us in English. He would pretend not knowing us at all and
talked with his friends in Czech. That was embarrassing! We felt bad
about that!" (Interview #4)
"A lot of tourist places are bad about charging Americans. As soon as they find out you are Americans, like the prices would be twice or three times as much!" (Interview #3)

Medical Treatment

Sickness or accidents are inevitable when traveling, especially in a foreign country. Being away from home in such a different country, student participants couldn’t handle the health problems very well when they got to the point of getting medical treatment or being hospitalized. One student was even sent back home because of a serious physical injury. Medical systems and treatment methods in other countries were so different from the U.S., therefore, students were very frustrated when they got sick in host country.

"The hospital was questionable! When my ankle was broken, they did not give me any pain relief pills. I was supposed to keep ice on, they did not have ice there. They couldn’t find any ice to put on my ankle… they actually did… they got a needle that has a little hole right by the end to drain from my ankle to get the swollen out of there. It was stuck in my ankle. And they didn’t do anything except pulling me. I was like: what are you guys doing? …This was a hospital for military people. They did not have anything to cover my ankle. I said: no, stop it, I am going home!" (Interview #1)

Group Issues

Students confronted problems among different members within the group. Some students couldn’t get along very well with others. Some members did not like the way other members acted. This became a bigger issue if some members in the group messed up the group effort. A student stated that he was very disappointed when seeing others act in an unfavorable way:

"Negative experiences? Just overall the group perspective, some of the attitudes that were presenting. I don’t know if they knew what to expect. They expect more! It was kind of funny because their attitudes were as open as they could be. Instead of trying to make their home our home, instead of just trying to adjust their home, they tried to make our home. And a lot of us are demanding things instead of accepting their traditions."
We in many ways embedded our traditions on them. I think that was probably the worst experience I had. Not just having open-mind and letting things flow in. You try to adjust that instead of making them adjust to us which I think was disrespectful!...just too much complaining instead of looking at it as a group effort, a learning experience for everybody...I just think being part of the group, I can see it as an individual, they can see it as a group. So basically if one person messed up, we all messed up!” (Interview #9)

**Wallet Stealing**

Another frequently cited negative experience by the students was the wallet stealing they experienced in host countries. Several students got wallets picked in the public transportation systems. One student even got mugged on the subway. This student and several others with him ran into a very tense situation when the incident happened. Evidently students were not well prepared and did not get enough information about this issue and how to deal with this kind of situation before they left the United States.

There were also some other negative experiences that were not very frequently mentioned by students. Even though some students liked the public transportation system in the host countries, others thought it was dangerous, lack of administration and over crowded. Several students also complained about bathroom situation, doing laundry in the bathroom sink and food. There were some issues raised about classes offered and grading systems in the Czech program. Further details of this issue will be discussed in next section.
Research 12

What suggestions do students have to improve the SAPs in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University?

Students raised diverse issues that the college needs to address to improve SAPs. Two major issues that were frequently discussed which were related to how to provide advance preparation before leaving and improve the quality of courses in the host countries. Because there were more students interviewed who went to Czech Republic (n=12) than Swaziland (n=4) and Mexico (n=2), in any of the issues reflect more from the Czech group especially the comments about courses. Some valuable suggestions were also given related to using former students to recruit and prepare SAP students, promotion of SAPs, and resident directors.

More Preparation and Orientation

Students thought they were not well prepared before leaving the country. They suggested they be given more information on what to expect in the host country, what to pack, cultural differences, their opinions about the U.S., phone situation, luggage information and medical situations in host countries. Some of the students got very frustrated when confronting different issues that they did not expect. First-aid training would be also necessary in case someone gets physically injured.

"My suggestions would be: students need to be more prepared. We need to know what to pack. It was hard to know what we should bring before we left. Hard to prepare...we need to have a better idea on what to pack. I asked a girl who went there before and made a list on what to pack. It will be great if we can have a group of students who went last year tell us what to take and make a list of us. That will make the trip easier!" (Interview #5)

"I think really more advance preparation we have for entering that country would be helpful. We had couple of students who went before to our orientation sessions talked about what to pack, just everything to expect. We were still,
when we got there, we were still kind of off. We were not completely prepared. I think the more preparation, learning the language, learning about the culture and accepted and not accepted, the more you can get!” (Interview #7)

“I think everybody goes to the trip needs to have first aid training!...just getting physically hurt, what you are going to expect because that was just a shock after that happened. That was just a shock....when it happened, I was like: somebody please do something to me! They just stood there waiting until the ambulance coming!”(Interview # 1)

Improve the Quality of Courses

Most students went to Czech Republic complained about the courses offered in host country. They did not expect six hours a day sitting in the classroom, four or five days a week. The Czech professors used the traditional teaching methods where the lecturing occupied most time of courses. For our students, these two factors made it hard to follow what was going on in the classroom. Hence, students strongly suggested that more hands-on field trips and less sit-in classes were necessary to learn about a new culture and to get the most out of the SAPs. More interactions between students and professors were also important to facilitate learning. More organization and communication on the part of the Czech professors were necessary because students found there was much duplication among different professors. Students also commented negatively about one particular language professor’s way of teaching, expectations, and student treatment.

“I wasn’t expecting so much classroom! I did not feel I went there to sit in the classroom six hours a day. I want to get out and see and not be told about the country. I can be told about that country in the classroom here. I want to get out and see it!...six hours a day in the class everyday was just so much for us...I was bored!” (Interview #11)

Sometimes you felt the classes were boring. The professors did not use variability, class activities or stuff like that. So the classes were not interesting, not exciting and fun. They just gave lectures which was fine, but that did not create a good learning environment. They should let us
do something. Get on the web to do something. Just sitting in the classes! Sometimes (I) did not know what was going on. It was hard to keep tracking what was going on in the classroom!” (Interview #5)

“The lectures we had were very interesting, but sometimes the professors ...keep repeating the same thing over and over what others already said. It was like whenever new professor came they had to tell us the complete history of their country and culture again, and so I think better communication on that side would be necessary! And definitely something needs to be done about the language program in our group. If our university wants the students to be able to master the language and know it fluently. Then they need more preparation before the trip and they need to go into the trip with that mind set. But if that isn’t what they want. They do just want students to learn basic phrases, how to survive in the language then they need to change something on the Czech university side. Make that professor just focus on simple phrases and not be so demanding. Either way, they have to be something cleared up there” (Interview #7)

“I think hands-on learning with study abroad is the best way to go. Because you were in that country, you want to experience as much as you can in six weeks and you learned a lot doing hands on. We went to a place one day, I learned probably more about their culture in that day than I did in the rest of two weeks in the class!” (Interview #2)

Diversity of Group

Students viewed that it was beneficial to have students from other colleges or universities in their group. In doing so, they could also meet and make new friends within the United States and learn new perspectives from them. There was a group of students from Missouri who joined our Czech SAP which was considered as a big plus for some students.

“[I] really like having the Missouri kids because it broke up the nuts. We have to be in the same room of Ohio State the whole time. But afterwards, you can hang on with Missouri kids. It was good!...I am still talking to my Missouri friends. I went to Missouri this August and they came in October. We are not that far away. We made good friends!” (Interview #11)

“I think it was great that majority of our group was agricultural students, similar background. But it wouldn’t hurt at all to try to get a little more diverse group as far as different majors or different colleges. There was
one girl who is in International Studies major. We got along great with her. She always brought different perspectives to discussions or so. I think not limiting the program to just agricultural college would be great!” (Interview #7)

**More Promotion of SAPs**

Even we have done much to promote study abroad and recruit more students to participate in SAPs, students in this study thought we could do more. Better use of former students who went to study abroad for recruitment, to do the orientation and to share their experiences would be an effective strategy to recruit study abroad participants.

Lack of funds was often the major concern that limited students going to study abroad. One student suggested cost of the program be broken down so students could better see where the money goes. They also felt that the college needs to provide more information about financial aid.

“I will say really break it down let them understand all the benefits of it financially and educationally. Let them know financial aid is out there. There are financial aid and scholarships available. Everything they covered marked out: your beginning room and broad whatever maybe, so they can see. You can get 15, 12 or 8 credit hours whatever maybe. That regular price for that is this. You staying 6 weeks, room is taken care, board is taken care of, all the expenses for the trip is taken care of except for whatever you have to pay. Let them really understand and see how, in a long run, they are actually saving a lot more than they would if they went on their own. So just break it down and explain to them, that kind of may draw a little more students to come!” (Interview #9)

**Resident Director**

The resident director was the key to the success of a SAP. Students were satisfied with all the directors for the three SAPs. Certainly a good director would make the trip easier. Students suggested that more directors or advisers were necessary for a large group. They preferred to have both male and female directors if there were male and female students in the group. It would also be beneficial for the group if the resident
directors were familiar with the host country and knew what was going on and how everything worked. Therefore, students suggested a good director should go on the trip two or three times before changing to another new person. Following were some comments from students about their resident directors:

"He was really into, wanted to make sure we left with a good impression. This was his second time, second year of doing that, so he was really familiar with the area, knew how to get around. I think this is really good. I understand that they want to get different advisers to get over every year!" (Interview #3)

Summary

Findings are summarized in the following sections.

