



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**  
Bryan School *of* Business *and* Economics

# **Longitudinal Report of Study Abroad**

## **1993-2007**

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# Table of Contents

Executive Summary .....	1
1. Introduction.....	2
2. Scope and Methodology .....	3
2.1. Scope.....	3
2.2. Methodology .....	3
3. Discussion of Results .....	5
3.1. Quantitative Results .....	5
3.1.1. Overall Program.....	5
3.1.2. Reasons and Goals .....	7
3.1.3. Importance of Certain Factors .....	8
3.1.4. Academic Program.....	9
3.1.5. Accommodations .....	11
3.1.6. Intercultural Engagement.....	13
3.1.7. Program Impact.....	14
3.2. Country Comparison.....	16
3.2.1. Overall Program.....	16
3.2.2. Academic Program.....	18
3.2.3. Accommodations .....	20
3.2.4. Intercultural Engagement.....	21
3.2.5. Program Impact.....	21
3.3. Qualitative Results .....	23
3.3.1. Academic Program.....	23
3.3.2. Assistance from the Partner School .....	27
3.3.3. Suggestions for Intercultural Engagement.....	28
3.3.4. Additional Comments .....	31
4. Summary .....	33
5. Conclusions and Recommendations .....	35
Appendix A – Post-Study Abroad Survey .....	37
Appendix B – Active Programs: Results by Country .....	40
Appendix C – Tables and Charts for Country Comparison.....	84

## **List of Tables**

Table 1 – Overall Program.....	6
Table 2 – Top 12 Reason and Goals for Studying Abroad.....	7
Table 3 – Importance of Various Factors .....	8
Table 4 – Aspects of the Academic Program.....	10
Table 5 – Comparison to UNCG’s Academic Program.....	11
Table 6 – Accommodations Abroad .....	12
Table 7 – Rating of International Living Arrangements.....	13
Table 8 – Satisfaction with Intercultural Engagement.....	14
Table 9 – Areas of Growth.....	15
Table 10 – Comparison of Overall Program Questions.....	17
Table 11 – Aspects of the Academic Programs I.....	84
Table 12 – Aspects of Academic Programs II .....	85
Table 13 – Comparison of Accommodations .....	86
Table 14 – Comparison of Intercultural Engagement.....	87
Table 15 – Comparison of Areas of Growth.....	88

## **List of Figures**

Figure 1 – Aspects of the Academic Programs I .....	84
Figure 2 – Aspects of the Academic Programs II.....	85
Figure 3 – Comparison of Accommodations .....	86
Figure 4 – Comparison of Intercultural Engagement .....	87
Figures 5-13 – Comparison of Areas of Growth .....	89

## **Executive Summary**

The Bryan School of Business and Economics at UNCG has been sending hundreds of students abroad since 1993, and there has not been any longitudinal study of the impact of our exchange programs on our alumni. In 2007, all Bryan School students who had studied abroad and who had either graduated or were inactive as of spring 2007 received a paper and/or online version of this Post-Study Abroad Survey (Appendix A). The total response to the survey was 126 of 295, with a response rate of 42.7 percent.

The motivation behind this survey was twofold: (1) to gather detailed information to be better able to advise future study abroad students and (2) to research the impact our study abroad programs have on students several years after they return. It will also help us reconnect with a great alumni-base. The students were asked to evaluate aspects of their academic programs, accommodations, intercultural engagement as well as their reasons for studying abroad and their perceived growth in certain areas.

Of the respondents, 99.2 percent still recommend studying abroad. Four culture-related reasons to study abroad ranked in the top twelve. Tied for first place were “greater understanding of other cultures” and “growth in the interpersonal skills and adaptability.” The vast majority of respondents (89 to 95 percent) experienced moderate or great growth in the areas of understanding different cultures, interpersonal skills and adaptability, maturity and self-confidence and self-awareness. As responses to the open-ended questions show, the majority of the 126 respondents had a meaningful and life-changing experience.

In the future, the Bryan School plans to frame the assessment of our students’ experiences abroad in terms of learning outcomes objectives. We plan to implement shorter pre- and post-study abroad surveys to measure program impact on an annual basis, as well as conducting longitudinal studies every five to ten years.

## **1. Introduction**

The Bryan School of Business and Economics at UNCG has been sending hundreds of students abroad since 1993, but there has not been any longitudinal study of the impact of our exchange programs on our alumni, even at the University level. Of course, the staff closest involved with these students, the study abroad advisors and International Programs Center (IPC) staff, have a lot of anecdotal evidence that helps in advising future students who would study abroad.

In the spring of 2007, the Undergraduate Student Services Office in the Bryan School of Business and Economics (Bryan School) determined that assessment of our students' study abroad experience would be an office initiative for the year. All Bryan School students who had studied abroad and who had either graduated or were inactive as of spring 2007 received a paper and/or online version of this Post-Study Abroad Survey (Appendix A). With the assistance of the Dean's Office, who graciously provided four \$25 gift certificates to Barnes & Noble's Booksellers, the total response to the survey was 126 of 295 students, with a response rate of 42.7 percent.

This report presents the findings of this Post-Study Abroad Survey. It is an attempt to analyze a massive amount of data and present it in a comprehensible way. The report is a small picture of what our students experience abroad and how it ultimately transforms their lives. It will also help us reconnect with a great alumni-base and ultimately, it will help us advise those who study abroad in the future.

## **2. Scope and Methodology**

### **2.1. Scope**

The motivation behind this survey was twofold: (1) to gather detailed information to be better able to advise future study abroad students and (2) to research the impact our study abroad programs have on students several years after they return. Because of the second goal, the survey was sent only to Bryan School alumni – not currently enrolled students. It is clear to anyone who works in the field of international education that it takes time to process the life-changing experience that is study abroad. Often, negative feelings students have immediately after coming home turn into a more positive outlook once the students have been able to apply what they've learned abroad.

In section 3.2., Country Comparison, only those countries with active programs of  $n \geq 5$  per country were included. Therefore, of the 13 countries we received information for, only eight are compared in section 3.2. Thailand, Japan, Russia, Poland and Sweden were excluded, because too few of the students who studied there returned completed surveys for the results to be statistically significant. However, their responses *are* included in the overall analysis, section 3.1.

### **2.2. Methodology**

With the assistance of the IPC, who provided the names and locations of all students who had studied abroad at UNCG since 1993, we were able to identify those students who were Bryan School students. In the first round of surveys, all Bryan School students who had studied abroad and had either graduated or were inactive as of spring

2007 received a paper survey asking them to evaluate their study abroad experience (Appendix A). The total number of paper surveys sent was 306. The total number completed was 93.

