Factors Influencing the Decision to Study Abroad for Students of Color:
Moving Beyond the Barriers

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Abstract

U.S. higher education institutions, professionals in the field of international education exchange, and the federal government recognize the importance of a study abroad experience for American undergraduate students. While the total number of U.S. undergraduate students studying abroad has continually increased since the 1980s, the number of participating students of color remains low. The purpose of this study is to move beyond the barriers and outcomes of study abroad, and focus on those students of color who have made the decision to participate and the factors that influenced their decision. The barriers between applicants and non-applicants are also explored in order to recognize similar or different factors between the two groups.

Using Fishbein and Ajzen's (1970) theory of reasoned action, this study seeks to address the personal, social, and institutional factors positively influencing students of color to decide to study abroad; how the factors differ by demographics; and the barriers applicants and non-applicants encounter in their decision.

Using a mixed methods approach this study focuses on two groups of students. The first group consisted of undergraduate students of color who had recently been accepted to a study abroad program through the University of California, San Diego in 2008. The second group included all sophomores and above, regardless of race, who had decided not to apply for a study abroad program.

The personal and social factors were found to be the primary factors influencing the student's decision to apply. Finances and academics were the main barriers students in both groups faced in their decision. Despite these barriers and family or cultural

resistance, the students in the first group overcame the obstacles through information

seeking, use of external messengers, personal determination, and internal drive in

deciding to participate in study abroad.

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CHAPTER 1

INTRODUCTION

In our current global economy, international skills and experience have been in great demand. President Barack Obama highlighted the need for these skills in his speech to Congress on February 24, 2009, "Our children will compete for jobs in a global economy that too many of our schools do not prepare them for" (White House, 2009). One of the means by which the U.S. workforce can acquire these international skills and experience is through international opportunities and an internationalized curriculum during their education. Jane Knight's (2003) definition of internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education. Internationalization of higher education through study abroad is one of the frequent alternatives proposed to produce a globally competent workforce aligning with Knight's definition and President Obama's vision.

Historically, when international education has been discussed, it has been in the realm of foreign language competence or international student exchange. These facets of international education are important, but today the field of international education encompasses a diverse array of activities, programs, and initiatives. Mestenhauser (2002) identifies seven learning domains in the field of international education. These learning domains are: 1) international studies/relations, 2) area studies, 3) foreign languages, 4) international dimensions of academic disciplines, 5) educational exchanges of students and scholars, 6) development contracts and inter-university agreements, and

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7) organization, administration, policy, governance, and financing. One aspect of educational exchange of students referenced by Mestenhauser is study abroad, and this will be the focus of this study. English (1995) defines study abroad as travel outside of the U.S. or Canada for educational purposes, regardless of sponsorship or duration of sojourn, including internships and work for educational enrichment.

The federal government, U.S. higher education institutions, and professionals in the field of international education exchange recognize the importance of a study abroad experience for U.S. undergraduates. Current initiatives and efforts have been put in place by these various constituents to increase access, quality programs, and the numbers of U.S. students studying overseas. In 2007, the Lincoln Commission set a target goal of one million American undergraduates studying abroad by the year 2016/17 (Lincoln Commission and Program, 2005). Outcomes of overseas study are seen as not only benefiting the students personally, academically, and professionally, but also benefiting the American society, economy, and workforce. In the Commission report, they present several U.S. higher education institutions that have set target goals for their respective graduates to have a study abroad experience during their undergraduate degree in order to communicate the need for more programs and initiatives of this sort. Currently, there is legislation in the U.S. Congress for the Paul Simon Study Abroad Foundation Act to increase the numbers of students who study abroad, allocate additional funding for these programs, and increase the diversity of study abroad locations and the numbers of unrepresented students.

Recent programs and the push to encourage students studying abroad have led to a growth in the numbers. According to the Institute for International Education (IIE) (2007), the number of U.S. undergraduate students studying abroad has steadily increased in recent decades. In 1996/97 the total number of U.S. students studying abroad was 99,448. This number has increased by almost 150% to a total of 241,791 students studying abroad in 2006/07 (IIE, 2008). While IIE collects the numbers of U.S. undergraduate students studying abroad on a yearly basis, the numbers are only reflective of students studying through programs in which they earn credit. Students who participate in programs such as internships or volunteer work that are non-credit earning are not reflected in the numbers reported by IIE. Despite the methods of reporting and data collection utilized by IIE, researchers and practitioners in the field of international education rely on the IIE numbers; as will this study.

Statement of the problem

Table 1.1 indicates that the number of U.S. students studying abroad have significantly increased between the periods of 1993/1994 to 2006/2007. Strikingly, while the total number of U.S. students studying abroad has more than doubled, the number of students of color as a percent of that total has remained about the same.

Table 1.1: Profile of U.S. study abroad students by percent and total number

	1993/1994	2006/2007
Caucasian	83.8%	81.9%
Asian American	5.0%	6.7%
Hispanic American	5.0%	6.0%
African American	2.8%	3.8%
Multiracial	3.1%	1.2%
Native American	0.3%	0.5%
Total number	**76,302**	**241,791**

IIE, 2008

While there has been a slight increase in the numbers of Asian American, Hispanic American, and African American students studying abroad, these numbers are not reflective and equally representative of the student population in the U.S. and in higher education institutions. As a result, our "global" workforce will not reflect diversity, and students of color are at a disadvantage in being able to compete and advance.

For the purpose of this discussion, it is necessary to differentiate between the terms "underrepresented students" and "students of color" as it pertains to the field of study abroad. Students identified as Asian American, African American, Latino/Hispanic American, and Native American are referred to as students of color. Underrepresented students are any student group that has historically faced barriers to studying abroad, and as a result has not had a significant number of students participate (CIEE, 1991). Some examples of underrepresented students include: students of color; males; students in the engineering, math, and science fields; students with disabilities; and gay, lesbian, bisexual, and transgender students. The focus of this study will be on students of color.

According to the National Center for Education Statistics (NCES), the U.S. has experienced a noticeable increase in the numbers of people of color which now comprise 33% of the total population (NCES, 2007). In their report, they state, "Hispanics were the largest minority group, representing 14% of the U.S. population, followed by Blacks (12%), Asians/Pacific Islanders (4%), and American Indians/Alaska Natives (1%). Minorities are predicted to represent 39% of the total population by the year 2020" (NCES, 2007, p. 2). Therefore, a marked shift in the demographics of the U.S. population has been seen and this shift will continue to increase.

Enrollment in higher education institutions by students of color has also significantly grown since 1990. NCES (2007) reported that 19.6% of students enrolled in degree granting institutions were students of color in 1990. In 2005, this number rose to 30.9%. Enrollment statistics in these institutions reflect the changing face of students in the U.S. population and its classrooms. While the number of students of color enrolled in higher education institutions is on the rise, from Table 1.2 it is evident that the number of students of color participating in study abroad programs remains disproportionately low. The questions remain. Why do these numbers continue to be low despite the apparent shift in demographics of the U.S. population? Why are students of color not participating in study abroad opportunities?

Table 1.2: Enrollment of students in higher education and study abroad by percent

	Total fall enrollment in degree granting institutions (2005)	Total enrolled in study abroad programs (2006/07)
Caucasian	65.7%	81.9%
Black	12.7%	3.8%
Latino/Hispanic	10.8%	6.0%
Asian/Pacific Islander	6.5%	6.7%
American Indian/Alaska Native	1.0%	0.5%

IIE (2008), NCES (2007)

Previously, study abroad was regarded as an opportunity for rich white students, females, or students in the humanities fields (CIEE, 1991). The increased push by the government and higher education institutions to augment the numbers has altered this stereotype of the student profile. Several programs, initiatives, and funding sources have been implemented at the institutional and national level to allow increased opportunities for more students of color to participate in overseas study, and level the playing field in the

profile of the study abroad student (AED, 2006; IES, 2009; IIE, 2008; Woodruff et al., 2005).

<p align="center">*Statement of study purpose*</p>

Empirical and anecdotal literature has identified the reasons to why students of color do not study abroad. In identifying the barriers and experiences of these students, studies have fallen short in exploring the factors that affect individual ethnic groups. Several anecdotal articles provide tips on best practices for professionals in the field and higher education institutions to increase the numbers of students of color studying abroad. Furthermore, institutions and the federal government have provided generous funding sources such as the Gilman Scholarship, National Security Education Program, and institutional diversity scholarships for study abroad. In late 2008, the Institute for the International Education of Students conducted a study and was the first third party provider of study abroad programs to designate a full-time staff position focused solely on diversity in study abroad (IES, 2009).

Despite these initiatives, and the increased focus on overseas study, participation by students of color remains low. The purpose of this study is to: 1) explore how students of color who made the decision to participate in a study abroad program overcame the barriers identified in the literature and see how these barriers compared to barriers identified for non-applicants and from the existing literature, 2) provide an analysis that explores the categories of all students of color, and 3) move beyond the majority of the literature on outcomes and general barriers and identify factors influencing the decision to study abroad. As a result, this study provides an in-depth look at students of color who

made the decision to study abroad, and explores their motivating factors and actions

taken in their decision to participate in an overseas program.

Research questions

The research questions that this study addresses are:

1. What personal, social, and institutional factors positively influence students of color to decide to study abroad?

2. In what ways do the personal, social, and institutional factors influencing the decision to study abroad differ for students of color?

   2a. Do the personal, social, and institutional factors differ by race?

   2b. Do the personal, social, and institutional factors differ by gender?

   2c. Do the personal, social, and institutional factors differ by generational status in college?

   2d. Do the personal, social, and institutional factors differ by generational status in the U.S.?

   2e. Do the personal, social, and institutional factors differ by socioeconomic status?

   2f. Do the personal, social, and institutional factors differ by financial aid received?

3. What are some of the barriers that students of color who have decided to study abroad have had to overcome in their decision to go overseas?

4. What are some of the barriers encountered by students who have decided not to study abroad? How do these differ from the barriers of students who made the decision to study abroad?

Significance of the study

This study explores the factors influencing the decision to study abroad for U.S.

undergraduate students of color. The context of the study was the University of

California, San Diego (UCSD). Undergraduate students of color who recently made the

decision to participate in a summer, fall, or academic year program through the Programs Abroad Office were surveyed and interviewed. In addition, students who explored study abroad opportunities and made the decision to not study abroad were surveyed and interviewed to explore the barriers as identified in the purpose of this study. UCSD was selected to serve as the context of this study because it was ranked seventh by IIE as a leading institution by long-term duration and institutional type for 2006/07 (IIE, 2008). California is also identified as sending the largest number of students abroad with 24,000 students reported in 2006/07. The 2007 U.S. Census reported that California's population included more people of American Indian/Alaska Native, Asian, Latino/Hispanic, Native Hawaiian/Pacific Islander, and biracial/multiracial descent compared to the rest of the U.S. (U.S. Census Bureau, 2007). Therefore, the diverse population in California and UCSD, as well as UCSD's nationally recognized study abroad programs are significant in helping to meet the purpose of this study and draw significant conclusions.

Several empirical and non-empirical studies have been conducted that explore the reasons why students of color do not study abroad, and provide strategies to increase the numbers. As with most empirical studies, the use of theory to guide the research is necessary but very little research in the field of study abroad has used theory. Through the use of Fishbein and Ajzen's (1970) theory of reasoned action, this study serves a significant purpose in using theory to guide the process and help answer the research questions. The conceptual framework guiding this study is the adapted model of the decision to study abroad, based on Booker (2001) and Peterson's (2003) studies, and will be explained in further detail in the following chapter.

The institutional and practitioner implications that this study addresses are that the needs, concerns, and attitudes that influence the decision of students of color to go overseas may vary by ethnic group. As a result, institutions and key players in the field of international education may need to address these in their efforts to increase the numbers of students of color who study abroad.

The policy implication that this study addresses is the need for U.S. higher education institutions to implement policies addressing internationalization on campus, and diversity within international opportunities. Currently, the numbers of Hispanics and Asians continue to increase in the education system in the U.S. (NCES, 2007), and diversity must be addressed in this time of globalization and internationalization. Students of color participating in study abroad programs is one method of diversifying the future global arena in these social, economic, and political spheres.