Profile of the SAP Students

The profile of students showed that SAP students tended to be younger than students in the comparison group. There were more male students in the SAP group than females. The majority of students in both groups were U.S. whites. Only one student in the comparison group was not an U.S. citizen out of 98 students in both groups. Students in the SAP group had a slightly lower GPA than the comparison group. There wasn't much difference in the parents' educational level between the two groups. The comparison students took relatively more global related courses than SAP students. Three most important resources receiving information about other countries were newspapers/magazines, television and radio news for SAP students and books, newspapers/magazines, television for comparison students. It was noticed that students in the comparison group had more overseas experiences than the SAP group. Results also revealed that more students in the SAP group lived on a farm. More students in the comparison group came from small towns or lived in rural areas but not on a farm.
and the comparison groups did have similar contacts with international people and students.

**Quantitative Data**

Multiple regression analyses were performed to determine which independent variables explain the greatest amount of variance in post-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy. It was found that whether or not students participated in study abroad, pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy were statistically significant variables in explaining variances on post-test scores for Global Perspective. The only predictor for Attitude Toward Cultural Diversity and Self-Efficacy was their pre-test scores.

To determine the differences on test scores between male and female students, t-tests were performed. It was found that male and female students did not differ significantly on any pre-test and post-test scores in the SAP group. However, there were significant differences between female and male students in the comparison group on their pre-test and post-test scores for Global Perspective and Attitude Toward Cultural Diversity. Female students tended to have a higher level of global perspective and more positive attitudes toward cultural diversity than males at the time of both pre-test and post-test. There were no differences between male and females on test scores for Self-Efficacy in SAP and the comparison groups.

Differences between the SAP group and the comparison group were determined by using t-test. Data revealed that there were no significant differences between the SAP participants and the comparison students on any test scores. There were also no
statistically significant differences between pre-test and post-test scores for the two groups.

The strategy of logistic regression was employed to predict whether or not students participate in SAPs using pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and some demographic variables. It was found that pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy were not significant predictors.

The research also investigated students' changes in their career interests and educational aspirations. It was found that there were some changes toward international related work interests in the SAP group as a result of participating in SAPs.

Qualitative Data

Inductive data analysis was used for qualitative data analysis. It was found that study abroad experiences had a profound impact on student participants' personal development. The experience changed their views about the host country and the United States. Studying in a culturally different country provided students the opportunity to understand the differences first hand. After completing a study abroad experience, they had a better appreciation for their host country and its culture. After studying abroad, a lot of students realized that they took life for granted in a lot of ways and they appreciated much more about what they had and life in the United States more than before studying abroad. Participants also expressed their criticism toward U.S. politics and international policies.

Students gained knowledge of history and different perspectives about World War II and communism. They knew more about their host culture and agriculture in their host
countries. Some of the students became more aware of the global market and how it’s going to affect the U.S. Traveling, survival, and non-verbal communication skills were reported by students as the most important skills they gained from the study abroad experience. Students did not view foreign language skills as necessary for them to develop during study abroad.

Even though results from questionnaire surveys did not show much change in students’ global perspective, the interviews revealed some important evidence. Participants became more interested in international issues and more aware of what’s going on in the host countries and the world. They paid more attention to the global economy and how it’s going to affect the United States. Some students claimed that the experience made them realize the world is becoming more and more connected and interdependent. Study abroad experience helped students become more aware of and open to cultural diversity. Upon completing a study abroad experience, students better understood that the world is a place with different cultures and that people have to open their mind to understand, accept and appreciate cultural differences. They believed that in a lot of ways they should learn from diverse cultures. Students also exhibited their increased interests of exploring cultures and differences after returning from a study abroad experience. Most students stated that they became more confident about themselves after the experience. The confidence came from seeing themselves being able to survive in such different countries, the coping and travel skills they gained, and the abilities to share their experiences and knowledge about other countries. Students became more independent and optimistic about school and life.
According to the participants, an important benefit they received from studying abroad was their personal growth. They regarded the SAP as a powerful experience for them to see themselves change in a positive way. They learned to deal with different people and situations. Meeting new people and making new friends helped students to foster relationships with others.

Students identified several factors motivating them to participate in a SAP. One of the most important motivations was their personal interest to a particular SAP host country. Some students acknowledged that it was better for them to go now than later in life. Peer influence was very important for some students. The desire to experience something new motivated other students as well.

Even though their experiences were joyful for most students, they reported some negative events in their host countries. Misconception about the United States and its people provided difficulties. Some students became very frustrated when they were sick or physically injured because of the medical system and treatment method differences in the host country. Students also confronted problems among different members within the group. Several of them had their wallets stolen in the host countries.

Students provided valuable suggestions the CFAES to improve its SAPs. Two major issues that were frequently discussed by students: 1) provide more preparation and orientation before leaving, 2) improve the quality of courses in the host countries. Students also suggested that former SAP students should be used to recruit and prepare new SAP students. In order to recruit more students, they recommended more marketing of SAPs and the use of experienced resident directors.
SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter presents a summary of the study, conclusions drawn from findings and recommendations for practitioners. This chapter is organized into the following sections: Purpose and Research Questions, Limitations of the Study, Research Procedures, Summary and Discussion of Findings, Conclusions and Recommendations. Future research directions are also given.

Purpose and Research Questions

The purpose of this study was to determine the influence of participation in a SAP on college students' level of development in terms of global perspective, attitudes toward cultural diversity, and self-efficacy. In addition, this study also sought to investigate students' changes in their career interests and educational aspirations, attitudes toward the host and home countries, knowledge, skills, and benefits from SAPs, motivation for participation in SAPs, negative experiences and suggestions to improve SAPs. Furthermore, the study revealed a profile of students who participate in SAPs.

The objectives of the study are reflected in the following 12 research questions:

1. What are the characteristics of students who have participated in a SAP in terms of age, sex, race, country of citizenship, GPA, parents' educational levels, number of
courses which taken deal with global issues, major resources of information about other countries, prior overseas experiences, places they were from and contact with international people and students in comparison to students who have not participated in SAPs?

2. What is the influence of participation in the SAPs on students' level of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy? What is the influence of some demographic variables such as sex, GPA, and age? What is the influence of pre-test scores?

3. Do scores of Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy differ by sex in the SAP group and the comparison group?

4. What are the differences in Global Perspective, Attitudes Toward Cultural Diversity, and Self-Efficacy between students who participated in SAPs and those who did not?

5. To what extent do pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and demographic data predict whether or not students participate in SAPs? How about some of the demographic data such as age, sex and GPA?

6. To what extent do students change their career interests and educational aspirations as a result of participating in SAPs?

7. To what extent do students change their attitudes toward host and home countries as a result of participating in SAPs?

8. What kinds of perceived knowledge and skills do students gain from studying abroad?

9. What important benefits do students perceive they obtained from SAPs?
10. What motivates students to participate in SAPs?

11. What type of negative experiences occurred for students during studying abroad?

12. What suggestions do students have to improve the SAPs in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University?

Limitations of the Study

This study is limited to 21 SAP students and 77 students in the comparison group because of the following reasons:

1. Non-random samples: Students in the SAP group chose to participate in SAPs. Students in the comparison group chose to respond to the surveys. Both groups were non-random samples.

2. Small sample size: SAP group had 21 students. It would be harder to detect significant changes from small sample size than larger samples.

3. Different response rates: Pre-test and post-test response rates for the SAP group were 100% (n=21). For the comparison group, the pre-test response rate was 53.7% (110 of 205) and the response rate for post-test was 70% (77 of 110). Results generated from this study were based on different response rates of the two groups.

4. Different time lags between pre-test and post-test: All SAP students had to leave the country before or early in the quarter so the pre-test survey to the SAP group was conducted earlier than comparison group. However the list of summer 1999 students in the comparison group was only available after university official last day to pay fees. Therefore, the pre-test surveys to the comparison group finished later than the SAP group. Post-test surveys for both groups were conducted at the same time.
Research Procedures

This study examined the influences of SAPs on college students’ level of Global Perspective, Attitudes Toward Cultural Diversity, Self-Efficacy, and other benefits they gained from study abroad experience. The procedures used to conduct this research are summarized in the following sections.

Research Design

The research design was the pre-test and post-test non-equivalent control group design. The major advantage of this design is that the pre-test can help researcher know what are the differences between two groups before treatment.

Population and Sample

The sample for this study consisted of 98 undergraduate students enrolled in the CFAES in summer 1999. Among those students, 21 went to SAPs and 77 stayed on campus and had never on a SAP.

Instrumentation

A survey instrument was adapted from already developed measures to investigate students’ level of Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy. The comprehensive questionnaire consisted of four parts, 83 questions total. The first three parts of the instrument were Likert-type scales ranging from 1 (very strongly disagree) to 6 (very strongly agree). Students were asked to rate their level of agreement with each item. The first part adapted from Hett’s (1993) Global-Mindedness Scale assessed Global Perspective using 30 items. Attitudes Toward Cultural Diversity was adapted from Stanley’s (1992, 1996) instrument consisting of 19 items. Self-Efficacy
Scale with 23 items was adapted from Sherer et al’s (1982) Self-Efficacy Scale. Permission for using these measures were obtained from original authors or authors’ legal representatives. The last part of the instrument was designed to obtain demographic information about each student in the study. This section consisted of 11 questions. Validity and reliability of the instrument were re-assessed. Content and face validity was established through a panel of experts and field test. The reliability of the instrument was evaluated by a pilot test using the internal consistency method-Cronbach’s alpha. Questions for focus group and individual interviews were reviewed by three committee members and minor changes were made based on their suggestions.