In the second round, all those who had not completed a paper survey and who had e-mail addresses on file, received an e-mail asking them to complete an online version of the same survey. We received 33 responses to the online survey. Of the 306 students, there were eleven with an incorrect address and no current e-mail address. With the help of the Dean's Office, who graciously provided four \$25 gift certificates to Barnes & Noble's Booksellers, the total response to the survey was 126 of 295, with a response rate of 42.7%.

The analysis of the data was completed in two ways: quantitatively, by comparing averages and percentages of the responses, and qualitatively, by conducting a discourse analysis of the open-ended responses. The two should always go hand in hand, as numbers usually do not mean as much without the verbal explanation attached to them.

### **3. Discussion of Results**

The 126 completed surveys covered 30 different universities in thirteen countries over a span of thirteen academic years (fall 1993 to spring 2006). Thirty-eight of the students studied abroad for a full year, 35 studied abroad during a fall semester and 53 during a spring semester. Eight of the students studied abroad twice and completed a survey for each of the programs they attended. The majority of responses (99 surveys) were from students who studied abroad between 1999 and 2004.

#### **3.1. Quantitative Results**

##### **3.1.1. Overall Program**

It's interesting to see that over 60 percent of the students surveyed had never lived, worked or studied abroad. It is a testament to the advising and preparation that happens in the schools and the IPC, that all of these students are willing to plunge into the unknown. We will see why they do it in section 3.2.2. It is also great to know that 99.2 percent still recommend studying abroad (all but one of the students); 97.6 percent believe it is worth the cost, and 96 percent recommend the particular institution they studied at (five students did not).

While one might be tempted to aim for 100 percent here, it's important to keep in mind that some of the students' expectations might have been somewhat unrealistic. The only student who did not recommend other students go abroad, was one who at the first sign of difficulties with cultural adjustment chose to spend more time in isolation. We have supporting re-entry evidence that goals, expectations and personality of the

individual were not in line with a successful study abroad experience, and the student can therefore be considered as an outlier.

**Table 1**  
**Overall Program**

	<b>Yes</b>	<b>No</b>
Had you previously lived, worked or studied abroad?	37.1%	62.9
Would you recommend that other students go abroad?	99.2	0.8
Would you recommend your specific program to a friend?	96.0	4.0
If the language of your host country was not English, could you manage without difficulty?	93.2	6.8
Do you believe that study abroad was worth the cost?	97.6	2.4
Did you receive sufficient academic advising regarding your program from the Bryan School?	87.8	12.2

It's also great to see that the vast majority of students (93.2 percent) were able to manage without difficulty in non-English-speaking countries. This is probably one of the largest misconceptions our students have: they are not sure they can survive in a country whose language they do not speak. Now we have quantitative evidence that it is possible for most students, even those who have never lived, studied or worked abroad previously.

The lowest score in this section of the survey was in the area of academic advising: 12.2 percent of the students felt inadequately prepared by their Bryan School advisor. While this is not a terrible score, this is certainly an area we should monitor. With the growing number of partner schools, it has become increasingly difficult to know the ins and outs of every program. But a concerted effort is being made to advise students correctly and to keep them on track for graduation.

### 3.1.2. Reasons and Goals

In the next section, students were asked to check all of their reasons for studying abroad. The complete list of goals, including those listed under “other” can be found in Appendix B. The total number of goals checked ranged from 2 to 19 (out of 24), with the average at 11.7. Tied for first place are “greater understanding of other cultures” and “growth in the interpersonal skills and adaptability.”

**Table 2**  
**Top 12 Reason and Goals for Studying Abroad**

Reason/Goal	Percent
greater understanding of different cultures	84
growth in interpersonal skills and ability to adapt	84
interact with local people & learn more about the customs & traditions of the host country	81
growth in maturity and self-confidence	79
gain insight into the culture of the host country of the study abroad program	77
enhance my resume	75
improve career prospects	73
growth in self-awareness	71
live in and make acquaintances from the host country	64
travel to countries near the host country of the study abroad program	62
gain a different perspective on American culture	61
increase ability to communicate in a foreign language	60

It is exciting to see that four culture-related reasons ranked in the top twelve. Three of the top twelve reasons were interpersonal (adaptability, maturity & self-confidence and self-awareness). Two of the top twelve goals were career-related. We will see if the students achieved their goals in section 3.1.7.

### 3.1.3. Importance of Certain Factors

In the next section of the survey we asked the students to rate the importance of a variety of factors. Fifty percent of these students chose to attend UNCG in part because of the availability of our study abroad programs. It is important to keep this in mind when advising freshmen: we want to keep their enthusiasm alive and advise them early on study abroad opportunities. We begin this process at SOAR to a small extent, and then continue in BUS 105A. It is essential to continue to include information on study abroad during the students' first semesters, because it can take them several years to plan and prepare for their international experience.

In addition, 96 percent of respondents felt their study abroad program was “important” or “very important” to overall value of their college experience. Again, this is something that seems to make sense, and we have had anecdotal indications of this fact, but it is nice to see it confirmed by numbers.

**Table 3**  
**Importance of Various Factors**

<b>How important were the following:</b>	<b>Very Important (4)</b>	<b>Important (3)</b>	<b>Somewhat Important (2)</b>	<b>Not Important (1)</b>	<b>Average</b>
The availability of a study abroad program in your decision to attend UNCG?	32%	18	11	38	<b>2.44</b>
This study abroad program to the value of your undergraduate educational experience?	85	11	2	2	<b>3.78</b>
The opinion of my parents in my decision to study abroad?	16	24	34	26	<b>2.3</b>
The opinion of my friends in my decision to study abroad?	6	8	29	58	<b>1.61</b>
The influence of my instructors in my decision to study abroad?	6	24	34	36	<b>1.98</b>
The influence of my academic advisor in my decision to study abroad?	14	28	26	32	<b>2.23</b>

It appears that in the decision to study abroad, the opinion of the student's parents as well as their academic advisor's influence are the most important components. Almost 60 percent of the students felt that their friends' opinions were not important in their decision to study abroad. We know from experience, however, that leaving friends and family behind is one of the biggest hurdles students who study abroad must overcome. Anecdotally, we know that those who have unconditional support from their parents, as well as their instructors and academic advisors, are more likely to study abroad than those who do not.

#### **3.1.4. Academic Program**

A large component of any exchange program, one would hope, takes place in the classrooms abroad. As with any US university or college, one would expect there to be differences in the teaching styles, quality of learning and academic resources abroad. The Bryan School and UNCG have historically chosen very reputable international exchange partners. In fact, several of the business partners are accredited by AACSB International, such as Strathclyde University in the UK, the Tec de Monterrey System in Mexico, the Chinese University of Hong Kong and Mannheim University in Germany. We will discuss the differences among academic programs as reported by this survey in section 3.2.2. In this section, we will only look at the overall numbers.