CHAPTER 2

LITERATURE REVIEW

The following discussion will provide a review of the literature on the issue of students of color and study abroad. First, it will present a historical overview of the emergence and importance of study abroad in the U.S. higher education system. Second, it will discuss the outcomes of study abroad for all students as well as students of color. Third, it will explain the barriers that students of color encounter in their decision to study abroad. Lastly, it will present the conceptual framework for the decision to study abroad model.

Historical overview of study abroad

The emerging importance placed upon international education has been an area of focus for the U.S. government as well as higher education institutions in the U.S. since the 1920s. During this period, there were three primary types of study abroad in the form of: 1) the Junior Year Abroad, 2) faculty led study tours, and 3) short-term study programs (Hoffa, 2007). The beginning of World War II caused the temporary suspension of all of these programs. Following the war, with the implementation of the GI Bill, the face of students enrolled in colleges and universities throughout the nation became highly composed of war veterans.

Study abroad in higher education institutions began to be promoted once more through the Fulbright-Hays Program commencing in 1946. This program allowed for an exchange of U.S. graduate students abroad, U.S. teachers abroad, visiting scholars, visiting professors, and international students in the U.S. to promote international

understanding. Several higher education institutions in the U.S. began once more to organize and promote their own individually organized study abroad programs.

During the 1960s and 1970s, there was a significant shift in the purpose of study abroad. Higher education institutions recognized that participation in study abroad programs benefited students through the understanding of other cultures, increase in personal development, and interest in making a change (Goodwin & Nacht, 1988). Senator Paul Simon addressed the need for more Americans to learn other languages to be able to communicate and understand other cultures (Simon, 1980). The new emphases and purposes of study abroad served as a catalyst in the increase of programs and participants during subsequent years.

In the early 1990s, as a response to the end of the Cold War, the National Defense Education Act was implemented calling for an increase of studies in the sciences and math. Senator Boren's National Security Education Program (NSEP) followed these events. NSEP came to passage within the context of the Intelligence Authorization Act of 1991. Title VIII, called the National Security Education Act, outlined a plan for providing financial support of education with respect to "critical" areas of U.S. foreign policy (Dubois, 1995). For the U.S. government, the focus of international education exchange was to create foreign language, math, and science experts. During this time, the majority of higher education institutions in the U.S. had begun to organize their own study abroad programs or work with an external third party study abroad provider. Furthermore, the destinations and types of study abroad programs expanded to not only include traditional study, but several began to incorporate internships or service learning opportunities in

conjunction with the study program. One example of such a program is the IE3 Global Internships Program through the University of Oregon, in which students earn academic credit while participating in an internship overseas (University of Oregon, 1995).

Several organizations that were focused on the issue of international education exchange formed during these years. The National Association of International Educators (NAFSA), The Council for International Educational Exchange (CIEE), The Forum on Education Abroad, and The Institute on International Education (IIE) comprise some of these organizations. The mission of these organizations vary from organizing and offering international education exchange opportunities, providing a community of exchange for professionals in this field, and collecting research and data on the issue of international education exchange.

In 2000, there were supplementary measures to increase international education programs. President Clinton issued a memorandum on the importance of an international education policy. He stressed, "to continue to compete successfully in the global economy and maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures" (NAFSA, 2000). Following this memorandum, a new measure was created for an annual International Education Week. The purpose of this measure was to increase awareness among higher education institutions, at the national and global level of various international education opportunities in the U.S.

In 2002, less than one percent (147,000) of the nation's 15 million higher education students studied abroad. Even fewer studied abroad for one semester or more,

and most studied in Western Europe (ACE, 2002). The need to increase the numbers of

U.S. students studying abroad became a primary goal not only for higher education

institutions, but for political leaders as well. After the attacks in New York on 9/11, Colin

Powell stated, "people to people diplomacy created through international education and

exchanges is critical to our national interests. Americans who study abroad expand their

global perspective and become more internationally engaged" (NAFSA, 2005a).

Leaders in the field of international education exchange programs proposed an

international education policy for the U.S., following the events of 9/11. Five main

obstacles were addressed in a proposal by NAFSA for an international education policy:

1) the small numbers of U.S. students studying abroad, 2) funding for students, 3)

diversity of study abroad regions, 4) language learning, and 5) integration of study abroad

into the curriculum of U.S. higher education institutions (NAFSA, 2005b). Subsequently,

the U.S. government declared 2006 as the "Year of Study Abroad" (Lincoln Commission

and Program, 2005). The role that study abroad played in shaping U.S. education and

global leadership was recognized by the government.

In 2005, the Commission on the Abraham Lincoln Study Abroad Fellowship

Program, which is mainly composed of leaders in U.S. higher education institutions and

the government, changed the face of study abroad in the country. The Commission issued

a report outlining their plans to increase the numbers of students studying abroad

exponentially. Their target goal was to send one million students abroad by the year

2016/17 (Lincoln Commission and Program, 2005). The Commission recognized the

value of study abroad in not only increasing national security in the U.S., but also

engaging U.S. students in the international community, increasing leadership skills of students, and recognizing the educational value of study abroad. In addition to increasing the numbers, the Commission outlined additional goals to increase the diversity of study abroad locations, the numbers of students of color going overseas, and funding for study abroad through Abraham Lincoln Study Abroad Fellowships and Scholarships.

Supplementary measures were taken by the Commission in 2006, by introducing a bill into the U.S. Senate to establish the Abraham Lincoln Study Abroad Act of 2006 (Abraham Lincoln Study Abroad Act, 2006). This bill described the goals of the Commission as outlined in their 2005 report and asked for funding for the Lincoln Fellowships and Scholarships. Bill S.3744 did not pass due to large demands for funding from the government, but in 2007 Senator Richard Durbin introduced another bill titled the Senator Paul Simon Study Abroad Act to the Senate and Congress. This second bill again addressed the goals of the Lincoln Commission and asked for specific levels of funding support from the government (Senator Paul Simon Study Abroad Act, 2007). Due to the recent economic crisis, this bill passed in the House of Representatives but had not yet passed in the Senate upon the close of the December 2008 session.

On February 25, 2009 Senator Richard Durbin and Roger Wicker re-introduced this bill entitled the Paul Simon Study Abroad Foundation Act (NAFSA, 2009). This legislation is similar to the previous legislation in 2007, except this new act includes a large focus on increasing the numbers of non-traditional students who study abroad. This encompasses students from lower income levels and students attending a two-year college. Three primary goals are addressed in this act:

1) To help at least 1 million undergraduates study abroad annually within 10 years
2) To expand study abroad opportunities for students who are currently underrepresented
3) To increase the number of students who study abroad in non-traditional destinations

The current legislation has passed in the U.S. House of representatives but is awaiting action from the U.S. Senate. One of the original co-sponsors of this act is the current president, and leaders in the international education field are optimistic that this new legislation will pass. Support for the Simon Act provides evidence that the U.S. government recognizes the positive benefits of study abroad on all students, higher education institutions, the economy, and the U.S. society as a whole.

Outcomes of study abroad

The outcomes of study abroad for students vary from internal to external, as evidenced in the literature. Internal outcomes identified are personal development, personal autonomy, identity development, flexibility, and cross cultural competence. Some of the external outcomes identified are language competence, increased international knowledge, increased motivation in academics, and academic and career development (Akande & Slawson, 2002; Carlson, Burn, Useem, & Yachimowicz, 1990; CIEE, 1991; Goodwin & Nacht, 1988; Kauffman, Martin, & Weaver, 1992; Opper, Teichler, & Carlson, 1990; Paige & Fry, 2005). An overwhelming amount of the literature has studied the outcomes of study abroad for the participants. For the purpose of this literature review, several key studies on the outcomes are discussed. Furthermore, much of the literature and this review use the words "outcomes," "impacts," and "benefits" of study abroad for the participants synonymously. The following review

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begins first, by discussing the outcomes of study abroad for all students; and second, the outcomes for students of color.

Outcomes for all students

The Study Abroad Evaluation Project (SAEP) was one of the first large scale longitudinal studies undertaken by researchers in the U.S., United Kingdom, Sweden, France, and Germany (Carlson, Burn, Useem, & Yachimowicz, 1990; Opper, Teichler, & Carlson, 1990). The goal of this project was to look at the outcomes of study abroad experiences on students who participated in overseas study offered by higher education institutions in these various countries. Four areas composed the main focus of this study in exploring how the experience affected: 1) students' language competencies, 2) academics, 3) cultural knowledge, and 4) professional aspirations. The sample consisted of students enrolled at the undergraduate level that had been overseas between 10 to 12 months. Long-term effects of study abroad were also explored with a smaller sample of study abroad alumni using mixed methods.

Respondents from the entire sample stated that their study abroad experience had affected their academic, cultural, and professional aspirations on several levels (Opper, Teichler, & Carlson, 1990). On the academic level, respondents stated that they had increased their language competence, improved awareness of their learning styles, developed comparative perspectives, and had performed better in their academics while overseas. On the cultural level, respondents experienced increased knowledge of politics, society, and culture of host country. Lastly, the long-term effects of the experience on the professional level were that study abroad allowed for increased mobility to international

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positions, allowed use of another language on the job, and made students more marketable to employers.

Carlson et al. (1990) explored the outcomes of study abroad on U.S. undergraduates through the SAEP study. Students who had studied abroad were compared to students who had not studied abroad in exploring the impacts. Similar results were found to the larger international study by Opper et al. (1990). American participants declared that following their overseas experience they had increased their knowledge of other languages, held different views on U.S. government and foreign policy, and had an increased interest in foreign policy (Carlson, Burn, Useem, & Yachimowicz, 1990). While these two studies of the impact of study abroad had a large sample and addressed several areas of the outcomes of study abroad, the authors did not explore the outcomes by race or ethnicity of respondents. Therefore, a limitation of these studies is that they cannot be generalized to a larger sample of U.S. undergraduate students, because the respondents were all high achieving students and tended to come from families with a high level of education.

In their book *Students abroad: Strangers at home* (1992), Kauffman, Martin, and Weaver examined the research regarding the effects of study abroad on participants through qualitative methods. Individual interviews were conducted with past study abroad participants from the three different institutions with which the authors were affiliated. The interviewees were all Caucasian and had participated in overseas programs in various destinations. In the analysis of their data, the authors identified three key areas in which study abroad is seen to have an impact: 1) intellectual development (including

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language learning), 2) expanded international perspectives, and 3) personal development. In the discussion of their findings, the authors provide a transformative model of study abroad on its participants in the areas of personal autonomy, belonging, values, cognition, vocation, and worldview. The overseas experience is summarized as having an impact in transforming participants in these various areas.

The personal and professional outcomes of study abroad in the long-term were again explored in a study by the Institute for the International Education of Students (IES) (Akande & Slawson, 2002). While the sample was limited to alumni of IES study abroad programs, the authors concluded that there are several benefits of study abroad on participants in the long-term. Some of the benefits identified were increased self awareness, cultural consciousness, arts appreciation, career influence, and intercultural competence. A limitation noted by the authors was the need for a more comprehensive survey based on a more representative sample of all study abroad students, because their sample of students of color was too small to yield significant results to that population.

Additional outcomes of study abroad on participants have been reported to be increased functional knowledge and knowledge of world geography (Sutton & Rubin, 2004), increased intercultural competence, shorter rates to graduation (Ingraham & Peterson, 2004), increased independence, leadership skills, and critical thinking skills (Earnest, 2003).

While the majority of the literature has provided a lens on the benefits of study abroad from the student perspective, Goodwin and Nacht (1988) provide insight into the benefits of study abroad from the institutional perspective. The authors conducted

numerous interviews with faculty and university administrators in 40 higher education institutions in the U.S. In their analysis of the data, two levels for the value of study abroad were identified. The first level was the personal and social benefits of study abroad such as exploring student's roots, getting to know oneself, using the world as a laboratory, learning from others, and improving international relations. The second level was the institutional value of study abroad. Key themes resulting from their research of this level were attracting more students, attracting the best students, employability of students in the workforce, responding to governmental policy, and internationalizing the educated citizenry. The authors of this study provided a foundation for the various benefits of study abroad, as identified from the perspective of university administrators and faculty.