Data Collection

Data were collected via questionnaire surveys and interviews. Pre-test survey to the SAP group was administered in early June, 1999. The pre-test survey for the comparison group was conducted on June 23, 1999. The post-test survey was mailed out to the SAP students and the comparison students on August 23, 1999. Following-up procedures including one post-card reminder and second mailing were made to non-respondents. The response rates for both pre-test and post-test for the SAP group were 100%. The pre-test response rate for the comparison group was 53.7% (110 out of 205) and the post-test response rate was 70% (77 out of 110).

Focus group and individual interviews were conducted in early October, 1999. Each interview was tape recorded and transcribed. Eighteen out of 21 students agreed to be interviewed.
Data Analysis

In order to accomplish the purpose of this study, both quantitative and qualitative data analyses were used. Quantitative data were analyzed using frequency, percentage, mean, SD, minimum, maximum, t-test, multiple regression and logistic regression. The data were coded, entered directly into a computer file and analyzed using SPSS PC+. Data obtained from interviews were analyzed through inductive data analysis and themes were emerged and summarized.

Summary and Discussion of Findings

Profile of SAP Students

Summary

Descriptive statistics were used to summarize demographic data. Results showed that the SAP students tended to be younger than students in the comparison group. The average age of SAP students was 22. White male students were more likely to participate in SAPs. Students in the SAP group had a slightly lower GPA (mean=2.69) than the comparison group (mean=2.99). Little differences were found in parents’ educational level between the two groups. It was noticed that the comparison students took relatively more global related courses than SAP students. SAP students received information about other countries from newspapers/magazines, television and radio news. Results suggested that more students in the SAP group lived on a farm than the comparison group. SAP and comparison groups had similar contacts with international people and students.
Discussion

It was interesting to note that the SAP students were not more academically advanced than the comparison group according to their GPAs. They took fewer courses related to global issues and had fewer prior overseas experiences. One of the major limitations of this study was non-random sample and differential response rates between the two groups as discussed earlier. All SAP students responded to the pre-test and post-test surveys. However, only 77 out of 205 students in the comparison group completed both pre- and post surveys. It was possible that those who took more international related courses with more international experiences would have international interests and a positive outlook about other cultures, therefore they were more likely to respond to this type of survey. In addition, some students in the comparison group traveled and lived abroad for months or even years, therefore, they had enough international experience compared with other students and they tended to remain on campus. Hence the respondents in the comparison group were not the representatives of other undergraduate students in our college.

Global Perspective

Summary

Multiple regression analyses were performed to determine which independent variables explained the greatest amount of variance in post-test scores for Global Perspective. It was found that whether or not students participated in study abroad, pre-test scores for Global Perspective, Attitudes Toward Cultural Diversity and Self-Efficacy were significant variables in explaining variances for Global Perspective post-test scores. Differences between the SAP and the comparison groups, and between pre-test and post-
test scores were determined by using t-tests. Data suggested no statistically significant
difference in Global Perspective, between the two groups and between pre-test and post-
test.

It was also found that male and female SAP students didn’t differ significantly in
their level of global perspective. The logistic regression model was inconclusive in
predicting whether or not students participate in SAPs.

Even though questionnaire surveys did not show much change in students’ global
perspective, the interviews revealed some important evidence. Participants stated that
their global perspective was enhanced to some extent through study abroad experience.
They became more interested in international issues and more aware of what’s going in
the host countries and the world. They paid more attention to the global economy and
how it’s going to affect the United States. Some students claimed that the experience
made them realize that the world is becoming more connected and interdependent with
each other.

Discussion

These findings support conclusions from the research literature (McCabe, 1993;
Kauffmann et al’s (1992) study found that SAP students gained benefits from their
experiences in terms of increased interest in international affairs or events, global
perspective and cross-cultural empathy. Carlson (1985, 1990) also confirmed that SAP
students became more concerned about international issues than non-SAP students. As to
these changes, Good and Campbell (1997) explained that SAP experiences led students to
see the world from a new expended perspective.
The researcher noticed the insignificant results from the quantitative analyses and the discrepancy between quantitative and qualitative findings. As discussed earlier, the respondents in the comparison group had more international experience and took more courses in global issues than the SAP students. This group of students was more likely to have a higher level of global perspective and to respond to the survey. Therefore it may be difficult to detect significant differences between the SAP and the comparison groups. Acock's (1999) "the effect of small samples" may explain why there were no significant differences between pre-test and post-test scores for the SAP group. According to Acock (1999), the chance of obtaining a statistically significant result would decrease greatly because of a small sample size even though the intervention has a moderate-to-strong positive effect. The sample size of the SAP group was only 21 and the chance of getting significant results requires much stronger effects than large samples.

Attitudes Toward Cultural Diversity

Summary

The regression model with Attitudes Toward Cultural Diversity post-test as the dependent variable was only predictive by its pre-test scores. Therefore, whether or not students participated in SAPs had no influence on students' Attitude Toward Cultural Diversity. T-test results also confirmed that the SAP and the comparison groups did not differ on either pre-test or post-test scores. However, the descriptive data indicated a slightly more positive Attitude Toward Cultural Diversity for the SAP group after the SAPs.
It was also found that male and female SAP students didn’t differ significantly in their attitudes toward cultural diversity. The logistic regression model was inconclusive in predicting whether or not students participate in SAPs.

Acock (1999) suggested that empirical research can give clues about the causes of a general situation or phenomenon, but it can never substitute for personal experience with an individual case. Therefore, the researcher conducted interviews after the surveys. In the interviews, students indicated that they perceived that study abroad experience helped them become more open-minded to cultural diversity. Students stated that the world is a place with different cultures and people should open their minds to understand, accept and appreciate cultural differences. They believed that in a lot of ways they should learn from diverse cultures. Meeting new people and making new friends helped students to become closer to other people. Students also exhibited their increased interests of exploring cultural differences after SAPs.

Discussion

Acock’s (1999) “the effect of small samples” may also explain why there were no significant differences between pre-test and post-test scores for Attitudes Toward Cultural Diversity in the SAP group. Interview data revealed positive changes in students’ awareness and appreciation of cultural diversity. Similar results were obtained in Kauffmann et al (1992), Jurasek (1991), Miller (1993), Carlson et al (1991) and Goodwin and Nacht’s (1988) studies. Kauffmann et al (1992) stated that study abroad provided the opportunity for students to open their minds to people with different ideas and values, and even maybe begin to appreciate the differences in such a way that their lives will be enriched and their network expanded. Jurasek (1991) also confirmed that
the most unique and valuable kind of learning on a study abroad is the development of intercultural sensitivity. Those students who returned from study abroad were more able to understand, analyze, cope with, and even enjoy the complexities of intercultural interaction (Jurasek, 1991).

Self-Efficacy

Summary

The multiple regression model also showed that the pre-test score on Self-Efficacy was the only significant variable to explain the variance on its post test scores. Whether or not students participated in study abroad did not change students’ confidence about themselves. T-test results also confirmed that the SAP group and the comparison group didn’t differ significantly on their Self-Efficacy scales. Little difference was found between the pre-test and post-test Self-Efficacy scores for the SAP group.

It was found that male and female SAP students didn’t differ significantly in their self-efficacy. The logistic regression model suggested that the pre-test scores for Self-Efficacy couldn’t be used to predict whether or not students participate in SAPs.

Qualitative data revealed more positive changes about self development. Participants regarded the SAP as a powerful experience for them to see themselves and change themselves in a positive way. They learned to deal with different people and situations. A large number of students interviewed associated their study abroad experience with an increase in their self-confidence or self-efficacy. The confidence came from seeing themselves being able to survive in different countries, coping and travel skills they gained, and the abilities to share their experiences and knowledge of
their host countries with others. Students became more independent and optimistic about school and life.

**Discussion**

These findings are consistent with conclusions of several previous researchers (Bates, 1997; Kauffmann et al, 1992; Gobson, 1991; Juhasz & Walker, 1987; Kauffmann & Kun, 1984). Bates (1997) reported the effects of study abroad on undergraduates in the areas of personal development. Both the SAP group and a control group completed the Self-Efficacy Scale and Self-Knowledge Scale. Results suggested significant positive changes in self-efficacy and self-knowledge for SAP students. Kauffmann et al (1992) further explained that students’ self confidence was enhanced when they grow intellectually and gain a new understanding of the world by relating differently to others and think about themselves and their future in a new way.

Survey data did not show any significant changes in students’ self-efficacy. The lack of differences in quantitative results maybe accounted for, in part, by the positive attitudes and motivations by those who volunteered to participate in the comparison group and the small sample size of the SAP group. In addition, the researcher believes that self-efficacy is a personality trait. Personality development is a slow and complex process and it may take longer for researchers to detect changes using questionnaire surveys.

**Career Interests**

**Summary**

The researcher investigated students’ changes in their career interests and educational aspirations between pre-test and post-test data. It was found that there were
some changes toward international related work interests in the SAP group that could be attributed to participating in SAPs.