It is reassuring to know that overall rating of the academic programs abroad were very high. Overall, 84 percent of our students rated the quality of teaching abroad "good" or "very good." What's more, 86 percent of respondents thought the overall quality of course content was "good" or "very good." Further, when it comes to the integration of

intercultural experiences into the classroom, 83 percent of students felt the schools did a “good” or “very good” job.

**Table 4**  
**Aspects of the Academic Program**

<i>Please rate the following aspects about the academic program:</i>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Average</b>
Overall quality of teaching	38%	46	14	1	<b>3.22</b>
Overall quality of the course content	39	47	11	2	<b>3.25</b>
Overall integration of intercultural experiences into academic courses	49	34	14	2	<b>3.31</b>

This can happen in various ways. At the University of Oulu in Finland, for example, the Scandinavian studies program takes students on excursion to their indigenous population, the Sami people, to observe them in their age-old customs, such as reindeer husbandry. In Mexico, at the Tec de Monterrey campuses, professors of the Doing Business in Mexico course often take students on trips to local companies and ask students to complete consulting projects with Mexican businesses. At the University of Mannheim in Germany, the “Arts through the Ages” class has included excursions to local castles and art museums. All of these courses have two things in common: they incorporate the local culture in the classroom and they transfer as credits toward our students’ degrees, keeping them on track toward graduation.

Another aspect of study abroad that we can confirm with this survey is the difference between the academic demands of our partner schools and those of UNCG. Even though the majority of students surveyed (71 percent) agreed that the workload of their exchange program was similar to or less than that of UNCG, 62 percent also said

that more or much more independent learning was required. This is especially true in the European and Australian universities.

The lowest score was in the area of academic resources. This is certainly an area we should monitor in the future, although the scores have certainly increased over the years: in 1993-1998 the average was 2.5, in 2000-02 it was 2.7, and in 2003-05 it was 2.8. Perhaps the aspect to focus on in advising is the location of these resources, so that students can be aware of them upon arrival. Especially in European universities, the academic buildings, such as computer labs and libraries can be strewn about the city instead of being on a consolidated campus, as in the US.

**Table 5**  
**Comparison to UNCG’s Academic Program**

<i>Please compare the following to UNCG:</i>	<b>Much More (5)</b>	<b>More (4)</b>	<b>Similar (3)</b>	<b>Less (2)</b>	<b>Much Less (1)</b>	<b>Average</b>
Degree of independent learning required	39%	23	27	8	2	<b>3.91</b>
Workload for courses (reading assignments, papers, etc.)	6	13	39	32	9	<b>2.76</b>
Difficulty of grading scale	18	21	35	18	6	<b>3.25</b>
Academic resources (library, study space, technology)	5	10	45	30	10	<b>2.69</b>

### **3.1.5. Accommodations**

Another key factor in a student’s study abroad experience is his housing situation. An entire semester abroad can be made more meaningful with an engaging host family. On the flipside, a student may have a more difficult time adjusting to a new culture if she lives alone in an apartment thirty minutes away from the university. In this survey, students were asked to indicate all of the accommodations they experienced abroad.

Three of the 126 respondents had two types of housing. The overall satisfaction with each type of accommodation was fairly similar, ranging from 3.28 to 3.4 (4=very good, 1=poor).

**Table 6  
Accommodations Abroad**

Type of Living Arrangement	Percent of Students	Overall Satisfaction
<b>Home-stay (living with a local family)</b>	20.6	3.35
<b>Off-campus apartment</b>	48.4	3.28
<b>On-campus/dormitory</b>	31.7	3.4

Even though almost half of these students lived in an apartment, the other half lived better, so to speak. Three items were not surprising:

- (1) Meals received the highest scores in the host families.
- (2) Location received the highest scores from those students who lived on campus.
- (3) Building staff received the lowest scores in the apartments.

Sometimes, our students do not have a choice where they live. In Finland (a tuition, fee, room and board exchange), students almost always live in on-campus dorms. In Germany, almost all of the students live in apartment complexes throughout the city. But in those countries, where students have a choice, the data show that host families and dormitories are overall better choices – because of the location and the closer access to cultural guides.

**Table 7**  
**Rating of International Living Arrangements**

<i>Please rate the following aspects about the living arrangement:</i>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Average</b>
Location (safety, accessibility/transportation & sites of interests)	59%	30	8	2	<b>3.47</b>
Building staff (landlords, host family, etc.)	38	32	14	7	<b>3.11</b>
Meals (variety, quality, quantity or provisions for independent eating)	40	22	18	6	<b>3.13</b>
Overall satisfaction with your housing arrangement	52	34	10	4	<b>3.35</b>

Our students’ parents will be pleased to know that location of the accommodations, which includes safety and accessibility, received the highest score, with 89 percent of students rating it “good” or “very good.” Even though the building staff and meals did not fare quite as well, 86 percent of the respondents thought their overall living arrangements were better than fair. It would be interesting to compare this to their scores about US college student living arrangements.

### **3.1.6. Intercultural Engagement**

We have already learned that four of our students’ top twelve reasons for studying abroad are related to cultural learning (section 3.1.2). Many, if not all, of our students who study abroad seek a greater understanding of different cultures or wish to gain insight into the culture of the host country of the study abroad program. The students also want to interact with local people and learn more about the customs and traditions of their host country. It is therefore important to look at the perceived satisfaction with intercultural engagement during their study abroad experience.

**Table 8**  
**Satisfaction with Intercultural Engagement**

<i>Please indicate how satisfied you were with the following:</i>	<b>Very Satisfied (4)</b>	<b>Satisfied (3)</b>	<b>Dissatisfied (2)</b>	<b>Very Dissatisfied (1)</b>	<b>Average</b>
Your ability to immerse yourself in the local culture	63%	30	6		<b>3.58</b>
Amount & quality of contact you had with the local people	58	34	6	1	<b>3.5</b>
Amount & quality of cultural interaction facilitated by the program	54	32	14		<b>3.4</b>

Overall, the 93 percent of respondents were satisfied with their ability to immerse themselves into the local culture. In addition, 92 percent were satisfied with the amount and quality of contact with the local people. In fact, the students are still in touch with an average of 5.8 of the friends they made abroad (std. dev. 5.44). Two of the students even met their spouses during their exchange program.

### **3.1.7. Program Impact**

Of course none if these statistics about housing and academics really matter if the students' lives are not changed in the process. Sometimes this change happens immediately: a new friend helps them see a different perspective on world politics. Or traveling to the country of their heritage helps them to discover their roots. Sometimes it takes students years after they return to put together the pieces of the puzzle and realize how they've changed.