Outcomes for students of color

Currently, few empirical studies have focused primarily on the outcomes of study abroad for students of color. A few studies have followed the student experience through interviews and qualitative data in exploring outcomes for specific groups of students. Guerrero (2006) explored the experience of Latino students participating in the University of California Education Abroad Program utilizing a small sample of 15 students. Respondents in his study stated that they became more independent, learned about the host culture, and gained a new perspective on their lives and the U.S. as a result of their program.

In another study, students participating in the TRIO programs were encouraged to study abroad by addressing the barriers and promoting the outcomes of study abroad for

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this population of students (Burkart, Hexter, & Thompson, 2001). The TRIO programs are educational opportunity programs developed by the federal government to aid students from educationally disadvantaged backgrounds (TRIO, 2007). Experience in a study abroad program resulted in positive changes in student's self-image, academic goals, professional goals, and attitudes about their roles in society. Additional benefits upon return from their overseas experience as explored in the National Survey of Student Engagement (NSSE), are that students of color who study abroad are more involved with faculty, other students, and community activities (Kuh, 2003; Lund & Palucki Blake, 2006).

Furthermore, study abroad has increased student retention rates in higher education, particularly for students of color (Metzger, 2006). Researchers have focused on the issue of whether study abroad delays graduation, and those in the field of international education try to make a case for why study abroad is important and beneficial to students. At the University of Michigan, students who had studied abroad displayed shorter rates to graduation compared to students who did not study abroad (Ingraham & Peterson, 2004). Annual surveys conducted at the University of Minnesota found that studying abroad does not necessarily delay graduation. Furthermore, students of color who went overseas through the University graduated within four years (University of Minnesota, 2006)**.** There are several limitations of these studies. First, they are not empirically sound. Second, there might possibly be a bias in respondents and types of respondents. For example, students responding to these surveys may differ by ethnicity, socioeconomic status, sources of funding for higher education, and academic

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major. Third, students that responded to these surveys may have been the students that were already going to study abroad and active on the campus, leading to sampling error. Although the initial findings are that study abroad does not delay graduation, this topic needs to be explored in more detail.

Several non-empirical articles and presentations have listed the benefits in a strategy to draw attention to this issue and motivate more students of color to go overseas. Craig (1998) stated that the top ten reasons that study abroad is important for students of color are: 1) expanded employment opportunities, 2) increased understanding of the world and our society, 3) broadened educational experience, 4) meeting people from different backgrounds and cultures, 5) increased income potential, 6) the opportunity to explore new interests, 7) increased career related skills, 8) the opportunity to gain new insights and outlooks while enjoying new relationships, 9) taking control of their future, and 10) exploring career options. As a result, students of color who study abroad will have the opportunity to advance and compete in the current global economy through the international skills and experience acquired.

Identity development and exploring cultural roots is another outcome of study abroad for all students, but in particular for students of color. Heritage seeking destinations have become increasingly popular for students of color. Heritage seekers are "individuals who choose their study abroad location based on cultural heritage with the goal of increasing knowledge of their cultural roots and background" (Szekeley, 1998, p. 2)**.** While heritage seeking destinations are primarily intended for students to explore their cultural roots, the effects can vary from positive to negative. Black students who

travel abroad are in fact shocked when they are treated as Americans rather than on the color of their skin or ethnic identity, as is often their experience in the U.S. (Guerrero, 2006; Jackson, 2006; Talburt & Stewart, 1999). Through cross-cultural interactions in study abroad, students experience changes in perspective of their own individual identities and increase their awareness of what it is like to be "different" in another culture (Laubscher, 1994).

Students of color often experience several stages of their own identity development throughout their sojourn overseas both in heritage and non-heritage destinations (Cross, 1991). Cross's racial identity development model relates to the outcomes students of color, in particular African American students, encounter while overseas in not only embracing their own black culture, but also through experience embracing other cultures. Encounters with racism, stereotypes about American ethnic groups, and lack of connection to cultural roots for heritage seeking students often compound their identity development during their sojourn overseas.

Barriers encountered by students of color

Several studies and articles have focused on the barriers encountered by students of color in their decision to participate in study abroad. Empirical studies utilizing mixed methods that have been conducted on this topic are rare. In addition, the majority of the empirical research has focused on African American or Asian American students (Comp, 2003). Furthermore, the most prominent literature on the barriers for students of color have been anecdotal articles and presentations by professionals in the field of international education. The overview of the literature begins by focusing on key

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empirical studies conducted on the barriers to study abroad for students of color and concludes with some of the barriers identified in the non-empirical literature. Throughout the rest of this study, the terms "barriers" and "obstacles" will be used synonymously.

Empirical literature on barriers

In a study conducted at Michigan State University on factors influencing students' decision to study abroad, the researchers compared several barriers to study abroad participation between white and African American students (Hembroff & Rusz, 1993). Although their purposive sample included other ethnic groups, results and discussion were focused on African American students. In their discussion, the authors grouped together the other students: Hispanic, Native American, and Asian/Pacific Islander. Participants in the study included students who had and had not previously studied abroad. Four predictors to participation to study abroad were utilized by the authors: 1) previous international travel, 2) attrition in higher education, 3) student's academic major, and 4) student's socioeconomic status (SES). The authors measured these predictors against five scales: 1) international relations, 2) global issues, 3) cultural relativism, 4) interest in international relations, and 5) interest in other languages to determine student's participation in study abroad.

Findings indicated that African American students identified cost of study abroad, language difficulties, lack of knowledge about study abroad, and cultural problems overseas as the major barriers influencing their decision. Over 81% of African American students responded positively that lack of finances influenced their decision to not study abroad, while only 69.2% of white students responded positively. Additional barriers

stated by the other students of color were fear of family support and work obligations.

The burden of work to help pay for tuition, related educational costs, and the need to

financially help their families restricted students from taking time off of work to study

abroad. Moreover, the inability to work while studying abroad impeded their

participation. Hembroff and Rusz (1993) found that lack of previous international travel

and low SES of African American students at Michigan State University influenced the

low participation rates. In looking at attrition, the authors attributed the large number of

African Americans dropping out of college as another factor that may affect the low

numbers of this population to study abroad.

While Hembroff and Rusz looked at the barriers to participation for African

American students at Michigan State University, Van Der Meid's studies (1999, 2003)

focused on the barriers for Asian American students enrolled in various higher education

institutions in the U.S. An additional difference between the two studies is that Hembroff

and Rusz grouped all of the ethnic groups identified as Asian into one category, but

Van Der Meid attempted to address the differences between the needs and concerns of

various ethnic groups categorized under Asian American. Van Der Meid explained that

studies and the data collected in the field of international education have overgeneralized

the issues encountered by all Asian Americans as the same. He further clarified that there

are significant differences in the factors influencing this population's participation in

study abroad by generational status in college and in the U.S.

His data yielded similar barriers as identified in Hembroff and Rusz's study.

Finances, academic fit, and family support were some of the barriers encountered by his

sample of students. However, students who had studied abroad tended to indicate

finances as a barrier in lower rates compared to those students who did not study abroad.

Lack of knowledge about study abroad opportunities was another barrier identified in this

study for students who did not study abroad. Asian Americans reported fear of racism as

less of a barrier, in comparison to African American students in Hembroff and Rusz's

study.

Additional new findings from this study were the differences between first

generation and second generation Asian Americans, and how this factor influences their

decision to study abroad. Van Der Meid found that generation and immigration status had

little effect on Asian American's decision to study abroad. In looking at ethnicity, the

author found that the Asian sub-groups of Vietnamese and Filipino who had historically

immigrated to the U.S. more recently tended to study abroad in lower rates. In

comparison to Hembroff and Rusz (1993), Van Der Meid was not able to draw

significant conclusions in the student's SES affecting participation in study abroad

because his study yielded a small sample size with few respondents from lower SES

backgrounds.

Doan (2002) expanded and added to Van Der Meid's (1999) findings regarding

Asian American students and study abroad. Doan utilized the methods and data from

Van Der Meid's study, and examined the factors influencing Asian American students to

participate in study abroad. Doan surveyed Asian American students enrolled in their

junior year at the University of Minnesota, and compared those who had and had not

studied abroad. Doan identified Asian American students to include students of Chinese,

Hmong, Lao, Vietnamese, Japanese, Korean, Korean adoptee, Taiwanese, Thai, Cambodian, Filipino, Asian Indian, Sri Lankan, and Bangladeshi descent.

Findings from Doan's study indicated that lack of family support was a large barrier that varies by each group. Asian Indian and Vietnamese students indicated lack of family support and fear of leaving family as a larger barrier in comparison to other groups. Hmong, Vietnamese, and Taiwanese students were the only students who indicated that study abroad was not appropriate to their culture; thus it was not supported by their family and community and not regarded as a valuable educational experience. While Doan's findings correspond with Van Der Meid's by indicating finances and academic fit as factors influencing Asian American student's decision to participate in study abroad, the barrier of family support was identified as a more important factor in Doan's study. Lack of knowledge about study abroad opportunities and fear of racism in other countries were not significant barriers to participation in study abroad in Doan's study.

The difference in intergroup and intragroup is an area of weakness in the literature that is touched upon in Doan and Van Der Meid's studies. While Doan and Van Der Meid focus primarily on Asian American students, there is very little research discussing the factor of a student's immigrant and generation status in college for other ethnic groups of color. According to Ogbu (1978), voluntary minorities in the U.S. are those groups who have immigrated to the U.S. by choice, while involuntary minorities did not have the choice, for example African Americans. Ogbu explains that voluntary minorities are more successful in assimilating to the culture and norms of the U.S., while

involuntary minority groups undergo more difficulties. Very little research has been conducted studying first generation versus second generation status in college for all students of color, and how this may affect their decision to study abroad.

In another study on barriers, Consuelo-Clemens (2002) studied attitudes of cross-cultural effectiveness of students of color at Ohio University in relation to study abroad. She identified some of the perceived barriers to study abroad for this student population. The author categorized the students of color in her study as African American, Latino, and multiracial. She utilized the demographic variables of gender, father's education, mother's education, frequency of travel outside of the U.S., enrollment in language courses, parent's salary, enrollment in geography, history, or political science courses, and level of interaction with someone from another culture in her study. Subsequently, she utilized the Cross-Cultural Adaptability Inventory (Kelly & Myers, 1995) against the demographic variables to measure the cross-cultural effectiveness of students of color who have and have not studied abroad. The four variables in the CCAI were flexibility/openness, personal autonomy, personal acuity, and emotional resilience.

The barriers identified in the results of the inventory were similar to those identified in previous literature as situational, dispositional, and institutional. Situational barriers were defined as finances, lack of other language competency, and lack of family support. Dispositional barriers identified were lack of knowledge about study abroad, lack of interest in going overseas, fear, and racism. Institutional barriers were lack of information provided by the institution and academic fit.

Consuelo-Clemens utilized a convenience sample of African American, Latino, and multiracial students at Ohio University. Findings indicated that none of the demographic variables had a significant influence on the student's level of personal autonomy, personal acuity, and flexibility/openness. Gender was the only demographic variable that resulted as a significant predictor of emotional resilience. The author explained that one of the limitations in her study was the small sample size that was not representative of all students of color. In addition, she addressed that there was a danger in overgeneralization when discussing the barriers that students of color encounter in their decision to study overseas, due to the small sample size in her study.

The only study to date that compares the primary ethnic groups identified as students of color is Carroll's (1996) study. Carroll surveyed African American, Asian American, Hispanic American, Native American, and Caucasian students at Colorado State University, and explored their interest and perceived barriers to study abroad. Her study added to the literature on students of color and study abroad because it provided a comparison of perceived barriers along ethnic groups, including Caucasian. Several factor's affecting student's participation in study abroad were examined and included gender, academic major, ethnicity, financial aid status, work hours, parents' educational background, and prior travel experience of the student.

Although Carroll's study yielded a low response rate by students of color, several of the barriers cited correspond with previous studies. The most frequently cited barrier was financial concerns, few students of color were aware that financial aid was available for study abroad. Whereas previous literature focused on looking specifically at cost as a

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barrier to study abroad (Doan, 2002; Hembroff & Rusz, 1993; Van Der Meid, 2003)**,** Carroll's study attempted to take a step further and explore if the students were aware of financing options for overseas study. Time to graduation and lack of information about study abroad were subsequent barriers cited. The separation of results by various ethnicities was addressed as a limitation by Carroll due to the uneven response rate, and this study did not yield significant results in which the author was able to compare the barriers among the various ethnic groups categorized as students of color. However, Carroll's study did reveal that African American and Hispanic American students were the most interested in heritage seeking destinations for study abroad. In addition, African American students cited fear of racism abroad as a barrier in higher rates compared to other ethnic groups.