**Discussion**

This finding is supported by Good and Campbell (1997), Kauffmann et al’s (1992) and Sharma’s (1984) studies. It was noted that SAPs influenced students’ future directions in life and vocation (Kauffmann, 1992). International career aspirations were significantly related to international experiences (Sharma, 1984). SAP students gained valuable international work experience and prestige that will help them as they enter their future professions (Good & Campbell, 1997).

**Attitudes Toward the Host and Home Countries**

**Summary**

The SAP had a positive impact on student participants’ views about their host country and the United States. Experiencing a culturally different country provided students the opportunity to understand cultural differences first hand. They developed a better appreciation of and respect for their host country and its culture. Following studying abroad, students realized that they took life for granted in a lot of ways and they appreciated much more about what they had and life in the United States. Participants also expressed their criticism toward U.S. politics and international policies.

**Discussion**

Similar results were also revealed in Kauffmann et al (1992) study. The authors stated that SAP students experienced changes in their perceptions of host and home cultures. Changes in students’ attitudes toward their home culture are apparently conversely related to the attitudes developed the host culture (Kauffmann et al, 1992).
They found that students were more likely to develop favorable attitudes toward the host country accompanied by a more critical view of the home country because the confrontation with the values of other cultures helped students to reexamine their values and reshaping the principles that guide their behavior.

**Knowledge and Skill**

**Summary**

SAP experience promoted students' intellectual development in terms of knowledge and skills. Students gained knowledge about history and different perspectives of World War II and communism. They knew more about their host countries and relationships between host countries and the United States. Students became more aware of the global market and how it may affect the U.S. Traveling, survival, and non-verbal communication skills were reported by students as the most important skills they gained from SAPs. It was also interesting to note that students who participated in this study did not view foreign language skills as necessary for them to develop during study abroad. They thought that developing foreign language skills was not the major purpose of SPAs and it was also impossible for them to develop such skills in a short period of time.

**Discussion**

Previous studies revealed similar findings (Carlson et al, 1990; Gilliom, 1992; Good and Campbell, 1997; Mayer & Schafer, 1985). Carlson et al (1990) investigated the long-term effects of study abroad on participants. The study documented that SAPs significantly strengthened students' knowledge of other countries, their foreign language proficiency, the ability to cope with ambiguity, deepen their understanding of and ways of thinking about international issues. Gilliom (1992) reported that SAP participants had
gained knowledge in history and the social sciences, international relationships, and their own values and the way they perceive the world. Based on learning theories, Hansel and Grove (1984) explained that students' enhanced learning of new knowledge and skills through SAPs was the exposure to new things abroad that stimulated the senses, which in turn stimulated their learning.

Students who participated in this study did not view foreign language skills as necessary for them to develop during study abroad. The researcher also agreed that six weeks abroad was not feasible to develop any advanced foreign language skills for students in this study.

**Motivations for Participating in SAPs**

**Summary**

Students identified several factors that motivated them to participate in study abroad. One of the most important motivations was their personal interest in a particular SAP host country. Some students acknowledged that it was better for them to go now than later in life. Peer influence was very important for some students. Students who had studied abroad previously were instrumental in recruiting SAP participants in this study. The desire to experience something new was also a motivator. Reasonable cost of the programs was another major factor to study abroad.

**Discussion**

These findings partially confirmed Brewer (1983) and Teichler & Steube’s (1991) conclusions. In Brewer’s (1983) research, students perceived that travel, desire to live in another culture and enhance career opportunities motivated them to go. Cost was also a major consideration for them deciding whether or not to participate in SAPs (Brewer,
Teichler and Steube (1991) identified that following areas as motivational reasons to study abroad: a) live in and make acquaintances from another country, b) understanding the SAP host country, and c) to travel and gain another perspective on their home country. It was noticed that previous researchers didn’t document the influences of peers and former students who went to SAPs before. This study found that peer influence is important, and relevant to marketing and promoting SAPs.

Negative Experiences

Summary

The SAP was positive for most students, although some reported negative incidents in their host country. Students believed they got mistreated because of the misconceptions of people in host countries about the United States and its people. Some students became very frustrated when they got sick or physically injured due to the medical system and treatment method in the host country. They also confronted problems among different members within the group. Several students complained about the frequent wallet stealing in host countries. Quality of courses and teaching methods were often issues of concern.

Discussion

Negative experiences have not been discussed by previous researchers. Except issues related to course work, all other problems may be resolved by advance preparation. If students were provided before leaving enough information about the misconceptions of the U.S. in other countries, medical differences, wallet stealing and how to avoid or handle problems like these, their experiences would be much better. Poor quality of course work is discussed in next section.
Suggestions

Summary

Students provided valuable suggestions that the CFAES and other institutions could use to improve SAPs. There were two major issues that frequently discussed by students: a) provide advance preparation before leaving and b) improve the quality of courses in the host countries. Students especially were not satisfied with the course load and methods of teaching. Students also suggested that the college should use former SAP students to recruit and prepare new SAP students. In order to recruit more students, they thought the college needs to do more promotion of SAPs and select more experienced resident directors.

Discussion

Among those suggestions, improving the quality of courses in host countries will probably be the most complicated. Kauffmann et al (1992) also discussed this issue in their book. The lack of an accepted definition and instrument to measure quality of course work in foreign countries requires future research (Kauffmann et al, 1992). For this reason, most studies of relative academic quality rely on participant perceptions. According to Kauffmann et al (1992), this approach suffers from at least two obvious weaknesses. The students are not likely to have had the same courses at home; otherwise, they would not be taking them abroad. Further, most students do not grasp the fundamental differences in the two systems of education. They still evaluate the courses abroad in terms of teaching methods at home (Kauffmann et al, 1992). Therefore, the college needs to be cautious before taking any action to reform courses offered in host countries. Certainly something can be done such as shortening classroom time, adding
more hands-on activities, and reducing duplication in course content. To change teaching methods of foreign professors that they have been practicing for 10 or 20 years doesn’t seem practical. Again, information about teaching in host countries before leaving would be helpful. Kauffmann et al (1992) also recommended that students do need to be held accountable for their progress, but in the final analysis it is also important to recognize that the genius of study abroad is that it allows students a new system of education, a new approach to learning, a new set of stimuli for intellectual achievement and personal development, and new criteria for success.

Conclusions

The purpose of the study was to determine the influence of SAPs on college students’ level of development as measured by selected variables. The quantitative data tell a very different story from the qualitative data. Survey data do not show significant changes in the variables of interest related to participation in SAPs; however analyses of data from student interviews reveal a number of interesting changes in the variables of interest. Based upon the two distinct research methods employed in this study, the following conclusions were reached:

Quantitative Data

1. SAPs did not influence students’ level of global perspective, attitudes toward cultural diversity, and self-efficacy.

2. Male and female students’ level of global perspective, attitudes toward cultural diversity and self-efficacy did not differ.
3. Students' level of global perspective, attitudes toward cultural diversity and self-efficacy could not be used to predict whether or not students participated in SAPs.

Qualitative Data

1. Students' global perspective was enhanced by SAP experience. They viewed the world from a new expanded perspective.

2. Participation in a study abroad experience contributed to students' development of intercultural sensitivity. Participants became more aware of and open to cultural differences.

3. Students' level of confidence was influenced by study abroad experience.

   Participating in SAP enhanced students' level of self-efficacy.

4. More students who participated in SAPs indicated changes in their career aspirations than those who did not. SAP students developed international career aspirations.

5. Participation in a study abroad experience did not influence students' educational aspirations.

6. SAP students were likely to develop favorable attitudes toward the host country accompanied by some critical views of the United States. Nevertheless they appreciated their life more in the United States following their study abroad experience.

7. SAPs promoted students' intellectual growth in terms of knowledge and skills.

   Students gained knowledge about history, communism, the host country, and global issues. They also perceived enhanced competency related to skills of traveling, surviving, and non-verbal communication after participating in a SAP. Students did not develop foreign language proficiency through study abroad.
8. Personal interests, peer influence, desire to experience something different and cost were important factors in motivating students to participate in SAPs.

In general, students viewed the SAP as a powerful educational experience which enhanced their personal and professional growth.

Recommendations

This inquiry was guided by the question: what can be done to enhance the SAPs in the CFAES at The Ohio State University? Based on the findings and review of literature, it seems reasonable to close this report with a series of recommendations which, taken together with the preceding chapters, provide possible answers to the above question. The majority of the recommendations are based on qualitative results of this study.

It is recommended that the CFAES at The Ohio State University implement the following practices:

1. Provide more preparation and orientation for SAP students.
   Orientation needs to be carefully planned and conducted. More detailed information about host countries is needed to prepare students for SAPs. More information related to what to pack, what to expect in host country, living conditions, cultural differences, their opinions about the United States, medical differences, public transportation, courses and teaching in host country would be helpful. Prior to study abroad, the more preparation the college provides, the fewer problem students will experience for a more effective SAP. To be more effective, orientation should take on many forms such as seminars, video and picture shows, guest speakers, question and answer, etc.
2. Use former SAP students as valuable resources.

The college should take advantage of SAP students' newly acquired international expertise. Students who have participated in a SAP should be incorporated into the administrative structure of the international programs and activities. Former SAP students are vital resources to help us recruit new students and prepare them before going on the trip. As indicated in the findings, peer influence was an important factor motivating students to participate in study abroad. Certainly the college can use them in the promotion of our programs. Seminars, picture or slide shows, and panel discussions are different forms of reaching more students. Inviting former SAP students to assist and organize orientation for new SAP students would also be beneficial.