As discussed in section 3.1.2., the top two goals or reasons for studying abroad of respondents in this survey were a greater understanding of different cultures and improved interpersonal skills and adaptability. Table 9 indicates the students' perceived

growth in ten areas. For the students we surveyed, the top two areas of growth also match their top two goals.

**Table 9  
Areas of Growth**

<i>Please rate the amount of growth you experienced in the following areas:</i>	Great Growth (4)	Moderate Growth (3)	Little Growth (2)	No Growth (1)	N/A	Average
<b>Understanding of different cultures</b>	70%	25	3	1	1	3.66
<b>Interpersonal skills and the ability to adapt</b>	69	25	4	1	1	3.64
<b>Maturity and self-confidence</b>	69	25	6	1	2	3.62
<b>Self-awareness</b>	67	22	8	1	2	3.59
<b>Different perspective on American culture</b>	54	35	7	2	2	3.44
<b>Ability to communicate in a foreign language</b>	38	26	11	5	20	3.25
<b>Understanding of the U.S. in world affairs &amp; history</b>	36	41	18	2	2	3.14
<b>Intellectual development in business coursework</b>	24	42	26	3	4	2.91
<b>Different perspective on your ethnic heritage</b>	17	30	18	14	20	2.61
<b>Understanding of your faith</b>	<b>11</b>	<b>14</b>	<b>20</b>	<b>14</b>	<b>39</b>	2.37

The vast majority of respondents (89 to 95 percent) experienced moderate or great growth in the areas of understanding different cultures, interpersonal skills and adaptability, maturity and self-confidence and self-awareness. Even though a different perspective on US culture is not one of the goals that ranked particularly high, it is often an unintended byproduct of study abroad. It is also the factor that makes re-entry so challenging. Our students' views on the world have changed and things at home have remained the same.

This concludes the overall analysis of the qualitative portion of the survey. Next we will take a close look at the differences between countries.

## **3.2. Country Comparison**

In advising meetings for study abroad, students often ask “Which country do you think I should go to?” or even “Which country do students have the best experience in?” At best, a response to these questions is hard to quantify. So much depends on the students’ academic and linguistic preparation, personal and professional interests as well as their physical and psychological needs. So why dedicate an entire section of this report on comparing apples and oranges?

Part of the idea behind this Post-Study Abroad Survey was to find out in which countries students were the most satisfied with housing, academics and intercultural engagement. We also wanted to see in which countries students experienced the most growth in certain areas. This will allow us to match the needs of potential study abroad students to a partner school at which they will likely meet their goals and have a successful experience. In the end, however, a lot is still left up to the individual, as we will see in section 3.3.

In this section, only those countries with active programs of  $n \geq 5$  per country were included. Therefore, of the thirteen countries we received information for, only eight are compared here. Thailand, Japan, Russia, Poland and Sweden were excluded, because too few of the students who studied there returned completed surveys for the results to be statistically significant.

### **3.2.1. Overall Program**

When looking at the first set of questions on this Post-Study Abroad Survey, one interesting component is the country chosen by students who have never lived, worked or studied abroad before. It comes as little surprise to international education

professional, that the United Kingdom is first on the list. Many students who have never left the United States, expect the UK to be very similar to the US, certainly in terms of language, religion and politics. These students feel that there is very little they do not know about the UK, and therefore it would be a good location for their first experience abroad. We also know, however, there is more to studying abroad in the UK than meets the eye, and students with these expectations are often in for a rude awakening. Therefore, we spend time in advising discussing countries the students might not have considered otherwise.

**Table 10**  
**Comparison of Overall Program Questions**

	Australia	Denmark	Finland	France	Germany	Mexico	Spain	UK	Overall
<b>n</b>	6	6	5	19	12	29	9	30	116
<b>Q1</b>	40%	33.3	30	47.4	58.3	34.5	50	21.4	37.1
<b>Q2</b>	100	100	100	94.7	100	100	100	100	99.2
<b>Q3</b>	100	100	100	94.7	100	96.6	77.8	96.4	96.0
<b>Q4</b>	N/A	100	80	84.2	91.7	100	88.9	N/A	93.2
<b>Q5</b>	100	100	100	94.7	91.7	96.6	100	100	97.6
<b>Q6</b>	100	100	100	88.2	66.7	100	66.7	96.4	87.8

Note: The excluded countries are Thailand (n=1), Japan (3), Russia (1), Poland (2) and Sweden (3)

This table indicates the percentage of students who responded “Yes” to following questions:

Q1: Had you previously lived, worked or studied abroad?

Q2: Would you recommend that other students go abroad?

Q3: Would you recommend your specific program to a friend?

Q4: If the language of your host country was not English, were you able to manage without difficulty?

Q5: Do you believe that study abroad was worth the cost?

Q6: Did you receive sufficient academic advising regarding your program from the Bryan School?

As a business major, or a student who still has several general education requirements, Denmark and Finland seem to be top choices. Once students find out that the majority of people in these two countries are conversant in English, and the class are taught in English as well, they often reconsider their UK-choices. It appears that

Germany, France and Spain are popular options for students who have already lived or studied abroad, even if it was only for short vacations or mission trips.

Another question worthy of discussion in this section is “If the language of your host country was not English, were you able to manage without difficulty?” The overall affirmative average was 93.2 percent, which is quite satisfactory. Broken down by countries, however, 20 percent of students had a difficult time in Finland and 15.8 percent found it difficult to manage in France, with Spain as a close third. On the other hand, all of the respondents who studied in Denmark and Mexico had no difficulty at all managing abroad. We will see in section 3.3, however, that even those students recommend that future students study as much of the language as they can before studying abroad.

### **3.2.2. Academic Program**

When considering the overall quality of the academic programs at our partner schools, the UK and Denmark received the highest average scores with 3.44 and 3.33 respectively, with 4.0 being the highest (cf. Table 11, Figure 1). These two countries are also in the lead in the overall quality of the course content. In the area of integration of intercultural experience into the classroom, however, Finland and Mexico decisively received the highest marks, with 3.8 and 3.69 out of 4.0, respectively.

We know this to be the case from anecdotal evidence as well. The Scandinavian Studies program at Oulu University in Finland is all about studying Finnish and Swedish culture, providing excursions to Scandinavian art museums as well as a science station at the Arctic Circle, where students learn about the local flora and fauna. At the ITESM

campuses in Mexico, the business courses offered through the International Programs Offices also focus on business applications in the context of Mexico, often allowing students to tour local business, or even work on consulting projects.