Anecdotal literature on barriers

As previously discussed, there have been additional non-empirical reports and articles regarding the problem of increasing the numbers of students of color in international education. The Council on International Educational Exchange published a series of articles and presentations from a conference in 1990 targeted towards increasing the numbers of students of color going overseas (CIEE, 1991). The focus of this conference was to assist those in the field of international education to understand the barriers and provide strategies to increase the numbers. Several of the main barriers identified during the conference parallel those previously discussed in the literature. In her opening speech at the conference, Cole identifies finances, faculty and staff, family and community, and fears as "the four Fs" that constitute the main barriers (CIEE, 1991).

Apathy and lack of encouragement by faculty and staff on university campuses was a new obstacle that was identified in this presentation that had not previously been discussed in the literature. Subsequently, in a study conducted by the Council of Opportunity in Education to identify additional barriers, advisers in the TRIO programs indicated that study abroad was not a priority for their students. Graduation from college was regarded as the main priority for the students in TRIO programs and their advisers (Norfles, 2006). During the 1990s little outreach was initiated by institutions to increase the numbers of students of color in overseas study.

Lack of outreach is interconnected with parental support and fear of the unknown as evidenced in additional articles. Several students of color are first generation college students, and often admission to the university has presented a large barrier in their families. Acclimation into the university introduces the second barrier. The thought of going abroad to a new country with a new language is yet another obstacle that several of these students regard as an unattainable goal in the educational pipeline (CIEE, 1991). A large number of this population of students have not had the opportunity to travel outside of the country. Therefore, the opportunity to study in another country has rarely been presented to them until they reach the higher education institution and awareness of international education increases.

The additional fears of racism and student safety while abroad are a concern for students of color, especially African Americans (Burkart, Hexter, & Thompson, 2001). Students of color are rarely prepared for experiences of racism, particularly African American students, and this does significantly affect their experience overseas (Shelton,

2001; Talburt & Stewart, 1999). While several anecdotal articles site fear of racism as a barrier, recent research at the University of Minnesota has found that fear of racism overseas has become less of a barrier identified by students surveyed at the University (Kasravi, Williams, & Woodruff, 2007).

Parental fears and concerns augment the barriers. In some households English is not the primary language, and often the primary speaker with knowledge of English is the student. This is usually the circumstance for many Latino/Hispanic American students. The presence and translation skills of the student are necessary to aid the rest of the family, further prohibiting their opportunities to travel and study abroad (Thomas, 2001). Lack of access to international education opportunities represent other barriers identified in these articles (CIEE, 1991). Promotional materials for study abroad programs do not reflect students of color, and recruitment for students of color by students and faculty of color is a marketing strategy that remains underutilized (Carter, 1991). In a study conducted at the University of Pittsburgh, staff in the International Programs Office found a strong correlation between participation in study abroad by students of color when there is a more diverse advising staff present in the study abroad office (Schlor, 2006).

The availability of heritage seeking destinations is addressed in several articles. The lack of diversity of destinations and curricula confines participation by students of color. (Brown, 2002; Fields, 2001). However, in the past decade the number of students studying abroad in Africa has increased from 2.6% to 4.2%. Programs in Asian grew from 6.1% of U.S. students studying in this region in 1996/97 to 10.3% in 2006/07 (IIE,

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2008). African American students are frequently selecting destinations in Sub-Saharan

Africa and the Caribbean, while programs in Spain and Latin America enroll large

numbers of Latino/Hispanic American students.

In 2006, the Academy for Educational Development organized a two-day

colloquium in Washington D.C. entitled "Colloquium on diversity in education abroad:

How to change the future" (AED, 2006). During the proceedings several key speakers

and professionals in the field of international education discussed not only the barriers,

but presented next steps to increase the numbers and outlined best practices. Additionally,

several new initiatives have been implemented through institutions as well as private and

national organizations to increase the numbers of students of color to study abroad. At the

University of Minnesota, advisers in the various advising units throughout the campuses

collaborated to form the Multicultural Study Abroad Group (MSAG). The mission of

MSAG is to increase the numbers of students of color who study abroad by: working to

overcome barriers, promoting the benefits of study abroad, and providing resources that

address the needs of students of color (Woodruff et al., 2005). Recently, the Phelps

Stokes Fund, the National Association for Equal Opportunity in Higher Education

(NAFEO), and Bardoli Global Inc. joined to increase the number of students of color in

international exchange programs through collaborations between public and private

organizations, leaders in higher education institutions, study abroad program providers,

and increased resources and funding for students of color to study abroad (CDEA, 2007).

Summary of barriers

In the review of the literature on students of color and their participation in study abroad, the most prominent strength has been the identification of the various barriers inhibiting their participation. Program cost and lack knowledge of study abroad opportunities are the primary barriers that continue to be identified. Academic fit, fear, perceived racism overseas, lack of knowledge of another language, lack of family support, and lack of institutional support and outreach are additional barriers that explain the low numbers of students of color who go overseas. While several studies have provided in-depth analysis on the factors influencing the participation of certain ethnic groups, few empirical studies have focused on all of the ethnic groups categorized as students of color and drawn significant conclusions. The majority of the literature has focused on African Americans or Asian Americans. To date, there have been no empirical studies specifically focused on Native American students in relation to study abroad. Numerous studies recommend the need for further research on the various ethnic groups under the categories of African American, Asian American, Latino/Hispanic American, and Native American (Doan, 2002; Guerrero, 2006; Van Der Meid, 1999 & 2003). Few studies have attempted to move beyond the analysis of the barriers, and identify factors that influenced students of color who do participate in study abroad in their decision to go abroad.

Conceptual framework

The following study utilizes Peterson's (2003) decision to study abroad model and Booker's (2001) decision making process to study abroad which are both based on

Fishbein and Ajzen's (1970) theory of reasoned action. I use aspects of both models to guide my study and adapt a model for the decision to study abroad for students of color.

Theory of reasoned action

In Fishbein and Ajzen's (1970) theory of reasoned action, they assume that: 1) individuals make rational decisions using available information, and 2) they consider the possible outcomes before choosing whether to act or not. This theory examines the beliefs that influence an individual's actions. The basis of this theory is similar to rational choice theory which is often utilized in economics. Individuals often use a cost-benefit analysis and consider the alternatives in their choices (Beekhoven, De Jong, & Van Hout, 2002). While rational choice theory relates to the purpose of this study, the main theoretical framework I will be drawing upon is Fishbein and Ajzen's theory of reasoned action.

The two primary factors that compose this theory are attitudes and subjective norms that influence individual's intention to perform that action or behavior. In this theory of reasoned action, attitudes toward a behavior are composed of behavioral beliefs and evaluation of outcomes of the behavior. Behavioral beliefs are the individual's personal beliefs about the specific behavior or action, while evaluation of outcomes is what they foresee the outcomes or the results of the behavior or action being. Subsequently, subjective norm explores normative beliefs and motivation to comply. Normative beliefs are defined as the individual's beliefs about what others consider of the behavior or action, and therefore affect whether they perform or do not perform that specific behavior or action. Motivation to comply is the person's willingness to fulfill

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other's expectations in proceeding with the behavior or action. As a result, a person's subjective norm and attitudes towards a behavior or action lead to their behavioral intention and often result in the behavior or action.

Decision to study abroad model

Peterson (2003) utilized the decision to study abroad model in her study on the contributing factors in the student decision process to go overseas. This model is based on Fishbein and Ajzen's (1970) theory of reasoned action. Peterson used the theory of reasoned action to explain a student's decision to study abroad:

> Because it lifts the perspective of the student decision process for study abroad from a simple focus on individual factors such as costs, fears, academic credit, or program/location choice issues to a broader approach that considers and integrates a variety of factors, such as attitudes toward participation in study abroad (p. 28).

Peterson moved beyond the barriers and identified factors influencing the decision process of all students to participate in study abroad. In her model, Peterson examines several factors that cause the student to decide to study abroad. In Figure 1.1, the factors that are analyzed are attitudes toward study abroad and subjective norm about study abroad in leading to student's intention to study abroad. Peterson conceptualized attitude towards study abroad being more personal factors, and subjective norm about study abroad referring primarily to the social factors.

In her study, participants and non-participants of study abroad programs at Michigan State University were compared utilizing a survey instrument. Participants cited study abroad program faculty leaders and past participants as the most influential factors in their decision to go overseas. Knowledge of financial aid and scholarships was another important factor affecting their decision. Peterson's study goes further and

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contributes to the literature in identifying effective communication strategies for professionals in the field of international education. Targeting communication strategies towards students of color is one of the primary recommendations discussed by Peterson. She utilizes theory of reasoned action and her model to look at the issue on a broader level.

Figure 1.1: Peterson's (2003) model of the decision to study abroad

Behavioral
beliefs

Attitude toward
study abroad

Evaluation
of outcomes

Intention to
study abroad ⟶ Study abroad

Normative
beliefs

Subjective norm
about study abroad

Motivation to
comply
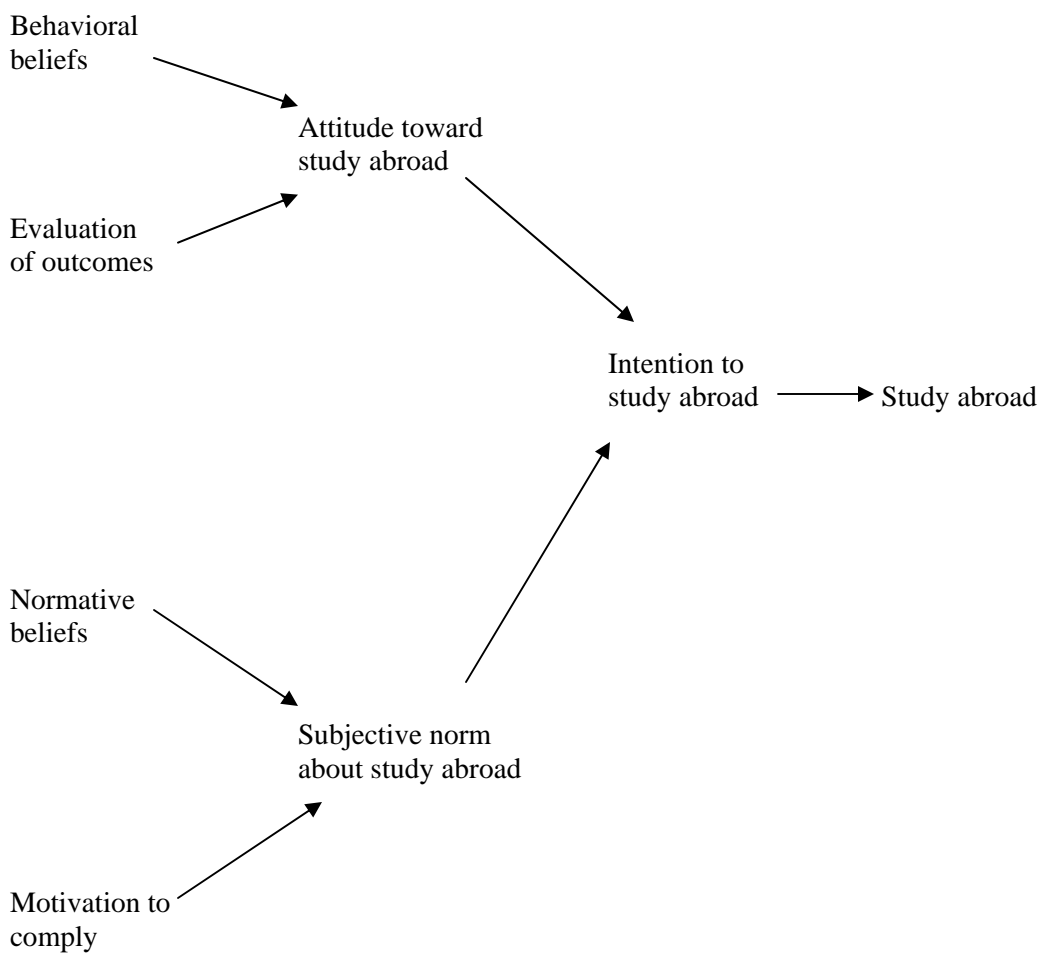
Booker's (2001) study explored the difference between applicants and non-applicants in their decision to study abroad. Applicants and non-applicants were

compared with respect to personal characteristics, study abroad preferences, and perceptions of institutional support for international education. Furthermore, he examined the perceived outcomes, perceived social pressures, and perceived obstacles in student's decision to study abroad. Booker also utilized the theory of reasoned action and theory of behavioral intention in his study (Ajzen & Fishbein, 1970; Fishbein & Ajzen, 1975). In Figure 1.2, Booker's model of the decision making process for applying or not applying to study abroad is displayed. He differentiates the various factors in the decision making stage, relevant information needed to make the decision, and salient beliefs and perceptions. Factors identified in the decision making stage were interest, search for information, evaluation, preferences, behavioral intention, program selection, and application. Student's personal background, experiences and recommendations of others, alternatives to studying abroad, external environment, institutional environment, study abroad opportunities, and requirements comprise the relevant information. The salient beliefs or perceptions explored were perceived outcomes or consequences, perceived social pressures, and perceived obstacles or deterrents (Booker, 2001).