Differences between the U.S. system of education and the systems of host countries often make it difficult for students to pursue academic work with the same intensity they would at home (Kauffmann et al, 1992). Students judged the foreign universities to be weaker in organization of classes and lectures based on their criterion at home. This means that the college needs to find ways to insure our students are self-motivated and able to function in the new system. More preparations about educational systems in host countries would be helpful. In addition, better communication between this university and universities in host countries are necessary to enhance course work quality. A comprehensive evaluation report after
each SAP should be sent to host universities and suggestions to improve be provided for a better program.

4. Select experienced resident directors.

Resident directors are official representatives of our college. In addition to their powerful roles in recruiting students, they also serve as facilitators of a good program between students and host country, and between our college and host country during the SAP. To a great extent, resident directors are key to a successful SAP.

Therefore, the college needs to be careful in selecting resident directors. It is recommended that experienced resident directors should go on the same trip 2 or 3 times so that they can use their experiences and expertise to serve students and our college better. It will also be helpful for the college to send both male and female directors on the trip.

5. Recruit minority students.

It was noticed that minority students are seriously underrepresented in study abroad. The college needs to do more to attract more minority students to our SAPs. Use former minority participants to reach more minority students. Information about financial aid should be available to every potential participant and breaking down the cost of SAPs in promotion and advisement. More attention and efforts need to be given to recruit minority groups.

6. Help more students afford the study abroad experience.

Because cost can be an important factor for many undergraduates, the college should provide more financial aid to students as incentives to recognize their commitment.

Effort to locate internal or external funds for individual students in the forms of
fellowships is recommended. Students who have participated in SAPs could also give presentations to local business sectors to obtain their support to the SAPs. In addition, the SAPs are often perceived as being much more expensive than staying on campus, when this is not necessarily the case. An important need is to communicate accurate information to students.

7. Provide career counseling.

The college should provide career and academic advisement that recognize and incorporate new directions as a result of SAPs. Many students returned from abroad with a conviction that they want to do "something international" as an occupation but are unclear about their career path. The career advising staff could provide information about careers with an international focus.

The following suggestions are based on the review of literature:

8. General education programs should include study abroad experiences.

The college should use SAP as a major means of developing global perspectives for students. They are future leaders in agriculture, and with the world becoming more and more interdependent, the future leaders should understand connections of the world and how it is going to affect agriculture. Therefore, the college must encourage more students to participate in SAPs so they can be successful individuals in the future. It is recommended that, if it can't be mandatory the SAPs be constructed in such a way that credits earned abroad satisfy part of the general education requirements. An appropriate SAP would meet part of the general education requirements available to every undergraduate student. The college should strongly
encourage an international experience component as part of the Honors Program and as part of any leadership initiative such as Alpha Zeta.

9. Strong commitment from administration.

The commitment, tangible and otherwise, of the top leadership will play a critical role in shaping and shifting the character and direction of a college or university. Therefore, it is recommended that the college administration should continue a strong commitment to fostering the SAPs. Administrative support can take the form of financial commitment, provide vision and leadership for commitment to SAPs, encourage faculty and other administrators to support SAPs and seek outside funding, and to secure funds for a staff person to take responsibility for recruiting agricultural and natural resource students to participate in SAPs.

10. Increase faculty member involvement.

Effort must be invested to expand the relevant faculty’s support of SAPs. The participation of faculty members in advising students and helping them to plan their SAP is necessary. Faculty members should encourage students to plan their study abroad early in their college years so that they have a wider choice of program location and content. Faculty members should be well informed about SAPs in the college and how SAPs influence students’ development so that they become more enthusiastic in advocating the programs.
Need for Further Study

The following recommendations are made for future investigations in these areas:

1. Replicate this study using a larger sample of SAP students to assess their global perspective, attitudes toward cultural diversity and self-efficacy with the same questionnaire. The larger sample will increase the power of the statistical tests.

2. Research needs to be done to assess long-term effects of SAPs, the researcher should track participants months or years later after the SAPs to determine long-term effects. Research will provide information about how participants retain the benefits of SAPs.

3. Research is needed to determine key factors that influence students' growth in SAPs such as age, gender, maturity, personality, prior travel experiences, agricultural background, host country, advance preparation, level of cultural immersion, and their expectations. Information generated from this research can be used to better understand the impact of SAPs on students according to demographic and prior experience variables.

4. It is also important to study the process of cultural adjustment of SAP students during their study abroad experience. This can be done through qualitative methods by interviews and on-site observations. Information can be used to plan and organize prior orientation sessions for new SAP students.
REFERENCES


Professional Growth and Personal Development in Relation to International, Global, and International Perspectives (Study Abroad) Unpublished doctoral dissertation, The Ohio State University.


Miller, E.J. (1993). *Culture Shock: A Student’s Perspective of Study Abroad and the Importance of Promoting Study Abroad Programs.* (ERIC Document Reproduction Service No. ED 358 492)


Rubin, A.M. (1995). Looking Abroad-many 2-year colleges are becoming deeply


Pre-Test Survey Questionnaire

STUDENT ATTITUDE SURVEY

The College of Food, Agricultural, and Environmental Sciences

Summer 1999
Please read each statement below and circle the response that corresponds to your level of agreement for each item. Use the following key:

very strongly disagree (VSD) = 1
strongly disagree (SD) = 2
disagree (D) = 3
agree (A) = 4
strongly agree (SA) = 5
very strongly agree (VSA) = 6

I. Global Perspective (Adapted from E. Jane Hett, 1993)

1. I generally find it stimulating to spend an evening talking with people from another culture................................................ 1 2 3 4 5 6

2. I feel an obligation to speak out when I see our government doing something I consider wrong........................................ 1 2 3 4 5 6

3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries....................... 1 2 3 4 5 6

4. Really, there is nothing I can do about the problems of the world............................................................. 1 2 3 4 5 6

5. The needs of the United States must continue to be our highest priority over needs of other countries................................. 1 2 3 4 5 6

6. I often think about the kind of world we are creating for future generations................................................................. 1 2 3 4 5 6

7. When I hear that thousands of people are starving in an African country, I feel very frustrated............................................. 1 2 3 4 5 6

8. Americans can learn something of value from all different cultures........ 1 2 3 4 5 6

9. Generally, an individual’s actions are too small to have a significant effect on the ecosystem......................................................... 1 2 3 4 5 6

10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment... 1 2 3 4 5 6

11. I think of myself not only as a citizen of my country, but also as a citizen of the world.............................................................. 1 2 3 4 5 6

12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.......................... 1 2 3 4 5 6

13. I enjoy trying to understand people’s behavior in the context of their culture............................................................. 1 2 3 4 5 6

14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.......... 1 2 3 4 5 6
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<tbody>
<tr>
<td>15. It is very important to me to choose a career in which I can have a positive effect on quality of life for future generations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>16. American values are probably the best.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>20. I think my behavior can impact people in other countries.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>22. I feel a strong kinship with the worldwide human family.</td>
<td>1</td>
<td>2</td>
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<td>23. I feel very concerned about the lives of people who live in politically repressive regimes.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>24. It is important that we educate people to understand the impact that current policies might have on future generations.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>25. It is not really important to me to consider myself as a member of the global community.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>26. I sometimes try to imagine how a person who is always hungry must feel.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>27. I have very little in common with people in underdeveloped nations.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>28. I am able to affect what happens on a global level by what I do in my own community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.</td>
<td>1</td>
<td>2</td>
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II. Attitudes Toward Cultural Diversity (adapted from Stanley, 1992, 1996)

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<tbody>
<tr>
<td>31. Each student should have an equal opportunity to learn and succeed in education.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>32. Students should be taught to respect those who are different from themselves.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>33. Education should help students develop respect for themselves and others.</td>
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<tr>
<td>34. In education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>35. Students should give up their cultural beliefs and practices to fit in with other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Each minority culture has something positive to contribute to U.S. society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. Students should feel pride in their heritage</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. All students should learn about cultural differences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. I enjoy being around people who are different from me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Cultural diversity is a valuable resource and should be preserved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. Educational activities should be representative of a wide variety of cultures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. Educators should plan activities that meet the diverse needs and develop the unique abilities of students from different ethnic backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>43. Minority individuals should adopt the values and lifestyles of the dominant culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. The perspectives of a wide range of ethnic groups should be included in the curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. Educators are responsible for teaching students about the ways in which various cultures have influenced this country</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. I am uncomfortable around students whose ethnic heritage is different from my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. Cultural diversity is a negative force in the development of the U.S. society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. There is really nothing that educational systems can do for students who come from lower socioeconomic groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. Minority students are hard to work with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**III. Self-Efficacy Scale** (Adapted from Sherer, M. et al, 1982)

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<tbody>
<tr>
<td>50. When I make plans, I am certain I can make them work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>51. One of my problems is that I cannot get down to work when I should</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>52. If I can’t do a job the first time, I keep trying until I can</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>53. When I set important goals for myself, I rarely achieve them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