The country with the lowest score in all three areas is France. The average score for quality of teaching is somewhere between “fair” and “good” with 2.67; the score for quality of course content is “good” with 2.94. While these numbers do not compare to some of the other countries, we know that the courses offered through the SELF Program at the Université Jean Moulin Lyon III in France are often taught by guest lecturers. We also know that for the many Bryan School students who want to study in France, Lyon III is often the best option because their French skills are normally not proficient enough to take mainstream courses. In addition, the courses taught in English line up very well with our degree programs. We can also confirm that in the past two years, the SELF courses have become more challenging, and require a high degree of independent learning that most of our students are just not used to.

Speaking of independent learning, Germany, Denmark and the UK take the lead in this category (cf. Table 12, Figure 2). In fact, the respondents felt that universities in *all* countries except Finland required more independent study than UNCG. This is also reflected in the score for workload, which is generally less than at UNCG. Students had fewer papers or tests to write, and had generally less homework assignments, because the final grade is often based 100 percent on the final exam. Students in Denmark and Spain felt they had the heaviest workload; students in Finland and France felt they had the least.

Respondents of this survey who studied in Denmark and Germany felt they had the most difficult grading scale, meaning it was toughest to earn a high grade. This score was closely followed by the UK and Spain.

Students felt that they had good access to academic resources, such as libraries, study space and technology in Denmark, Finland and Australia. All other countries were perceived to have provided less academic resources than UNCG. France and Germany ranked lowest here. As mentioned in section 3.24, the academic buildings of many European universities, such as computer labs and libraries, can be spread out through the city instead of being on a consolidated campus, as in the US.

### **3.2.3. Accommodations**

Australia scored the highest in three of four questions regarding living arrangements, earning a perfect score for location (cf. Table 13, Figure 3). All of the countries scored better than “good” in this area, which includes safety and accessibility. When it comes to building staff, Germany and Denmark earned the lowest scores, with 2.25 and 2.83 out of 4.0 respectively. In part, this may be due to cultural differences, such as the fact that people from these two neighboring countries can be harder to get to know. Further, some Germans and Danes are not as outgoing as Americans with people they do not know well, but we know once friendships are made they can last a lifetime.

Meals received the highest scores in Denmark, France and Mexico. This means that students who studied in these countries were particularly pleased with the variety, quality and quantity of food, as well as provisions for independent eating. The UK and Australia scored lowest in this category. Another fact worth mentioning here is that all

countries scored “good” or better in the students’ overall satisfaction with their housing arrangements. Since this is a critical part of any study abroad experience, it is nice to see that the students are pleased with their accommodations.

#### **3.2.4. Intercultural Engagement**

In the next section of the Post-Study Abroad Survey, we wanted to know where students had the easiest time becoming immersed into the local culture. Australia scored highest here, with an average 3.83, with 4 being “very satisfied” (cf. Table 14, Figure 4). Overall, the respondents were more than “satisfied” with their ability to immerse themselves in each country. Finland scored lowest with 3.2 – which is still good.

Results were similar in the area of amount and quality of contact with locals. All countries scored very well here; Finland ranked lowest again. This can likely be attributed to the fact that some Finnish people are quiet and reserved. Students tell us that it is difficult to get to know the locals at first, even with the cultural interaction facilitated by the program. This may in part be true because, just as the SELF Program at Lyon III in France, students have classes only with other exchange students. It is largely up to their initiative to connect with the local students. Students also report, however, that friendships with Finnish students are very meaningful and lasting.

#### **3.2.5. Program Impact**

Finally, let us take a look at the greatest areas of growth experienced by students who studied in these eight countries. On average, those students who studied abroad in Spain and Germany experienced the greatest growth in their ability to speak a foreign language (cf. Table 15). Mexico and France came in close third and fourth. This shows

that students who are able to study the language of their abroad program *before* they live there, can make great strides in their ability to communicate the language. It is very difficult to become fluent in a language without prior language study, even if one spends six months to a year abroad, as the results for Denmark and Finland show.

Those respondents of this survey who studied in Denmark grew the most in terms of their intellectual development in business coursework. Copenhagen has a great reputation in this area, so the results do not come as a surprise. On the flipside, Finland received the lowest average here. Again this is not surprising, as before spring 2008 UNCG students were not able to study business at Oulu University, so this score should be excluded from comparison.

Students who studied abroad in Australia, France and the UK experienced the greatest growth in interpersonal skills and the ability to adapt. Students who studied in France also grew the most in their understanding of different cultures and their understanding of the US in world affairs and history. This goes to show that the majority of learning often takes place outside the classroom, and that the academic component does not have to be “*very* satisfactory” for the students to learn valuable lessons and for the international experience to be worthwhile.

Scores were consistently high across all countries in the areas of maturity and self-confidence as well as self-awareness. This is something all of my recent study abroad students agree with as well: even if they did not particularly enjoy their study abroad experience, they still believe the semester or year was worthwhile because they are now more confident, independent and mature. This will not only benefit them in leadership roles on campus, but also in their professional careers after they graduate.

### **3.3. Qualitative Results**

Non-numerical results can be just as scientific and just as insightful as the quantitative evidence we just discussed. Let us now turn to the open-ended responses of this survey. In this Post-Study Abroad Survey, 119 of 126 respondents filled out one or more of open-ended questions. This resulted in 32 pages of 12 point font single-spaced comments. Most of these can be found in Appendix B; some are also included here.

#### **3.3.1. Academic Program**

Three of the open-ended questions in this Post-Study Abroad Survey were related to the students' academic programs:

- *If a particular course or courses were outstanding or unsatisfactory, please feel free to comment.*
- *What differences did you find between learning abroad and learning at UNCG (difficulty of classes, amount of work, approachability of professors, additional academic assistance)?*
- *What level of academic preparation (and foreign language proficiency, if applicable) would you recommend to others considering your program/university?*

Responses in regards to particular courses ranged from eye-opening, outstanding, phenomenal, well-taught, exciting and intellectually stimulating to disappointing, awful and not satisfactory, regardless of the country the students studied in. The overall comments were good; the “bad apples” appear to be few and far between, and be more related to specific courses than overall programs. One student remarked that a course gave him/her a “different perspective of Australian life history.” Another felt that all courses were outstanding and more challenging than UNCG courses. Some additional comments worth repeating here were:

- “I think the opportunity to study Business in the Spanish language was invaluable in my understanding of the language since most of the students in my classes were native Spanish Speakers.”
- “The courses were good. They were not hard or demanded a lot of work but they really taught a lot about the culture. I learned more on the excursions and just being there.”
- “The option to take classes to improve German language skills along with other foreign students made the experience of learning in a different language less stressful.”
- “The literature and writing courses were outstanding, they were specifically for non-Spanish speaking students and they strengthened my skills.”

When it comes to different educational systems and teaching styles, our students often have a difficult time adjusting abroad. Even though we ask them to study the educational system of their host country before they leave, a lot of the comments in this area showed that the students failed to do their homework, so to speak.