Factors that directly influenced the decision to study abroad in order of preference were found to be: 1) influence of faculty and advisers, 2) perception that study abroad would delay graduation, 3) finances, 4) influence of family and friends, 5) need for a travel break during college, 6) learning about the world and oneself, 7) GPA and foreign language requirements, 8) helping future career prospects, and 9) academic constraints. Several of the factors resulting in Booker's study are consistent with the literature

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previously explored on the barriers and outcomes of study abroad for students of color. A limitation of Booker and Peterson's studies were that they were not able to explore the decision factors of students of color due to low response rates. Furthermore, both studies explored the decision factors of all undergraduate students regardless of race.

Figure 1.2: Booker's (2001) model of the decision making process for applying or not applying to study abroad

External environment

Study abroad opportunities & requirements

Institutional environment

POC

Preferences

Program selection

Application

Applicant

Interest

Search for information

Evaluation

Behavioral intention

(intent to study abroad in future)

Potential applicant or Non-applicant

(undecided)

PSP

POD

Personal background

(do not intend to study abroad)

Non-applicant

Alternatives to studying abroad

= Salient beliefs and perceptions

= Decision making stage

POC= Perceived outcomes or consequences
PSP= Perceived social pressures
POD= Perceived obstacles or deterrents

= Relevant information

Experiences & recommendations of others

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My study intends to combine aspects of Booker and Peterson's models in exploring the factors influencing the decision to study abroad for students of color (see Figure 1.3). In my adapted model, student's attitudes towards study abroad are the personal factors. These factors will be explored through student's perceived outcomes, perceived barriers, and personal characteristics. Examples of perceived outcomes are learning another language, experiencing another culture, traveling to another country, fulfilling academic requirements, exploring heritage or cultural roots, and increase independence. Perceived barriers that will be addressed are finances, lack of family support, culture barriers, academic restrictions, study abroad delaying graduation, fear, and racism in other countries. Personal characteristics that will be explored are student's race, gender, socioeconomic status (SES), parent's level of education, generational status in the U.S., generational status in college, native language, previous international travel experience, previous international lived experience, academic major, knowledge of another language, and extracurricular involvement in college. These various personal characteristics, outcomes, and barriers all inform and influence student's attitudes towards study abroad in their decision to participate or not participate.

Figure 1.3: Adapted model of decision to study abroad- Based on Peterson's (2003) and Booker's (2001) models

PERSONAL FACTORS
- Perceived outcomes
- Perceived obstacles
- Personal characteristics

SOCIAL FACTORS ⟶ INTENTION TO ⟶ STUDY ABROAD
- Perceived social pressures   STUDY ABROAD
- Primary sources of information
- Experiences and recommendations
  of others

INSTITUTIONAL FACTORS
- Types of study abroad opportunities
- Requirements for study abroad
- Advising resources and support
- Heritage seeking programs available
- Funding sources
- Recruitment and marketing sources

     The second factor in which I will explore in my study in a student's decision to study abroad are the social factors, or as Peterson and Booker refer to as the subjective norm about study abroad. As previously stated, subjective norm about study abroad is the student's beliefs of what other's feel is important in their decision making process. Social factors that I will be examining are perceived social pressures about study abroad,

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primary sources of information, and experiences and recommendations of others. As evident in the literature, I intend to study the influences of peers/significant others, faculty, advisers, family, and returned study abroad students in the decision process for students of color.

The third factor that will be explored in this study is the institutional environment and how it impacts the decision to study abroad for students of color. Institutional characteristics that will be examined are types of study abroad opportunities, requirements for study abroad, advising resources and support, availability of programs to heritage seeking destinations, funding sources for study abroad in particular for students of color, and recruitment and marketing strategies used for study abroad.

The adapted model presented in Figure 1.3, parallels the college choice process for students of color in deciding on a higher education institution. Teranishi et al. (2004) explored the college choice process for Asian American students in the U.S. In their study, the framework consisted of three steps that students take: 1) predisposition to college, 2) search for college, and 3) the student's final choice of college. Factors that the authors utilized in their framework for the student's decision process were information and guidance, influences of cost and aid, influence of prestige and reputation, and college application choices. Results showed that student's decision making process vary by ethnicity and SES within various ethnic subgroups of Asian Americans.

In another study by Perna (2000), the decision making process of African American, Latino/Hispanic American, and Caucasian students was addressed in conjunction with their decision to attend college. An econometric model was described in

the student's decision to attend college. Perna stated that students used a cost-benefit analysis and explored values of social and culture capitol in their decision process.

Additional studies have explored student development and involvement in college and how this affects their decisions. Astin's (1984) developmental theory identified that the more students were involved in college, the more motivated they would be to participate in other activities and succeed in college. Rust et al. (2007) used Astin's theory to explore how student involvement predicts their participation in study abroad during their undergraduate experience. Utilizing the University of California's Cooperative Institutional Research Program Freshman Survey (CIRP), findings revealed students who associated with different ethnic groups and participated in different ethnic activities were more likely to indicate their intention to study abroad. When examining students' from different ethnicities, they found "ethnic and racial minorities are just as likely to show interest in studying abroad" (Rust, Dhanatya, Furuto, Kheiltash, 2007, p. 10). In addition, they found that student interest and their intention to study abroad during their undergraduate studies was evident, but external influences such as finances, family, and academic requirements often affected their decision. Findings from this study clearly display that student's intention, in particular students of color, is evident in the early stages of their college career and their decisions are highly influenced by social factors such as peers, involvement in college, and student motivations.

My adapted model seeks to explore the decision making process of students of color as it pertains to study abroad, but correlates with the factors utilized in

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Teranishi et al. (2004) and Perna's (2000) studies in relation to the decision process for higher education for students of color, this model also incorporates social factors such as external influences and student involvement addressed by Rust et al. (2007) and how this affects their decision to study abroad.

Summary

The benefits and demand of a study abroad experience for students as well as the U.S. society, economy, and government have gained increased attention in recent years. While the number of U.S. students who study abroad continues to increase each year, the number of students of color within that total remains the same. Upon closer examination of the numbers in comparison to enrollment of students of color in higher education, it is evident that the disparity of our future global workforce and economy will remain divided if things do not change.

Several studies have explored the outcomes and barriers of study abroad for students of color. Although the majority of the literature has been successful in identifying the barriers, and several anecdotal articles have discussed best practices and calls to increase the participation of students of color in study abroad, several gaps remain. Few studies have attempted to move beyond the barriers, and examine students of color who have recently decided to participate in a study abroad program and explore the factors that influenced their decision. Several studies have focused on one or two ethnic groups identified as students color, but few have yielded significant results for various ethnic subgroups of students of color and how their decision factors and barriers may differ.

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CHAPTER 3

METHODOLOGY

The purpose of this study is to move beyond the barriers of why students of color do not study abroad, and examine students of color who have made the decision to go overseas in order to gain further insight into this issue from a different perspective. This chapter presents the research questions that this study sought to address, an overview of the study, context of the study, participants, instrumentation, procedures, and data analysis.

Research questions

The research questions that this study addresses are:

1. What personal, social, and institutional factors positively influence students of color to decide to study abroad?

2. In what ways do the personal, social, and institutional factors influencing the decision to study abroad differ for students of color?

   2a. Do the personal, social, and institutional factors differ by race?

   2b. Do the personal, social, and institutional factors differ by gender?

   2c. Do the personal, social, and institutional factors differ by generational status in college?

   2d. Do the personal, social, and institutional factors differ by generational status in the U.S.?

   2e. Do the personal, social, and institutional factors differ by socioeconomic status?

   2f. Do the personal, social, and institutional factors differ by financial aid received?

3. What are some of the barriers that students of color who have decided to study abroad have had to overcome in their decision to go overseas?

4. What are some of the barriers encountered by students who have decided not to study abroad? How do these differ from the barriers of students who made the decision to study abroad?

Overview of the study

This study used an explanatory mixed methods design to examine the factors that influence the decision to study abroad for students of color (Creswell & Plano Clark, 2007 & 2009). A two phase sequential design method was utilized. The first phase consisted of quantitative methods using two survey instruments for two different populations of students. The surveys utilized Fishbein and Ajzen's (1970) theory of reasoned action in exploring the personal, social, and institutional factors that influence the decision to study abroad for students of color.

During the second phase, focus group and individual interviews were conducted to explore the factors and issues in more depth. Creswell and Plano Clark (2007, 2009) explain that using a mixed methods research design will allow the researcher both depth and breadth of the topic to be explored. Furthermore, the authors state that with this type of design "qualitative data helps explain or build upon initial quantitative results" (p. 71). Purposeful sampling was used as a design strategy in this phase of the study in order to offer input about a phenomenon of interest through "information rich" cases that provided further insight into the research questions (Patton, 2002). Due to feasibility and a small sample size, purposeful sampling was used rather than random sampling in both phases of data collection. All of the data was collected prior to the student's participation in their overseas program. In the following sections the context of the study, participants,

instrumentation, procedures, and data analysis for this study will be discussed in more detail.

Context of study

The University of California San Diego (UCSD) is a large research university in the University of California (UC) system. Six undergraduate colleges make up the UCSD campus: Revelle College, John Muir College, Thurgood Marshall College, Earl Warren College, Eleanor Roosevelt College, and Sixth College. Each college specializes in a programmatic theme and corresponding general education requirements. John Muir College, Revelle College, Earl Warren College, and the Sixth College emphasize a liberal arts curriculum allowing the students to take coursework in various subject areas. Eleanor Roosevelt College's programmatic theme is centered on world cultures, civilizations, and history. Thurgood Marshall College encourages community service and multiculturalism. UCSD ranks third as the most competitive UC campus in freshman admissions. In 2008, undergraduate enrollment consisted of 1% African American, 41% Asian, 9% Mexican American, 5% Filipino, 3% Latino/Spanish, 28% Caucasian, less than 1% Native American, and 12% other/undeclared (UCSD, 2008).

The Education Abroad Program (EAP) is the main international program for students on all of the UC campuses and has been offering study abroad opportunities since 1962. Each UC campus has an EAP office with program staff, and there is also a central University systemwide office located in Goleta, California. Additionally, there are over 50 international EAP study centers that develop, coordinate, and support students while studying in the specific country (UOEAP, 2009a). In 1998/99, the total number of

students participating in EAP was 1,841, this number more than doubled to 4,529 students studying through EAP in 2007/08 (UOEAP, 2009b). The majority of students participating in EAP through their respective UC campus are upper division undergraduate students.

On the UCSD campus the Programs Abroad Office (PAO) provides advising and resources for students wishing to have an international experience. There are three main options for students wanting to go abroad. The Education Abroad Program (EAP) is the first option and provides study abroad opportunities in over 35 countries designed specifically for UC students, regardless of UC campus. The Opportunities Abroad Program (OAP) is another option in which students can study, intern, work, or volunteer abroad through other institutions and third party program providers. UCSD students receive academic credit regardless of participation through EAP or OAP, although only UC resident credit is directly granted when participating in EAP programs. For students who participate in OAP, they receive transfer credit for courses taken abroad. Financial aid requirements for the two programs differ as well. Students participating in EAP programs are able to use all of their financial aid and pay the same UC tuition and fees, while only federal and state financial aid can be used for OAP programs and they cannot use campus based aid.