165
54. I don’t give up on things before completing them ....................................................... 1 2 3 4 5 6
55. I avoid facing difficulties .................................................................................................. 1 2 3 4 5 6
56. If something looks too complicated, I will not even bother to try it.............................. 1 2 3 4 5 6
57. When I have something unpleasant to do, I stick to it until I finish it............................ 1 2 3 4 5 6
58. When I decide to do something, I go right to work on it................................................ 1 2 3 4 5 6
59. When trying to learn something new, I do not give up even if I am not initially successful........................................... 1 2 3 4 5 6
60. When unexpected problems occur, I can handle them well........................................... 1 2 3 4 5 6
61. I avoid trying to learn new things when they look too difficult for me............................ 1 2 3 4 5 6
62. Failure just makes me try harder..................................................................................... 1 2 3 4 5 6
63. I feel confident about my ability to do things.................................................................... 1 2 3 4 5 6
64. I am a self-reliant person................................................................................................. 1 2 3 4 5 6
65. I do not give up easily........................................................................................................ 1 2 3 4 5 6
66. I am capable of dealing with most problems that come up in life...................................... 1 2 3 4 5 6
67. It is easy for me to make new friends.............................................................................. 1 2 3 4 5 6
68. If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me ................................................................. 1 2 3 4 5 6
69. If I meet someone interesting who is hard to make friends with, I will soon stop trying to make friends with that person......................................................... 1 2 3 4 5 6
70. When I am trying to become friends with someone who seems uninterested at first, I don’t give up easily.......................................................... 1 2 3 4 5 6
71. I handle myself well in social gatherings ........................................................................ 1 2 3 4 5 6
72. I have acquired my friends through my personal abilities at making friends.................. 1 2 3 4 5 6

IV. Demographic Data

73. Your present nationality: ________________________ U.S. ________________________________ Other nationality(specify)

74. Your identity: __________________________ American Indian or Alaskan Native
               __________________________ African American
               __________________________ Asian or Pacific Islander
               __________________________ Hispanic
               __________________________ White
               __________________________ Other, please specify
75. The highest level of education your parents:

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Eighth Grade</td>
<td>Less than Eighth Grade</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Eighth Grade</td>
</tr>
<tr>
<td>High School</td>
<td>High School</td>
</tr>
<tr>
<td>Associate degree</td>
<td>Associate degree</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>Bachelors degree</td>
</tr>
<tr>
<td>Masters degree</td>
<td>Masters degree</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>Other, specify:</td>
</tr>
</tbody>
</table>

76. Please estimate the number of college courses (including this quarter) you have taken which deal with global issues or in which you have learned a great deal about countries besides the United States:

- None
- 1-2 courses
- 3-4 courses
- 5-6 courses
- 7-8 courses
- More than 8 courses

77. What are your major sources of information about other countries? (Please check the 3 most frequently used sources)

- Books
- Newspapers/magazines
- Television
- Radio news
- World Wide Web
- Family/relatives
- Friends
- Other, (please specify):

78. Have you been to another country other than your own for any reason?

- No
- Yes, please indicate type of experience:

<table>
<thead>
<tr>
<th>Living</th>
<th>number of months</th>
<th>country</th>
<th>age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending school/university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourist</td>
<td></td>
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</tr>
</tbody>
</table>
79. To what extent have you had contact with international people?

<table>
<thead>
<tr>
<th>General contact with international people</th>
<th>None</th>
<th>Occasional</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with international students</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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</table>

80. How do you classify the place you are from? (check one)

- city
- small town
- rural area, but not on a farm
- on a farm
- other, please specify __________________________

81. Please indicate three of your occupational preferences (in order):

First preference __________________________________________
Second preference ________________________________________
Third preference _________________________________________

82. What is the highest level of education you aspire to attain in the future?

- Nondegree study
- Two-year degree
- Four-year degree
- Master's degree
- Doctoral degree
- other, (please specify) _________________________________

83. Have you ever participated in a study abroad program?

- No
- Yes, please indicate the host country ____________________________
  and the date of the study abroad program __________________________

THANKS FOR YOUR HELP!!!
Student Attitude Survey Instrument
The College of Food, Agricultural, and Environmental Sciences

Please read each statement below and circle the response that corresponds to your level of agreement for each item. Use the following key:

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- strongly disagree (SD) = 2
- disagree (D) = 3
- agree (A) = 4
- strongly agree (SA) = 5
- very strongly agree (VSA) = 6

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2. I feel an obligation to speak out when I see our government doing something I consider wrong...

3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries...

4. Really, there is nothing I can do about the problems of the world...

5. The needs of the United States must continue to be our highest priority over needs of other countries...

6. I often think about the kind of world we are creating for future generations...

7. When I hear that thousands of people are starving in an African country, I feel very frustrated...

8. Americans can learn something of value from all different cultures...

9. Generally, an individual's actions are too small to have a significant effect on the ecosystem...

10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment...

11. I think of myself, not only as a citizen of my country, but also as a citizen of the world...

12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it...

13. I enjoy trying to understand people's behavior in the context of their culture...

14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States...
15. It is very important to me to choose a career in which I can have a positive effect on quality of life for future generations.

16. American values are probably the best.

17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.

18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.

19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.

20. I think my behavior can impact people in other countries.

21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.

22. I feel a strong kinship with the worldwide human family.

23. I feel very concerned about the lives of people who live in politically repressive regimes.

24. It is important that we educate people to understand the impact that current policies might have on future generations.

25. It is not really important to me to consider myself as a member of the global community.

26. I sometimes try to imagine how a person who is always hungry must feel.

27. I have very little in common with people in underdeveloped nations.

28. I am able to affect what happens on a global level by what I do in my own community.

29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.

30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.

II. Attitudes Toward Cultural Diversity (adapted from Stanley, 1992, 1996)

31. Each student should have an equal opportunity to learn and succeed in education.

32. Students should be taught to respect those who are different from themselves.

33. Education should help students develop respect for themselves and others.
34. In education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed

35. Students should give up their cultural beliefs and practices to fit in with other students

36. Each minority culture has something positive to contribute to U.S. society

37. Students should feel pride in their heritage

38. All students should learn about cultural differences

39. I enjoy being around people who are different from me

40. Cultural diversity is a valuable resource and should be preserved

41. Educational activities should be representative of a wide variety of cultures

42. Educators should plan activities that meet the diverse needs and develop the unique abilities of students from different ethnic backgrounds

43. Minority individuals should adopt the values and lifestyles of the dominant culture

44. The perspectives of a wide range of ethnic groups should be included in the curriculum

45. Educators are responsible for teaching students about the ways in which various cultures have influenced this country

46. I am uncomfortable around students whose ethnic heritage is different from my own

47. Cultural diversity is a negative force in the development of the U.S. society

48. There is really nothing that educational systems can do for students who come from lower socioeconomic groups

49. Minority students are hard to work with

III. Self-Efficacy Scale (Adapted from Sherer, M. et al, 1982)

50. When I make plans, I am certain I can make them work

51. One of my problems is that I cannot get down to work when I should

52. If I can't do a job the first time, I keep trying until I can

53. When I set important goals for myself, I rarely achieve them
54. I don’t give up on things before completing them.................................1 2 3 4 5 6
55. I avoid facing difficulties..........................................................................1 2 3 4 5 6
56. If something looks too complicated, I will not even bother to try it..........1 2 3 4 5 6
57. When I have something unpleasant to do, I stick to it until I finish it........1 2 3 4 5 6
58. When I decide to do something, I go right to work on it..........................1 2 3 4 5 6
59. When trying to learn something new, I do not give up even if I am not initially successful.................................................................1 2 3 4 5 6
60. When unexpected problems occur, I can handle them well....................1 2 3 4 5 6
61. I avoid trying to learn new things when they look too difficult for me.......1 2 3 4 5 6
62. Failure just makes me try harder.............................................................1 2 3 4 5 6
63. I feel confident about my ability to do things.........................................1 2 3 4 5 6
64. I am a self-reliant person.........................................................................1 2 3 4 5 6
65. I do not give up easily.............................................................................1 2 3 4 5 6
66. I am capable of dealing with most problems that come up in life...............1 2 3 4 5 6
67. It is easy for me to make new friends.....................................................1 2 3 4 5 6
68. If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me........................................1 2 3 4 5 6
69. If I meet someone interesting who is hard to make friends with, I will soon stop trying to make friends with that person.........................1 2 3 4 5 6
70. When I am trying to become friends with someone who seems uninterested at first, I don’t give up easily........................................1 2 3 4 5 6
71. I handle myself well in social gatherings.................................................1 2 3 4 5 6
72. I have acquired my friends through my personal abilities at making friends.........................................................................................1 2 3 4 5 6

IV. Demographic Data

73. Please indicate three of your occupational preferences (in order):

First preference

Second preference

Third preference

173
74. What is the highest level of education you aspire to attain in the future?

____ Nondegree study
____ Two-year degree
____ Four-year degree
____ Master's degree
____ Doctoral degree
____ Other, (please specify)

THANKS FOR YOUR HELP!!!
APPENDIX B

FOCUS GROUP INTERVIEW WORKSHEETS
1. What motivated you to participate in study abroad?

2. In what ways did the study abroad experience change your views about the host country and the U.S.?

3. What knowledge and skills did you gain from the study abroad program? (i.e., knowledge about other cultures, coping skills, foreign language skills, etc.)