Across countries, Mexico excluded, students commented on the inapproachability of their professors. However, one student remarked, “your education is what you make of it. The professors were always available if you needed them.” Another pointed out that “if you are a serious student, it will be recognized.” In fact, several students recognized the different relationships between professors and students abroad, which included a higher level of respect. Some found this off-putting, others welcomed the challenge. Professors in Mexico, on the other hand, were described as approachable and friendly throughout.

All students found it necessary to study more independently and discovered their grade was often based solely on a final exam. Some students found this easier – some more difficult. Several respondents recommended attending class: even though attendance was not mandatory, it was necessary if one wanted to do well.

- “Many students in Spain decide not to attend class, so it might be hard to find motivation to attend, but I highly recommend all American students to go to ALL classes. Their teachers were always willing to help out (but not so much other students) very little class participation required, I had to self-teach myself many things by using the textbook.

Three of the students who studied in different countries remarked on the diversity in the classroom. Some found their fellow students were sharper and more stimulating, while others appreciated being able to learn from diverse nationalities. In addition, several students appreciated only having to earn a passing grade, and being able to focus more on learning outside the classroom. Here are some additional meaningful comments:

- “As students, you are not spoon-fed the material, you are really forced to learn independently, which I now appreciate because it increased my own self-motivation to go back to school. The professors were slightly less approachable, but were still available and willing to help.”
- “Difficulty is similar, but grading is on a much different scale. Students in the UK are expected to do much more independent work/research for an individual course, and are tested on their knowledge of information not presented in lectures. Professors are usually very approachable, and seem to be particularly interested in the experiences of international students.”
- “During my stay in Spain I was forced to spend much more time studying due to the language barrier. However, this struggle made me master the language and the content because you can't learn what you don't understand.”
- “Experience was the difference. At UNCG it is all bookwork, where the study abroad taught history, culture, language, and art in class but were also able to get out, use it and see it, which made a more lasting impression.”
- “Learning abroad is much more team-based, group projects, more interactive in class and with your class mates. More thinking seemed to be involved. At UNCG I could see a lot of memorization and busywork. The style of teaching is much different. Abroad we seemed to talk about more real life situations.”
- “The way classes were structured when I was abroad was better than at UNCG. I would have a big lecture class and we would break down to smaller classes to do all the work in. I learned a lot more in a small class setting.”
- “In Copenhagen, our class projects were created to mimic real-world business scenarios and projects, which I thought was great in terms of understanding the business world.”

One area we were particularly interested in was the level of academic and linguistic preparation recommend by students who had completed an exchange program. Recommendations here, too, ranged from “none” to “admitted to the major” and “four

years of language and culture study.” For students who would study business in a foreign language, most students recommend four semesters of language study (through 204). For some countries, such as Germany and Japan, some students actually thought several 300-level courses were a must.

Even students who completed an English-language program in a non-English speaking country recommended students learn as much of the host-language as possible before leaving. For the program in Lyon, specifically, two students recommended at least two semesters of French. Here are some other recommendations regarding linguistic preparation:

- “Get some Finnish language CDs and do some beginning work on learning the language. Almost everyone spoke some level of English, but gaining a passing familiarity with the language helped with my comfort level.”
- “I would suggest that students, at a minimum, learn a few phrases to remain polite, showing others they're making an effort to learn. English will get you by.”
- “Language is crucial if you want the full experience. You need to be conversational, but not an "expert" on arrival.”
- “Try to become as proficient in the language as you can; try to listen to audio programs or watch program in German to get used to the accent, dialect, speed, etc. of speech.”

The most interesting aspect of responses to this question was the fact that students actually recommended cultural and personal preparation, in addition to being comfortable with writing research papers and essays. One student recommended a “good grounding in liberal arts and European history.” Others thought “an understanding of world affairs and the US's position in them” as well as “some coursework in culture of the host country” would be beneficial. Here are additional comments regarding cultural and personal preparation:

- “I don't think there's really any preparation, you just have to come with an open mind.”
- “I think that willingness to learn and immerse oneself in the local culture is important.”

- “I think that more than academic preparation, one should prepare themselves culturally. I noticed that most of the students in Lyon who didn't speak the language had little to no interest in experiencing the French culture, language, and people. Rather, they tended to stick to each other and only associate with other English-speaking students, which I think is unfortunate because it gave them a limited experience. Moreover, they were the ones who had the most difficulty with the locals when the war in Iraq started.”
- “With regards to my experience, the level of academic preparation is not important. What is important is that others keep an open mind and have a willingness to adapt to the nuances of the particular culture.”
- “It goes differently for each individual. The language or how well you know it is not as important as how fast or well you are willing to adapt to a new situation and culture. The most important thing is patience and willingness to learn new culture.”
- “I think the best preparation is discussing culture shock and things you can expect in the host country.”

### **3.3.2. Assistance from the Partner School**

As with the quality of courses and accessibility of professors, the responses in regards to the accessibility/helpfulness of the IPC of the host school varied widely, even within universities. Some students expected pick-up service from the airport and were surprised that there was nobody to help them – even though we advise all students at orientation to get a map and directions to their host university, because they would likely need to be independent.

In general, the IPC staff in the various countries was described as friendly, very helpful and accessible. Those students who criticized the staff were likely those that had inappropriate expectations about the role of the IPC. Unlike at UNCG, international offices abroad are generally more administrative in nature. Like their professors, these folks expect a high level of independence from their exchange students. Students are expected to seek help when they need it, but should not expect to be babysat throughout the semester.

In addition, just there are few 24-hour stores outside the US, most international university offices may only be open for a few hours each day. Students who expect things to work the same as do in the US would likely be disappointed, especially when it comes to the staff of the host schools fluency in English. Here are some comments from students who figured out how to navigate the system:

- “They are there for you. They will listen to you, but be prepared to listen to them as well, follow up with them and understand how to play by their rules.”
- “I went to one of their meet & greets. I was fortunate to live with other exchange students and meet students in my classes, so I really did not need the IPC to help me get around.”
- “In the very beginning they were really present; taking all students on trips to see different parts of Spain. However as the semester edged closer to the end their contact with us was a little less than at the very beginning. I wouldn't necessarily say they were NOT helpful. They were there when we needed them.”
- “The international student advisors were extremely accessible, encourage participation in travelling and other activities and were very much included and mingled with international students.”
- “The IPC was my only connection to system. It was freaking amazing with over 1000 students a semester they willingly went out of their way to make this an experience of a lifetime.”
- “They were always accessible (once you got used to the hours the office was open), and they were always helpful.”
- “They were always kind, visible, and you knew where to find them. They were great to work with. The IPC at UNCG was also great to work with.”
- “Very helpful. I was greeted by a "buddy" and she answered a lot of questions, helped me get settled in, and even took me to the grocery store the first time. She was great!”
- “Very limited, hard to catch them open, but by the way – why do you need your "hand held" anyway?”