Global Seminars (GS) are short-term summer programs that were offered for the first time in summer 2008. They are five weeks long and students earn eight academic units. Programs are led by a faculty member from the UCSD campus and are topic and country specific. The total number of students enrolled in these programs is fewer than

the number of students in EAP and some OAP programs. Students can use their

institutional and federal financial aid for GS and the credits transfer as UC resident credit.

There are several different types of scholarships for students intending to participate in

any of these programs.

In 2007/2008, UCSD sent 615 students abroad through EAP, and within all of the

UC EAP programs they rank third in sending the largest number of students abroad

(UOEAP, 2009b). When looking at the number of students participating in the various

programs offered through PAO, the numbers have more than doubled from 523 in

1995/96 to 1,038 in 2007/08. The PAO reported that 21% of the students who went

abroad through their programs in 2007/08 were Math, Science, and Engineering majors;

this is much higher than the national average of 16% (UCSD International Center, 2008).

Table 3.1: Ethnic representation in Programs Abroad by percent (2007/08)

UCSD International Center, 2008

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Table 3.1 presents the breakdown in the numbers of students by ethnicity that were enrolled as undergraduates at UCSD in 2007/08 and the number of students by ethnicity that participated in either EAP or OAP during this period. African American and Native American students participating in study abroad are representative of the undergraduate campus population, while there are a few differences in participation in study abroad and enrollment for some of the other ethnicities. Lastly, 38% of students going abroad reported their annual family income below $65,600, and 40% of these student's were categorized in the "high financial aid need" category based on their expected family contribution.

UCSD was selected as the context for this study due to the diverse population of students enrolled in the University and access to participants. Although the population of Asian/Asian American students enrolled at UCSD may be higher than other institutions in the U.S., it is helpful for the purpose of this study to explore in depth the issues and decision factors of various ethnic groups of students. The PAO provides several services and resources to students of color planning to participate in study abroad programs (Programs Abroad Office, 2008). These include a webpage devoted to students of color and study abroad that provides student testimonials, funding sources, information on researching programs, and links to additional websites focused on students of color and study abroad. Additionally, the PAO staff regularly conducts focus groups with returned study abroad students, in particular students of color, in order to improve services for this population of students. Lastly, special introductory First Step Meetings for students of

color and first generation college students are also conducted throughout the academic

year.

<div align="center">*Participants*</div>

The population for this study consisted of two groups. Group 1 was undergraduate

students of color at UCSD who had recently been accepted to a study abroad program for

the summer, fall, or 2008/2009 academic year either through EAP, OAP, or GS.

Participants in Group 2 were those students who had decided to not study abroad and

help to address research question four.

Methods that were utilized in locating and contacting the participants will be

explained in more detail in the procedures section of this chapter, but were initially

conducted through the PAO at UCSD. All participants completed a consent form as

required by the Institutional Review Board at the University of Minnesota. This form

highlighted the voluntary nature of the study, participant confidentiality, and the minimal

risks involved to the participants.

Group 1

Criteria for participant selection for Group 1 were students self-identifying within

any ethnic category other than White; regardless of undergraduate standing, gender, and

duration of program. The sample in this study also included the various sub-groups that

fell within the racial categories of Asian/Asian American, Latino/Hispanic American, and

Middle Eastern students who identified themselves as Caucasian. For example, students

of Chinese, Vietnamese, Japanese, Korean, Taiwanese, Thai, Filipino, and Indian descent

were some of the sub-groups within the Asian/Asian American category that were

<div align="center">51</div>

sampled. Students of Mexican, Cuban, Portuguese, Guatemalan, and El Salvadorian descent were some sub-groups falling within the category of Latino/Hispanic American that were sampled. Students self identifying as Middle Eastern/Caucasian or Armenian descent was another sub-group. Lastly, students identifying as biracial, multiracial, and other were also included.

Obtaining a sample of the various sub-groups allowed for some comparisons amongst the various ethnic groups. While every institution and individual may use a different label for race or ethnicity, the population for this study included students of every ethnicity except for White. This population was selected for Group 1 because the criterion and focus of this study was primarily on undergraduate students of color who had made the decision to participate in a study abroad program. Participants in Group 1 were surveyed and interviewed prior to their overseas experience, because the factors influencing their decision were clearer in their memory.

The total number of students fitting the criteria for Group 1 who had applied for and were accepted to a program was 359. The following table presents the breakdown of ethnicity of students in Group 1. These students had self-identified their ethnicity. For reporting purposes students self-identifying as Latino/a, Hispanic, Chicano/a, Mexican, and other Spanish are grouped together.

Table 3.2: Complete population by frequency and percent (Group 1)

Chinese	108	30.1%
Latino/a, Hispanic, Chicano/a, Mexican, other Spanish	75	21.0%
Korean	46	12.8%
Caucasian/Middle Eastern	33	9.1%
Filipino	26	7.2%
Vietnamese	18	5.0%
Japanese	14	3.9%
Indian/Pakistani	11	3.1%
African American	5	1.4%
Pacific Islander/Polynesian	3	0.8%
American Indian	1	0.3%
Other Asian	10	2.8%
Other	9	2.5%
Total	**359**	**100%**

For the qualitative phase of the study, a purposive sample was used. Four focus groups with three to six participants from Group 1 in each focus group were conducted during the second phase. Each focus group consisted of a homogeneous group of participants. Two of the focus groups were with students self-identifying as Asian/Asian American. There were four students in the first focus group: one Filipino male, two Chinese females, and one Korean/Taiwanese female. The second focus group with Asian/Asian Americans consisted of five students: one Vietnamese male, one Vietnamese female, two Chinese females, and one Taiwanese male. One focus group was conducted with students self-identifying as Latino/Hispanic American. There were six students in this focus group: one Mexican/Portuguese male, one Guatemalan female, three Mexican females, and one Mexican/El Salvadorian female. One focus group was conducted with students self identifying as biracial/multiracial. There were three participants in this focus group: one African American/Mexican female, one Peruvian/Caucasian female, and one Lebanese/Russian/Palestinian female. In attempting to draw results that may differ by racial category, the use of homogeneous focus groups aided in analysis purposes and also

helped to make the participants feel more comfortable in the discussion (Krueger &

Casey, 2000). The participants were primarily female, as more females than males study

abroad (IIE, 2008).

Due to timing and scheduling limitations an individual interview was conducted

with a female student self-identifying as biracial, Caucasian/African American. Another

individual interview was conducted with a female student self-identifying as Armenian.

Following the focus group interviews, preliminary data from the survey and

interviews was analyzed in order to conduct additional individual interviews with

information rich cases from the focus groups. Four follow-up individual interviews were

conducted with the students from the Asian/Asian American and Latino/Hispanic

American focus groups.

Group 2

Criteria for selection for Group 2 were all sophomores and above of all

ethnicities. Participants in Group 2 had visited the PAO and had attended an introductory

First Step Meeting during the 2007/2008 academic year, but had decided to not study

abroad. Students of all ethnicities were included in Group 2 to allow for more comparison

and analysis of the barriers. The complete population of students fitting these criteria

consisted of the sample for Group 2.

Students in Group 2 completed the second survey addressing the main barriers of

why they had decided to not study abroad. Following the survey, the researcher read

through the data and open-ended item responses and identified three information rich

cases to conduct additional individual interviews with. The students who were

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interviewed were one female student self-identifying as Mexican, one female student self-identifying as Korean, and one male student self-identifying as Chinese.

Instrumentation

The first phase of the study used two versions of an on-line survey instrument. The first survey for Group 1 measured the personal, social, and institutional factors influencing their decision to study abroad (see Appendix A). The second survey for Group 2 measured the personal, social, and institutional barriers that these students encountered in their decision to not study abroad (see appendix B). Survey questions and format utilized the adapted model of the decision to study abroad (see Figure 1.3) based on Peterson's (2003) and Booker's (2001) models.

The design of the surveys was modeled after Booker's survey instrument exploring the factors influencing the decision to study abroad between applicants and non-applicants. Booker's survey consisted of six parts containing ordinal and nominal items. The six parts of his survey collected data on: 1) demographic information), 2) study abroad preferences, 3) influence of the potential outcomes or consequences of study abroad, 4) social influences on study abroad decision, 5) influence on the potential obstacles to study abroad, and 6) institutional support for international education. Booker conducted 21 pilot tests with a convenience sample, and made minor changes to the survey following the pilot test results.

The survey instruments for this study followed the format of Booker's survey instrument in measuring the various factors as identified in the literature, as well as those following the theoretical framework for this study. The on-line survey for Group 1

consisted of 29 close-ended items and 7 open-ended items. Part one of the survey explored background information on the student in regard to their study abroad program, location, duration, and when they first considered studying abroad. Part two of the survey examined sources of information and influential messengers about study abroad, as they pertain to the social factors addressed in the theoretical framework. Part three of the survey asked the participant to respond on a scale to various items addressing the institutional support and resources while making the decision to apply, sources of funding, and extracurricular involvement. Part four investigated the personal characteristics and social factors influencing the student's decision. Items addressed in this part of the survey measured the perceived outcomes and barriers to study abroad as identified in the theoretical framework and the previous literature. Part five looked at the demographic information of the student such as ethnicity, gender, academic standing, academic major, grade point average, parent's highest level of education, annual family income as measure of SES, primary language, and previous international lived or travel experience.

The on-line survey for Group 2 followed a similar format to that for Group 1. It contained 18 close-ended items and 5 open-ended items. Part one and two of this survey addressed background information and sources of information on the student in regards to information seeking about study abroad. Part three examined various items addressing the institutional support and resources while making the decision to not apply, sources of funding for school, and extracurricular involvement. The fourth part of the survey explored the barriers to study abroad as identified in the literature. An open-ended item in

this section asked the student to list the top three factors influencing their decision to not

study abroad. This item was included in order to explore any other barriers not addressed

in this section and identified in the literature. Part five explored some of the personal

characteristics of the student as related to their admission and adjustment to a four-year

institution. An additional question was included in this section asking the student if they

plan to study, work, or volunteer abroad after graduation. The last section of the survey

asked the same demographic information for the student as the survey for Group 1.

Pilot tests of the surveys were administered with a convenience sample of 30

participants at the University of Minnesota campus. Validity and reliability of the survey

instrument were addressed through pilot tests and peer review for each survey. To

compute the internal consistency of the scale, a reliability analysis was conducted using

the Statistical Package for the Social Sciences (SPSS) version 11.5 for all items with a

continuous scale. Items were grouped according to the social, personal, and institutional

factors. Cronbach's alpha for the group of items as social factors was 0.68. Cronbach's

alpha for items categorized as institutional factors was 0.61. Cronbach's alpha for items

measuring anticipated outcomes was 0.59. Cronbach's alpha for items measuring the

main barriers was 0.71. Due to the fact that this was a relatively new instrument,

reliability was good for the survey items.

In the qualitative phase of the study, the theoretical framework and factors

presented in the literature review served as baseline data in forming the interview

protocol for the focus group interviews with students in Group 1. For students in

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Group 2, the interview protocol was semi-structured and based on the theoretical framework and preliminary results of the survey data for this group of students. In addition, the researcher allowed for more of an emergent interview protocol during the focus group and individual interviews in order to explore further any other topics, issues, and factors that arose (Creswell, 2003). Triangulation, using an audit trail, memos, and coding of data aided in assuring credibility and reliability of the qualitative data (Orcher, 2005).

The focus group and individual interview questions for Group 1 were semi-structured and used an interview protocol modeled after the different sections of the survey instrument (see Appendix C & D). The interview questions began with an engaging activity and icebreaker, so as to make participants feel more comfortable. Questions in the focus group began first by discussing the top three factors of why the student decided to study abroad. Funding and cost of study abroad were explored in depth in the second part of the interviews, in order to expand and explore the main barrier that continues to be identified in the literature**.** Social factors and main sources of support were discussed in further detail during the interviews. Lastly, institutional factors and sources of financial support were explored.