4. In what ways did the study abroad experience modify your global perspective?

5. In what ways did the study abroad experience change your attitudes toward other cultures?

6. In what ways did the study abroad experience make you feel more or less confident about yourself?

7. What negative experiences, if any, did you have while studying abroad?

8. What was the most important benefit you received from the study abroad experience?

9. What other benefits did you obtain that you would like to include in this research report?

10. What suggestions do you have to improve our study abroad programs in this college?
Guidelines for Conducting Focus Group Interviews

Before the focus group

- Is familiar with the topic and goals of the sponsor
- Understands the purpose and objective of each question
- Has a sense of the amount of time needed for each question
- Anticipates the topics of discussion and potential areas of probing
- Is mentally and physically ready to moderate
- Has sufficient technical knowledge of the topic
- Welcomes participants and makes them feel comfortable before the session

During the focus group

- Delivers a smooth, comfortable introduction that is accurate and complete, including
  - A welcome: introduce moderator and assistant
  - A brief overview of the topic that defines the purpose of the group
  - A description of the ground rules or guidelines
    - there are no right or wrong answers, only different points of view
    - we are tape recording
    - confidentiality of comments
    - one person speaking at a time
    - you don't need to agree with others
    - my role as moderator will be to guide the discussion
  - Self introduction of participants
- The opening question
- Establishes rapport with participants
- Ask the questions as intended, unless they have already been answered in another question
- Allow sufficient time for each question
- Keeps the discussion on track
- Keeps all participants involved
- Listens carefully; synthesizes information and feeds it back, probes for clarification, gets people to talk
- Seeks out both cognitive and affective domains; gets participants to tell both how they think and how they feel about the topic.
- Moves smoothly from one question to another
- Handles different participants adeptly and conveys a sense of relaxed informality.
- Avoids sharing personal opinions
- Finishes on time
- Brings closure to the group with a summary and invites comments on any missing points
- Goes to the door and thanks each person individually for coming, just as you would when guests leave your home

After the focus group

- Debriefs soon after the focus group with the assistant moderator
- Performs the analysis or provides insight into the analysis
- Reviews the report for accuracy
FOCUS GROUP INTERVIEW
STUDENT WORKSHEET

Please use this worksheet to write key points of each question

1. What motivated you to participate in study abroad?

2. In what ways did the study abroad experience change your views about the host country and the U.S.?

3. What knowledge and skills did you gain from the study abroad program? (i.e. knowledge about other cultures, coping skills, foreign language skills, etc.).
4. In what ways did the study abroad experience modify your global perspective?

5. In what ways did the study abroad experience change your attitudes toward other cultures?

6. In what ways did the study abroad experience make you feel more or less confident about yourself?

7. What negative experiences, if any, did you have while studying abroad?
8. What was the most important benefit you received from the study abroad experience?

9. What other benefits did you obtain that you would like to include in this research report?

10. What suggestions do you have to improve our study abroad programs in this college?
FOCUS GROUP INTERVIEW
ANALYSIS WORKSHEET

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<tr>
<td>Location of Focus Group</td>
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<tr>
<td>Number of Participants</td>
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<tr>
<td>Moderator Name</td>
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<tr>
<td>Assistant Moderator Name</td>
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Responses to Questions

1. What motivated you to participate in study abroad?

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<th>Brief Summary/Key Points</th>
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2. In what ways did the study abroad experience change your views about the host country and the U.S.?

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3. What knowledge and skills did you gain from the study abroad program? (i.e. knowledge about other cultures, coping skills, foreign language skills, etc.)

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4. In what ways did the study abroad experience modify your global perspective?

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5. In what ways did the study abroad experience change your attitudes toward other cultures?

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<th>Notable Quotes</th>
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6. In what ways did the study abroad experience make you feel more or less confident about your self?

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7. What negative experiences, if any, did you have while studying abroad?

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<th>Brief Summary/Key Points</th>
<th>Notable Quotes</th>
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</table>
8. What was the most important benefit you received from the study abroad experience?

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<th>Brief Summary/Key Points</th>
<th>Notable Quotes</th>
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9. What other benefits did you obtain that you would like to include in this research report?

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<th>Brief Summary/Key Points</th>
<th>Notable Quotes</th>
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10. What suggestions do you have to improve our study abroad programs in this college?

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<th>Brief Summary/Key Points</th>
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APPENDIX C

LETTERS
May 27, 1999

Letters to SAP group-pretest

TO: Participants in FAES Study Abroad Programs - Summer 1999

We are having one of our students complete a study of participants in the College Study Abroad Programs this summer. Her name is Lijuan Zhai. We are asking that she contact you in the next few days and request that you schedule a time to come by 100 Agr. Adm. Bldg. this quarter to complete an instrument that will help us improve our study abroad programs.

Will you please do everything you can to meet with Zhai this quarter. We will be most grateful.

Sincerely,

L. B. Newcomb
Senior Associate Dean
Director of Academic Affairs

Ray A. Miller
Assistant Dean of Student Affairs

Jill A. Pfister
Assistant Dean, Academic Affairs and College Secretary

LBN-app
May 27, 1999

Dear [Name],

As a study abroad program participant in our college, we really value your opinions and have, therefore, selected you to participate in our study. By assisting us with this research, you will be contributing to the future of other college students and our college. Let's work together to improve our study abroad programs and pass this learning opportunity to more students!

The survey will begin next week. We would like you to stop by Room 100 Agronomic Admin Bldg some time from Tuesday to Friday next week (June 1-4) to fill out the survey questionnaire. The survey should take about 20 minutes of your time, but it is critical to the success of our research.

The schedule you can come is as follow:
- Tuesday, June 1, 9:00 am - 4:00 pm
- Wednesday, June 2, 9:00 am - 4:00 pm
- Thursday, June 3, 9:00 am - 4:00 pm
- Friday, June 4, 12:30 pm - 4:00 pm

Please contact me at 292-6891 or zhai.4@osu.edu if you want to come at different times. If there are other ways that I can deliver the survey questionnaire to you, please also let me know. A small gift will be provided to thank your participation!

YOUR HELP WILL BE GREATLY APPRECIATED!!

Sincerely,

Lijuan Zhai
Graduate Associate
Room 100, Agri Admin Bldg
June 23, 1999

Letters to the comparison group-pretest

TO: Selected Students in the College of Food, Agricultural, and Environmental Sciences

We are having one of our students conduct a study for us. Her name is Lijuan Thai. As she contacts you and asks that you complete a survey for her, we ask that you please respond and return the survey promptly.

Thank you very much in advance, for helping us in this way.

Sincerely,

V.L. Newcomb
Senior Associate Dean
Director of Academic Affairs

Ray A. Miller
Assistant Dean of Student Affairs

Jill A. Peters
Assistant Dean, Academic Affairs, and College Secretary
Letters to the comparison group-pretest

Dear [Name],

The College of Food, Agricultural, and Environmental Sciences is conducting the Student Attitude Survey to assess college students' personal development. The results of this research will help our college improve educational quality and help students to be successful individuals in the future.

As a student in our college, we value your opinions and have, therefore, selected you to participate in our study. In order that the results accurately represent all college students, it is very important that each questionnaire be completed and returned. The survey should take about 15 minutes to complete. Please return the survey in the enclosed envelope by July 5, 1999.

This is a pre-post test research, therefore, another survey questionnaire will be mailed to you at the end of this quarter. All information you share with us will remain completely confidential. Please feel free to contact us if you have any questions about this study. Your cooperation is greatly appreciated!

Sincerely,

Scott D. Scherr, Ph.D.
Assistant Professor and Extension Specialist
The Department of Human and Community Resource Development
2120 Fyffe Road, Room 203A
Columbus, Ohio 43210
Phone: 614-292-6758 Fax: 614-292-7007
E-Mail: sscherr@osu.edu

Lijuan Zhai
Doctoral Candidate
The Department of Human and Community Resource Development
2120 Fyffe Road, Room 100
Columbus, Ohio 43210
Phone: 614-292-6891 Fax: 614-292-1218
E-Mail: zhai.4@osu.edu
Dear Students:

You should have received a copy of questionnaire concerning student attitude survey about 10 days ago. As your opinions are very important to us, we would appreciate if you complete and return the questionnaire AS SOON AS POSSIBLE!

Please disregard this reminder if you have returned the questionnaire.

Thanks!

Sincerely,

Lijuan Zhai, Graduate Associate
Room 100, Agri Admin Bldg
College of Food, Agricultural, and Environmental Sciences
July 16, 1999

Letter to the comparison group-pretest second mailing

Dear [Name],

You should have received a questionnaire of Student Attitudes Survey about three weeks ago. This is the second package we send to students who have not responded yet. As your opinions are very important to us, we would appreciate your taking 15-20 minutes to complete and return the questionnaire as soon as possible.

All information you share with us will remain completely confidential. Please feel free to contact us if you have any questions about this survey. Thanks.

Have a nice summer!

Sincerely,

Scott D. Scheer, PhD
Assistant Professor and Extension Specialist
The Department of Human and Community Resource Development
2120 Pyffe Road, Room 203A
Columbus, OH 43210
Phone: 614-292-6758
Fax: 614-292-7007
E-Mail: sdscheer@osu.edu

Luijan Zhai
Graduate Associate
2120 Pyffe Road, Room 100
Columbus, OH 43210
Phone: 614-292-6891
Fax: 614-292-1218
E-Mail: zhai.4@osu.edu
August 23, 1999

Letter to the SAP group—posttest

Dear —:

Welcome back! We are sure you must had a wonderful experience in (SAP country)!