### **3.3.3. Suggestions for Intercultural Engagement**

One way to help students have a meaningful experience abroad is to recommend ways they can become more engaged with the local culture. When asked, what suggestions they had for getting future students more involved in the local culture,

eighteen students recommended that students try not to *only* associate with fellow US and international students, but rather make an attempt to break away and meet local people.

Second in line of recommendations was joining a club or sports team, closely followed by living with a host family, if possible. All three of these suggestions will help students become more fluent in the language of the host country, if applicable. They will also provide more exposure to the local culture than living in an apartment with another UNCG student. Here are some additional comments from students who discovered ways to explore the local culture:

- “Be open-minded and try not to compare everything to the U.S.; accept the culture for what it is and realize that this is a unique experience that not everyone will get the chance to experience. Talk to people and speak German every chance you get, even if you think it's "bad" the locals appreciate it and you will learn more about the culture.”
- “Don't be afraid of trying to speak and learn the language. The locals will respect you and will be more willing to help if one just tries to speak the language and embrace the differences in food, lifestyles, etc. rather than only speaking English, only eating familiar foods, and complaining about the differences in ways of doing things.”
- “Don't worry about sticking out. You're obviously not from that country, but don't be offensive or self-righteous. It's a once in a lifetime experience, and as long as you behave yourself and chooses wisely, you'll learn a lot more than what you're getting from your classes.”
- “Find a church, stay away from bars, and meet with other students for coffee, lunch or dinner. Get a map and walk your community try to find interesting areas, such as a farmer's market.”
- “Get out! You'll want to spend time with other study abroad students, but make yourself find local friends. It will be a much more rewarding experience.”
- “Go out and immerse yourself. Don't be shy because they are not going to approach you first. You have to take the first step.”
- “I made friends, joined clubs and groups (volleyball, skydiving club) so the friends I made took me to their home towns, showed me around and helped get me involved.”
- “I found a French family who wanted an English speaking baby-sitter. That experience was the best way I had of getting to know French people. And we're still in touch.”
- “Join a club or a sports team at the university. Meet students and spend time with their families. Stay with a host family and explore the real downtown Mazatlan away from tourists and travel in Mexico.”

- “Participate in as many extracurricular activities as you can. I met a TON of people. It's great to go and be social because several of the Spanish students hang out there. So much fun!”
- “The social life at Hull has to be one of the most active in the WORLD. There is a club for everything, and most people have no skills that relate to the club, they are just interested in the subject. I was a member of the Football, Parachuting, and Submission Fighting Clubs, that kept me active with the locals while still giving me enough time for school and travel.”
- “Make friends with the other students in your classroom and living arrangement and get to know them. If you are lucky they will invite you home for the weekend!”
- “Must stay with a family. I knew of other students staying in the apartments or school dorms with each other and they tended to still speak English majority of time and were too dependent on each other. A family allows you to experience firsthand, the culture food, family, customs and requires you to speak Spanish and rapidly improve your speaking skills. If you are with a good family they serve you as your own family in sense of a comfortable place to come home to every night. They may even take you to additional places you may not discover otherwise living with other international students.”
- “Stop by the office for special events. There are always free or inexpensive events to attend. Try to sit with the students in the cafeteria. Or at least talk to students at the bus stops.”
- “The school offered volunteer opportunities and events where you would work with other students and people in the community. Always take advantage of that. And the trips that were made available for the students studying abroad were enlightening.”

Several respondents also recommended that students traveled as much as possible.

When asked where they traveled and what mode of transportation they used, respondents had a lot to say. Most of them traveled at a minimum all throughout the host country, especially those who studied in Australia, Japan or Mexico. Quite a few students who studied in Europe traveled to anywhere between four and eleven countries. Few students rented cars; most used public transportation like busses, trains, planes and trams. Students found this very accessible, easy to manage, affordable and reliable. Some also hitchhiked.

A few students who had been successful at making local friends were able to go home with them and experience local culture and foods first-hand and at a low cost. Many of the students travelled alone and found it quite safe; others traveled with US or international friends they had met at the host school. The following are a few selected responses:

- “Go home with other Europeans; it’s sometimes cheaper and a great insight into the real culture.”
- “I traveled alone all over Japan (Honshu) by rail/bus/subway/bicycle/foot mobile. Some scooter/car travel. Traveled from Nagoya to Nara, Osaka, Tokyo, and Mt. Fuji alone or with one other student. Very easy to get around in Japan with minimal language skills if patient and polite.”
- “If you check with you local University they will sometimes put together weekend trips at discounted rates. These trips usually are during different festivals and are a lot of fun.”
- “Traveling alone in Japan was probably the most eye-opening and rewarding experience during my stay in college.”
- “Traveling on your own takes patience and an ability to trust yourself. It also takes good social skills to go and speak with strangers. Europe is the best place for travelers to meet each other. You can travel with or without people and you will meet a whole list of strangers who could become close friends.”
- “We had three weeks for break. Two friends of mine got Eurail passes and went to Paris, Normandy, Bordeaux, Madrid, Barcelona, Rome, Florence, Munich and Amsterdam. It was the best trip of my life.”
- “While I was in Spain I traveled to the border of Portugal by car, flew to the Canary Islands, and drove to the south of Spain to Granada. My roommate and I met a Spaniard with whom we both became very good friends and he took us all around Spain.”
- “Yes, traveling was the best part! We backpacked by bus and also flew by plane. We flew to Cairns and backpacked south to Melbourne. We went to Townsville, Magnetic Island, Brisbane, Gold Coast, Surfers Paradise, Byron Bay, Sydney and all over Victoria. LOVED IT.”