During the follow-up interviews, the researcher used an informal conversation interview format with open-ended questions to further explore some of the topics that the student discussed during the focus group interview (Patton, 2002). Demographic information exploring socioeconomic status and financial aid status of the students were not discussed in detail during the focus group interviews in order to establish trust and a

sense of comfort for the participants, but they were discussed in more detail during the individual interviews (Krueger & Casey, 2000).

During the individual interviews for Group 2, the questions were semi-structured and allowed for more of an emergent design in the conversation (see Appendix E). First, the top three barriers that students identified in their survey responses were examined. Second, any new additional barriers, family, culture, and academic obstacles were explored.

The researcher served as principal moderator during all of the interviews. Probing questions were used during all of the interviews to allow for more discussion and explanation. Duration of the focus groups was approximately one and a half hours. The individual and follow-up interviews lasted between forty-five minutes to one hour.

Procedures

Access to the complete population for Group 1 and 2 was provided via the UCSD PAO. A database search of accepted students for summer, fall, and academic year programs was conducted by staff in the PAO to identify participants for recruitment for Group 1. From this search, a list of students meeting the criteria for Group 1 was generated in order to send out the recruitment email. Another search was conducted for students meeting the criteria for Group 2, and this generated a larger list of students. Due to database search limitations, the list of students for the recruitment email for Group 2 included all students, sophomores and above who had attended a First Step Meeting, regardless of whether or not they had enrolled or attended a study abroad program. These

two lists constituted the sampling frame for the study for both groups. The recruitment emails are provided in Appendix F.

Quantitative phase

After IRB approval was obtained, the researcher conducted pilot tests with a convenience sample of 30 participants on the University of Minnesota campus for each of the two surveys in early March 2008. The surveys were also sent to the Director of the International Center, Director of the PAO, and Outreach Coordinator in the PAO for peer review and feedback. This also helped to determine the validity of the survey instrument. The surveys were modified to reflect the necessary changes resulting from the pilot tests and peer review feedback.

Adhering to Dillman's (2000) guidelines for survey research, a pre-notice letter was sent via email in March 2008 to the entire sample of students for Group 1 and 2 by the director of the PAO. The pre-notice email included an introduction by the principal investigator of the study and explained the purpose, voluntary nature, and importance of the study. Contact information for the principal investigator and incentive items for participation in the study were also described in this email. A week after the pre-notice email, a second recruitment email was sent out to the two groups with a reminder about the study and contact information for the principal investigator. Students wishing to participate in the study contacted the researcher to express their interest in participating. The researcher then emailed the students the online link to the respective survey. All of these emails were personalized in order to increase response rate (Dillman, 2000). Additionally, the researcher recruited students in Group 1 during a pre-departure meeting

that was held on the UCSD campus in late April 2008. Paper copies of the survey were provided for students wishing to participate in the study.

Due to low response rate for students in Group 2, three recruitment emails were sent by PAO staff during March, April, and October 2008. Students were asked to self select if they met the criteria for Group 2 and to contact the researcher expressing their interest to participate in the study.

Students in Group 1 who had expressed an interest to the researcher in completing the first survey were sent a secondary reminder/thank you email by the researcher two weeks following their initial email contact. This secondary email served to thank the participants who had already replied to the survey, and also as a courteous notice to those who had not yet responded with the deadline to respond. The survey for Group 1 remained open through the end of April 2008. A similar process was used for students in Group 2, but this second survey remained open until November 2008 due to low response rate.

Three strategies were utilized in order to reduce sampling error. First, all communications were personalized and stressed the importance of participation in this study to help study abroad offices increase the numbers of students from their representative ethnic group that study abroad. Second, reminder emails and thank you emails were sent to students to serve as a reminder to complete the survey. Lastly, incentives were offered for participation in the study. An additional error that may have resulted from this study was measurement error. In order to reduce this source of error, several pilot studies and peer reviews were conducted while developing the survey.

Obtaining informed consent was the first step when the participant accessed the on-line surveys that were administered via Surveymonkey. Upon the close of the surveys, a random drawing was conducted for the incentive items and winners were notified and mailed their incentive item. Data analysis for the quantitative phase of the surveys began immediately upon the close of the survey in order to develop the interview protocols for the qualitative phase of the study.

Qualitative phase

Recruitment for the focus group interviews for students in Group 1 was conducted via a pre-notice email from the outreach coordinator in the UCSD PAO office. The pre-notice email for the focus group interview provided information on the purpose of the interviews, importance of the interviews, voluntary nature, incentives that would be provided, and contact information of the principal investigator for the students to indicate interest in participating in the focus group interview. The pre-notice email was sent to students in Group 1 a week following the initial email about the survey for this group of students. Therefore, some students receiving the email may not have yet completed the survey.

Subsequent to the pre-notice email, a list was compiled of the participants that indicated interest to participate in the focus group interviews for Group 1. The researcher divided the list of participants indicating interest and how they self-identified themselves into the five main race categories: African/African American, Asian/Asian American, Latino/Hispanic American, Middle Eastern, and biracial/multiracial.

Participants from this sample were contacted with a personalized introduction email explaining the purpose of the focus groups, dates of the focus group, and the consent form. Participants had the opportunity to contact the principal investigator prior to the focus group if any questions arose. The limit of each focus group was set at six individuals per focus group to allow for a good conversation between all of the participants (Krueger & Casey, 2000). Due to scheduling limitations and size of focus groups, the researcher scheduled participants on a first-come first-serve basis until each focus group limit was full. There were several students who did not show up to their scheduled focus group, and therefore the size of some focus groups was smaller than originally anticipated.

There was an overwhelming amount of interest expressed by students identifying within the racial category of Asian/Asian American, therefore the researcher decided to conduct two different focus groups with this group of students. In addition, due to the large population of students from UCSD studying abroad from this race, the researcher felt it would be necessary to conduct two different focus groups in order to have enough representation parallel to the Asian/Asian American student population. Response from African American students was extremely low, as was the number of students from this race going abroad. The PAO Outreach Coordinator sent two additional recruitment emails to this group of students for the focus group interview, but only one student responded. As a result, the researcher conducted an individual interview with this student. Although this student was biracial, African American/Caucasian, she mainly identified herself as African American.

All of the focus groups were held in a meeting room at the International Center on the UCSD campus during the last week of April and first week of May 2008. In accord with the explanatory design, the students chosen to participate in the focus group interviews were required to have already completed the on-line questionnaire. Informed consent was obtained at the beginning of each focus group and individual interview. All of interviews were audio recorded so that the principal investigator was able to capture all of the comments. Following the focus group interviews for Group 1, two information rich cases were selected from each of the Latino/Hispanic American and Asian/Asian American focus groups for individual follow-up interviews that were held in May 2008. The interview questions for these follow-up interviews were open-ended and were structured around some of the student's comments during their initial focus group.

Recruitment for the individual interviews for students in Group 2 took place upon the close of the second survey. Following preliminary data analysis of the survey responses, the researcher identified four information rich cases for follow-up interviews. An introductory email was sent to these students from Group 2 indicating the purpose of the interview, importance of the interview, voluntary nature, incentive that would be provided, and contact information of the principal investigator for the student to indicate interest in participating in the interview. Three of these students replied with an interest in being interviewed. The individual interviews were held during the month of November 2008 via telephone. Interview questions were based on the student's responses to their respective survey and explored further comments and insight into the student barriers and personal characteristics. No further individual interviews or follow-up interviews were

held with students from both groups because the researcher felt that the student comments had reached data saturation, and therefore there was little need to conduct additional interviews (Patton, 2002).

Supplementary information to address the research questions, in particular the institutional factors, were conducted through document analysis of the promotional brochures by UCSD's PAO office, PAO advising resources, the PAO website, and statistics of participation by students of color in UCSD's study abroad programs.

Data analysis

Data analysis for this study utilized the methods proposed by Creswell and Plano Clark (2007, 2009) in an explanatory mixed methods design. The follow-up explanation model was used where the qualitative data helped to explain significant results from the quantitative data. Including follow-up interviews with students from the focus groups (Group 1) and respondents from the survey (Group 2) adhered to this model. Using this type of design aided in going into more depth and better understanding the quantitative results.

Quantitative phase

Upon the close of each survey, the researcher read through the survey responses and data for each survey was entered into SPSS. Paper surveys that were completed by students during the pre-departure orientation were manually inputted into the on-line survey database to help in analysis. These surveys were also cross-checked with those completed on-line to ensure that there were no duplicates. Two surveys from students in

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Group 2 were disregarded because the students were graduate students and not fitting the sample criteria for this group.

After all of the survey findings from each survey were entered into SPSS, into different data sets, the researcher ran basic descriptives for each survey such as frequencies, histograms, and bar charts to explore the results visually. A reliability analysis was run for continuous scale items for the first survey for Group 1, results of this analysis were discussed in the instrumentation section of this chapter.

First, all of the survey items/variables were organized into the level of measurement that they addressed. Ordinal and nominal data comprised the majority of the variables for both surveys. Second, every survey item and the factors that the item measured were categorized into an analysis chart for each survey. The theoretical framework for the study strongly guided this phase of the analysis. Survey items were organized according to each research question and factor: personal, social, and institutional. Third, a statistical test or quantitative analysis measure was matched to each factor for each research question. Basic descriptives and frequencies were used to analyze and answer the research questions that included nominal or ordinal data. Fourth, all of the quantitative analyses were run using SPSS. Fifth, the main significant results were recorded on a results chart and helped to develop the interview protocol for the qualitative phase of the study.

In order to answer research question two, the relationship between the various factors and how they influence the student's decision, the Chi-square analysis and Crosstabulations were used. According to Nardi (2006), when the independent and

dependent variable are ordinal or nominal the use of Chi-square test is appropriate. First, a Chi-square analysis was run in order to answer the second research question. This analysis yielded no significant results due to low response rate and low cell counts. Therefore, the various response values were collapsed to allow for more comparison and significant results. The response category of "strongly agree" and "agree" were collapsed into one value of "agree." The response category of "strongly disagree" and "disagree" was collapsed into one value of "disagree." Following this, when running a Chi-square analysis to answer this research question, there were still some low cell counts, but the results of the Crosstabulations were used to explain further results and examine the relationships.

Analysis of the survey, for Group 2, was similar to that of Group 1 in using basic descriptives. Histograms were run through SPSS to explore the survey items on the barriers and help to answer research question four. A primary comparison was made between the two groups in looking at the histograms. Subsequently, a bar chart with the response rate by percentage was created to display the results of the barriers between the two groups to allow for a more visual display of all of the barriers.

Qualitative phase

Analysis for the qualitative phase of the study occurred in several stages for both groups. First, audiotapes of all of the interviews were transcribed verbatim by the researcher. Second, each audiotape was reviewed and notes were recorded. Third, the researcher read through each interview transcription and notes, and typed up a memo for each interview that related to the research questions, the main comments, the main

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patterns and themes, and any interesting or surprising findings. The use of memos was primarily an inductive process in helping the researcher explore and help to make sense of the qualitative data. Primary themes and linkages were developed through the use of memos (Patton, 2002).

Following this first phase, the transcriptions and memos were uploaded into the qualitative analysis software NVIVO version 8. The researcher read through each interview transcription and conducted open coding using primarily an inductive process looking for key themes. Codes developed through this coding process were compiled into a list. Topic coding was then conducted for each interview transcript progressing line by line, using more of a deductive reasoning process in relation to the interview protocol and theoretical framework. The list of codes developed through the open coding and topic coding sessions were reviewed and revised by the researcher to compile the main codebook. There was a large overlap between codes developed through these two coding sessions. For those codes in which there was some overlap or link, a sub-code was developed. A final codebook was created into NVIVO once there was a saturation of data into the codes. Throughout the analysis and coding process the researcher remained open to new codes emerging or codes that were related to each other being collapsed into one.

Once the final codebook was created into NVIVO, the researcher went through and coded each transcription line by line. In accordance with the emergent nature of qualitative studies, any themes that emerged in this final phase of coding represented new findings not addressed in the quantitative phase of the study (Creswell & Plano Clark, 2007 & 2009).