It is the time for us to collect post-test data from you. With this letter you will find a post-test survey questionnaire and an Ohio State business reply return envelope. Please reflect your study abroad experience and answer the questions again. We would like you to complete the questionnaire and return it in the enclosed envelope by August 31, 1999.

Thanks again for participating in our study! Your thoughts and input are important to us. Have a nice summer break!

Sincerely,

Lijuan Zhai
Graduate Associate
Room 100, Agricultural Admin Bldg
2120 Fyffe Road
Columbus, OH 43210
Phone: 292-6891 Fax: 292-1218
E-mail: zhai-l@osu.edu

Scott D. Scheer, Ph.D.
Assistant Professor and Extension Specialist
The Department of Human and Community Resource Development
2120 Fyffe Road, Room 204-A
Columbus, OH 43210
Phone: 292-6758 Fax: 292-7007
E-mail: sdscbeer-@osu.edu
August 16, 1999

Letter to the comparison group-posttest schedule

Dear

We would like to thank you for your participation in our survey! As we indicated earlier this investigation is a pre-test and post-test research. Therefore we need to collect data from you for the second questionnaire. We would like to change the data collection method by asking you to stop by Room 100, Agricultural Administration Bldg (The Dean's Office) to fill out the survey. By this way, we are able to express our appreciation to you in person!

The survey will begin next week (August 23 to August 27). We would be most grateful if you could come to Room 100 during any of the following times (refreshment is provided):

Monday, August 23, 9:00 am - 4:00 pm
Tuesday, August 24, 9:00 am - 4:00 pm
Wednesday, August 25, 9:00 am - 4:00 pm
Thursday, August 26, 9:00 am - 4:00 pm
Friday, August 27, 9:00 am - 4:00 pm

Please contact us if you want to come at any other time not listed above. Also let us know if there are other ways you prefer to do the survey. Thanks for your assistance!!!

Sincerely,

Lijuan Zhai
Graduate Associate
Room 100, Agricultural Admin Bldg
2120 Fyffe Road
Columbus, OH 43210
Phone: 292-6891 Fax: 292-1218
E-mail: riai.4rSiosu.edu

Scott Scheer
Scott D. Scheer, Ph.D
Assistant Professor and Extension Specialist
The Department of Human and Community Resource Development
2120 Fyffe Road, Room 204A
Columbus, OH 43210
Phone: 292-6738 Fax: 292-7007
E-mail: sscheer@osu.edu
Post card remainder to the SAP and comparison groups-posttest

Dear

You should have received a copy of post-test questionnaire of our survey about 2 weeks ago. As your opinions are very important to us, we would appreciate if you complete and return the questionnaire AS SOON AS POSSIBLE!

Please disregard this reminder if you have returned the survey. THANKS!!!

Sincerely,

Lijuan Zhai, Graduate Associate
Room 100, Agri Admin Bldg
College of Food, Agriculture, and Environmental Sciences
Letters to the SAP and comparison groups—posttest second mailing

Dear

This letter is being sent to remind you to complete the Student Attitude Survey that was mailed to you about three weeks ago. A copy of the survey and a business reply envelope are also included. As your opinions are very important to us, we would appreciate your taking about 15 minutes to complete and return the questionnaire as soon as possible.

Please feel free to contact us if you have any questions about this survey. Thanks.

Have a nice Fall!!!

Sincerely,

Lijuan Zhai
Graduate Associate
2120 Fyffe Road, Room 100
Columbus, OH 43210
Phone: 614-292-6891
Fax: 614-292-1218
E-Mail: zhai.4@osu.edu

Scott Scheer
Assistant Professor and Extension Specialist
The Department of Human and Community Resource Development
2120 Fyffe Road, Room 203A
Columbus, OH 43210
Phone: 614-292-6738
Fax: 614-292-7007
E-Mail: scottscheer@osu.edu
APPENDIX D

INTERCORRELATIONS FOR REGRESSION MODELS
## Intercorrelations for Regression Model 1

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<th>Variables</th>
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1. SAP or Comparison: 0 = not SAP group; 1 = SAP group
   Comparison Group: comparison group

2. Sex: 0 = not male; 1 = male
   Comparison Group: female
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<th>X6</th>
<th>X7</th>
<th>Y</th>
<th>Mean</th>
<th>SD</th>
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¹ SAP or Comparison: 0 = not SAP group; 1 = SAP group
Comparison Group: comparison group

² Sex: 0 = not male; 1 = male
Comparison Group: female

Intercorrelations for Regression Model 2
### Intercorrelations for Regression Model 3

<table>
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<tr>
<th>Variables</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
<th>X7</th>
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<th>SD</th>
</tr>
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<td>-0.22</td>
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<td>0.13</td>
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<td>Comparison</td>
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<td>5.20</td>
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<td>0.05</td>
<td>2.93</td>
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</table>

1 SAP or Comparison: 0 = not SAP group; 1 = SAP group  
Comparison Group: comparison group

2 Sex: 0 = not male; 1 = male  
Comparison Group: female

Intercorrelations for Regression Model 3
### Intercorrelations

<table>
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<tr>
<th>Variables</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
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<td>Sex (X5)¹</td>
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</tbody>
</table>

¹ Sex: 0 = not male; 1 = male  
Comparison Group: female

Intercorrelations for Logistic Regression Model
APPENDIX E

PERMISSION LETTERS OF USING INSTRUMENTS
Permission letter of using Global-Mindedness Scale

29 September 1993

MEMORANDUM

For: Dr. Mary Scherr
From: Dallas Boggs
Subject: Doctoral Dissertation of Dr. E. Jane Hett

It is my pleasure to authorize you to share any or all portions of subject dissertation for educational and/or research purposes, as you deem appropriate.

Dallas S. Boggs

September 30, 1993

The above authorization is signed by Dallas Boggs, the husband of E. Jane Hett, who is now deceased.

Mary Woods Scherr, Ph.D.
Dissertation Director

5998 Alcala Park, San Diego, California 92110-2492 619/260-4338 Fax: 619/260-6835

204
Linda Stanley, 04:35 PM 6/18/99, Re: your diversity instrument

X-Sender: lstanley@pop.unimq.ubc.ca
Date: Fri. 18 Jun 1999 16:35:09 -0700
X-M: 44644249
To: Lijuan Zhai <zhai.4@osu.edu>
From: Linda Stanley <lstanley@unimq.ubc.ca>
Subject: Re: your diversity instrument

Yes you can use the instrument. Do you need any special materials or information from me? I am sorry that I have not been able to answer you sooner. Let me know what you need.

Linda

Dear Dr. Stanley:

I want you to know that I am still waiting for your reply for my request of using your diversity instrument in my dissertation. When you have time, please let me know. Thanks.

Dr. Zhai
PhD Candidate
Department of Human and Community Resource Development
The Ohio State University

Permission letter of using
Attitudes Toward Cultural Diversity and Pluralism

Printed for Lijuan Zhai <zhai.4@osu.edu>
Permission letter of using Self-Efficacy Scale

April 19, 1999

Lijuan Zhai
Department of Human and Community
Resource Development
The Ohio State University
Room 100, Agr Admin Bldg.
2120 Fyffe Road
Columbus, OH 43210

Dear Mr. Zhai,

This letter is in response to your request for permission to use the Self-efficacy Scale. Please find attached two copies of the scale. One copy is marked with scoring instructions. You may reproduce the scale for use in your research.

I have also enclosed a partial list of articles that have cited the scale. This is not an updated list. However, you may find other articles by consulting the Social Sciences Citation Index at your library. I hope these materials are helpful to you. Good luck with your research.

Sincerely,

[Signature]

Mark Sherer, Ph.D., ABPP/CN
Director of Neuropsychology

Enclosures
APPENDIX F

HUMAN SUBJECT REVIEW APPROVAL FORM
APPLICATION FOR EXEMPTION FROM THE HUMAN SUBJECTS INSTITUTIONAL REVIEW BOARD

All research activities that will involve human beings as research subjects must be reviewed and approved by the appropriate human subjects IRB, or receive exemption status, prior to implementation of the research.

Principal Investigator: Scheer, Scott

Academic Title: Assistant Professor

Department: Human and Community Resource Development

Campus Address: Room 203A Agri Admin 314g 2120 Fyffe Road

Co-Investigator(s): Zhai, Lijuan

Protocol Title: The Impact of Study Abroad Program on College Student Development at The Ohio State University

THE ONLY INVOLVEMENT OF HUMAN SUBJECTS IN THE PROPOSED RESEARCH ACTIVITY WILL BE IN ONE OR MORE OF THE EXEMPTION CATEGORIES LISTED ON THE BACK OF THIS APPLICATION.

CATEGORY: (Check one or more)

SOURCE OF FUNDING FOR PROPOSED RESEARCH: (Check A or B)

EXEMPTION STATUS: ___ APPROVED ___ DISAPPROVED

Date: 5/21/99

Chairperson

IMPORTANT NOTICE TO INVESTIGATORS: Exempting an activity from review DOES NOT absolve the investigators of the activity from ensuring that the welfare of human subjects in the activity is protected and that methods used, and information provided, to gain subject consent are appropriate to the activity.