### **3.3.4. Additional Comments**

Beside the few students who are still somewhat disgruntled about certain aspects of their experience abroad, the majority of the 126 respondents had a meaningful and life-changing experience. Two of the students met their spouses during their semester abroad. Three of them volunteered their contact information in case we ever needed assistance with promoting study abroad or preparing future students to go. It has been difficult to choose selected comments to include in this section, but included here are the ones who most represented the overall sentiment. The remainder of open-ended responses can be found in Appendix B. Here is a selection of responses made under “other comments:”

- “Even if a semester abroad is not required for your major as it was with mine, I would recommend that all students take advantage of this! If you are open-minded, you will have a great time and meet so many different people from different places. You will never regret going, but definitely will regret not going!”
- “Everyone should live this experience at least once. Especially when you have such a great possibility to go with the school. You always have someone to help you and guide you. It’s much harder to do it on your own.”
- “I had an excellent experience abroad but I wanted to go and I had the support of my family which helped. The first months were hard because I did not know what to expect but I had the desire to make it work and in the end it did and it is one of my proudest moments/ experiences/year because I did it, I made it work!”
- “I highly recommend studying abroad. Employers are looking for something that stands out on your résumé. Especially with Global Business growing so quickly, study abroad is very attractive to potential employers.”
- “I loved my experience so much that I ended up moving back to Scotland for four years after I graduated.”
- “I was a non-traditional student – over 30 years old, and still had a great experience. I am glad that I did not let my age become a barrier to studying abroad, because it changed my life. I am a better, different person because of taking the opportunity to live in Finland for four months.”
- “I would suggest study abroad to all students. The program is an amazing adventure of a lifetime. I truly believe I came back with a different appreciation for the international program and students. *My view of humanity has forever been changed.*
- “IT’S WORTH IT, no matter what your doubts are. There’s so much to gain on a personal level, and the perspective you gain from being educated away from the U.S. is very enlightening and rewarding. Studying abroad is a challenge, but it was the BEST part of my undergraduate experience.”
- “Studying abroad was the best experience of my life. You become a worldly person and I believe smarter. A lot of my friends I remember said they wish they would have studied abroad. When do you get a chance to live another country? (Living & Traveling are 2 different things)”
- “When I first arrived in Cuernavaca, I was nervous to say the least. I will admit things were different from what I expected. But, I never really knew what to expect before I came to Mexico. I began to volunteer at a children’s hospital in Mexico City every Wednesday. We played with them and taught the children and their parents English. It was a great experience.”
- “The year that I spent in Scotland changed my life. Socially, emotionally, academically the year in Glasgow opened my eyes to the world. It presented many challenges and a host of wonderful opportunities. The friends that I made there were my groomsmen when I was married a year ago. They are my greatest friends and I talk with them often, even though they have scattered over the world. Without the opportunity that this program provided me my life would be much different today. I am incredibly appreciative of UNCG and the Study Abroad program. If I could ever provide assistance please feel free to call on me.”

#### 4. Summary

This is the first longitudinal study of the impact of our exchange programs on our Bryan School alumni. The motivation behind this survey was twofold: (1) to gather detailed information on our various exchange programs to be better able to advise future study abroad students and (2) to research the impact our study abroad programs have on students several years after they return. With a response rate of 42.7 percent, we can assume that the data is largely reliable and we are able to draw valuable conclusions from the qualitative and quantitative results. The students were asked to evaluate their reasons and goals for studying abroad, as well as aspects of their academic programs, accommodations, intercultural engagement and their perceived growth in certain areas.

It is great to know that 99.2 percent still recommend studying abroad (all but one of the students). The vast majority of students also feel study abroad is worth the cost. In terms of reasons for studying abroad, four culture-related reasons ranked in the top twelve. Tied for first place were “greater understanding of other cultures” and “growth in the interpersonal skills and adaptability.” The vast majority of respondents (89 to 95 percent) experienced moderate or great growth in the areas of understanding different cultures, interpersonal skills and adaptability, maturity and self-confidence and self-awareness.

As responses to the open-ended questions show, the majority of the 126 respondents had a meaningful and life-changing experience. Several students expressed concerns regarding some of the academic courses they pursued abroad; some even had complaints about certain professors. That is not to say, however, that these comments are

different from those academic advisors hear from our students at UNCG. Most of the respondents were able to take their difficulties with the educational system and find successful ways of bridging the gaps.

In addition, our students had wonderful recommendations for future students to get involved in the local culture. The three that were mentioned most often were (1) connect with local students and try to separate yourself from other US and international students, (2) live with a host family if possible, and (3) join a club or organization and try to get involved with extra-curricular activities. Almost all of the students travelled extensively throughout their host country or region; many thought this was one of the best parts of their program.

In general, these responses are very encouraging and validating. The quantitative results show that the respondents are overall satisfied with their accommodations, academic programs and amount and quality of intercultural engagement. Beyond that, they have also experienced moderate to great growth in a number of diverse areas, which would often not have been possible had they stayed at UNCG throughout their college career.

## 5. Conclusions and Recommendations

Our exchange programs are in constant state of change. Just take Mannheim University in Germany, for example. Fifteen years ago, when the exchange agreement was signed, students who wanted to study business had to choose between Hauptstudium and Grundstudium courses taught in German. Today, because of the Bologna Process, Mannheim University has switched to a 3+2 format, and students can study business in English.

Similarly, some of the recommendations made by respondents to this survey have already been implemented over time. One student who studied at Universidad de Granada in Spain recommended adding a free pre-session language course to the program. Many students have recommended this over the years, and our UNCG IPC staff has finally been able to make this happen in 2007.

Another student recommended using returned study abroad students to prepare future students for the experience. In spring 2007, the Bryan School implemented the Study Abroad Peer Ambassador (SAPA) program, a first on the UNCG campus. The program formalizes peer-to-peer advising regarding exchange opportunities through careful selection and training of returned students who promote study abroad in classroom presentations and one-on-one with students interested in the program. The SAPA program has subsequently inspired Elon University to implement a similar program on their campus.

One conclusion to be made from this study is that international academic exchange is worthwhile and has longitudinal impacts on our students. In more ways than

one, this impact could not have been achieved to the same extent in a classroom at UNCG. Anecdotally, we know that our students who study abroad are faced with opportunities to be independent and self-sufficient; increased maturity, confidence and poise are often the result. Students also tell us that they are able to improve their intercultural communication skills and their sensitivity to issues and people from different cultures. There are many additional benefits, and we plan to measure those in terms of learning outcomes in the future.

Keeping in mind that some of our exchange programs have changed significantly over the past fifteen years, the following recommendations can be made based on the results of this study:

- (1) Carefully monitor the academic resources available to our students abroad; stress the location of these resources in advising and orientation.
- (2) Assess academic advising related to study abroad on a continual basis. A first step in this process, a “Pre- and Post Options Appointment Survey” has been implemented as of March 2008.
- (3) Continue to connect with our study abroad alumni in meaningful ways, especially those who have offered their assistance to the university.
- (4) Stress the importance of appropriate expectations in terms of the educational system and level of customer service of International Offices abroad. Students who expect things to be the same as at UNCG are ultimately disappointed. We already do a fair amount of this in advising and orientation, but can think of additional ways to relay this message.
- (5) Continue to assess our students with this Post-Study Abroad Survey. Because of the time it takes to do this and limited resources available, this would best be done every five to ten years.
- (6) Implement a learning outcomes assessment. Establish objectives for study abroad (similar to those in Program Impact section). Develop measures (such as a pre- and post-survey) and analyze results at least twice during a five-year period. Make necessary adjustments and action plans and re-assess.