During the final analysis phase, the main themes emerging from the codebook were organized so as to answer each research question. Quotes from the interview transcriptions were used to present any new findings and expand on the quantitative results. Additionally, five information rich cases were selected from the follow-up interviews for Group 1 to explain and portray the results in more depth.

The open-ended items on both of the surveys were analyzed using a combination of quantitative and qualitative analysis methods. First, the researcher read through each open-ended item. Second, a main theme was found for each item. Some of the themes were organized according to the theoretical framework. Third, a sub-theme was identified for some of the items when applicable. Fourth, a table of theme and sub-theme count was developed. Lastly, the use of quotes from the survey items and interviews helped to expand upon and explain some of findings and themes from the open-ended items.

Final phase- triangulation

In the final phase, the researcher triangulated results from the quantitative and qualitative data in order to draw some interpretations to answer the research questions. The results of the quantitative data by each research question were displayed and aided in drawing interpretations. Subsequent to this, the use of quotes from the qualitative findings was included in order to confirm or disconfirm a quantitative result in more detail.

CHAPTER 4

RESULTS

The population for the first survey consisted of 349 students of color who had

made the decision to participate in a summer, fall, or academic year program through the

Programs Abroad Office during 2008/2009. The total number of this population of

students in Group 1 who completed the on-line survey was 80, resulting in a 23 %

response rate. Response rate for the on-line survey for Group 2 was extremely low with a

total of only 37 students. Two surveys were disregarded because the respondents were

graduate students and therefore not fitting the criteria for Group 2, bringing the total

response count to 35 students.

This chapter presents the demographic results for both surveys, the main results

for each research question based on the survey data, exemplary quotes[1] and cases from

the focus group and individual interviews to help expand on the survey findings, and five

individual case studies of students from Group 1.

Demographics

Group 1

The majority of respondents were female, 83.8%, while 16.3% were male. A

summary of the student demographics of Group 1 is presented in Table 4.1. Over half of

the students (53%) self-identified as falling within the racial category of Asian/Asian

American and were over-representative of the population of students from this race going

abroad through the PAO. There were 13.8% Latino/Hispanic American respondents.

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[1] Quotes are included from survey respondents as well as interviewees. In the case of interviewees a pseudonym is used.

Biracial students comprised the largest group of respondents by ethnicity at 25%, while

African American and Middle Eastern students represented the lowest number of

respondents by race at 1%. Due to the large number and variety of student's responses as

biracial and multiracial, the detailed responses are not listed separately but grouped into

those two categories for reporting purposes in Table 4.1. The following tables present the

breakdown of biracial and multiracial students based on their response and self-

identification.

Table 4.1: Demographics by frequency and percent response (Group 1)

		Frequency	Percent
Gender:	Male	13	16.3%
	Female	67	83.8%
Race:	African American	1	1.3%
	Asian/Asian American	43	53.8%
	Latino/Hispanic American	11	13.8%
	Middle Eastern	1	1.3%
	Biracial	20	25.0%
	Multiracial	4	5.0%
Ethnicity:	Biracial	20	25.0%
	Chinese/Chinese American	18	22.5%
	Korean/Korean American	8	10.0%
	Mexican/Mexican American	7	8.8%
	Vietnamese/Vietnamese American	6	7.5%
	Taiwanese/Taiwanese American	5	6.3%
	Multiracial	4	5.0%
	Indian/Indian American	3	3.8%
	Filipino	2	2.5%
	Thai	1	1.3%
	Armenian	1	1.3%
	African American	1	1.3%
	Cuban	1	1.3%
	Portuguese	1	1.3%
	Guatemalan	1	1.3%
	El Salvadorian	1	1.3%
Born in the U.S.:	Yes	65	81.3%
	No	15	18.8%

English 1st language:	Yes	39	48.8%
	No	41	51.3%
Previously lived in another country:	Yes	23	28.8%
	No	57	71.3%
Previously traveled to another country:	Yes	68	85.0%
	No	12	15.0%
Father's highest level of education:	Did not complete high school	10	12.5%
	High school diploma	15	18.8%
	Some college/2-year degree	22	27.5%
	Bachelor's degree	17	21.3%
	Master's/Doctorate degree	15	18.8%
	Unknown	1	1.3%
Mother's highest level of education:	Did not complete high school	17	21.3%
	High school diploma	12	15.0%
	Some college/2-year degree	14	17.5%
	Bachelor's degree	28	35.0%
	Master's/Doctorate degree	9	11.3%
	Unknown	0	0.0%
Current annual family income:	$25,000 or less	9	11.3%
	$25,001 to $50,000	20	25.0%
	$50,001 to $75,000	20	25.0%
	$75,001 to $100,000	14	17.5%
	$100,001 or more	17	21.3%
Enrollment in UCSD colleges:	Roosevelt	27	33.8%
	Marshall	19	23.8%
	Muir	17	21.3%
	Warren	6	7.5%
	Revelle	6	7.5%
	Sixth	5	6.3%
Current year in college:	Freshman	4	5.0%
	Sophomore	38	47.5%
	Junior	29	36.3%
	Senior	9	11.3%

Although most of the students were born in the U.S. (81.3%), there was a divide

in native and non-native English speakers. When asked about their mother and father's

highest level of education, in referring to Table 4.1 we see that the majority of students in

Group 1 were second generation college students and from a mid to high level SES.

Table 4.2: Breakdown of biracial and multiracial identification (Group 1)

Biracial:	Korean/British
	Vietnamese/French
	Chinese/White
	Japanese/Chinese American
	Filipino/Chinese
	Taiwanese/Korean
	Ecuadorian/Japanese
	Pakistani/Indian
	Mexican/Black
	Mexican/Belizean
	Mexican/Italian
	Mexican/Salvadorian
	Mexican/Lebanese
	Mexican/Portuguese
	Mexican/Guatemalan
	Argentinian/Uruguaian
	Peruvian/Caucasian
	Caribbean-American/Syrian
	Chamorro/Italian
	Black/Caucasian
Multiracial:	Ukrainian, Israeli, Jewish
	Mexican, Irish, German, French
	Palestinian, Lebanese, and Russian
	Filipino, White, Chinese, Spanish

Table 4.2 provides a visual display of the large diversity of students on the UCSD

campus and the population in Group 1.

In looking at student's enrollment within the six colleges of UCSD, most of the

students were enrolled in Eleanor Roosevelt College (33.8%) or Thurgood Marshall

College (23.8%). Respondent's academic standing in college when studying abroad

aligns with national data, they were mainly in their sophomore or junior year when

enrolling in study abroad (IIE, 2008). The mean overall GPA of respondents was 3.26.

Current major(s) of the students varied from the humanities, social sciences, and

73

physiological or biological sciences. The following table presents the student's majors by

response count.

Table 4.3: Academic majors by response count (Group 1)

International studies	25
Communications	11
Sociology	9
Political science	9
Human development	7
Math and economics	6
Psychology	5
Human biology	4
Biochemistry and cell biology	3
Physiology and neuroscience	3
Management science	2
History	2
Ethnic studies	2
Art history	2
Environmental system: Ecology, behavior and evolution	2
General biology	2
Literatures in English	1
French literature	1
Biological anthropology	1
Japanese studies	1
Linguistics	1
Visual Arts (art history/ criticism)	1
Microbiology	1
Music	1
Mechanical engineering	1
ECE: Electrical engineering	1
Aerospace engineering	1
Anthropology	1
Undeclared	1

Twenty-five respondents were international studies majors, and the second most popular

major was communications with 11 students. Twenty-two respondents were double

majors, and those majors are included in the overall count in Table 4.3.

The first section of the survey asked students some background information about

their study abroad program, location, duration, and when they first considered studying

abroad. Fifty-five students were participating in the UCSD EAP programs, nine in an

OAP program, and 14 in the Global Seminars. Two students indicated that they were

participating in two consecutive EAP programs in different locations, and two indicated

that they were participating in one EAP and one OAP program in different locations

consecutively.

Program destinations largely varied. The following breakdown presents the

number of students and country: France (14), Spain (11), China (10), Italy (9), United

Kingdom (9), Netherlands (4), Chile (4), Japan (4), Ghana (3), Costa Rica (2), South

Korea (2), Sweden (2), Denmark (1), Taiwan (1), Vietnam (1), Thailand (1), Turkey (1),

South Africa (1), Australia (1), New Zealand (1), and Argentina (1). The most popular

program destinations for students in Group 1 correspond to those reported in the national

data to be countries in Western Europe (IIE, 2009).

Figure 4.1 displays the duration of the programs, the most popular duration was

one semester (31%) and the second most popular duration was one academic year (20%).

Figure 4.1: Duration of program by percent (Group 1)
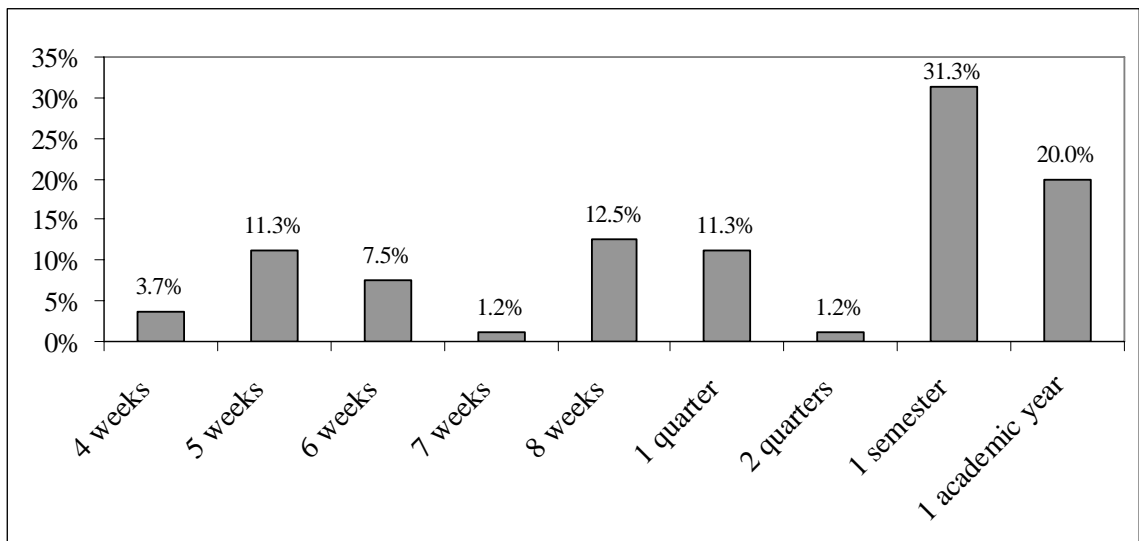
With regard to when students first considered studying abroad, the majority of students had considered it either during high school (43%) or during their first year in college (31%).

Group 2

There were 28 female students, and 7 male students responding to the second survey. The majority of students in Group 2 were Caucasian (45.7%), and the second largest group by race was Asian/Asian American (45.7%). Students identifying themselves as Chinese/Chinese American (20%) and Korean/Korean American (14.3%) were the second and third largest group of respondents by ethnicity. Table 4.4 provides a summary of the demographic characteristics for this group of students who made the decision not to study abroad.

Table 4.4: Demographics by frequency and percent response (Group 2)

		Frequency	Percent
Gender:	Male	7	20.0%
	Female	28	80.0%
Race:	Caucasian/White	16	45.7%
	Asian/Asian American	16	45.7%
	Latino/Hispanic American	2	5.7%
	Biracial	1	2.9%
Ethnicity:	Caucasian/White	15	42.9%
	Chinese/Chinese American	7	20.0%
	Korean/Korean American	5	14.3%
	Taiwanese	2	5.7%
	Mexican	2	5.7%
	Vietnamese	1	2.9%
	Persian	1	2.9%
	Filipino	1	2.9%
	Biracial	1	2.9%
Born in the U.S.:	Yes	28	80.0%
	No	7	20.0%
English 1st language:	Yes	29	82.9%
	No	6	17.1%

Previously lived in another country:	Yes	7	20.0%
	No	28	80.0%
Previously traveled to another country:	Yes	33	94.3%
	No	2	5.7%
Father's highest level of education:	Did not complete high school	1	2.9%
	High school diploma	6	17.1%
	Some college/2-year degree	5	14.3%
	Bachelor's degree	12	34.3%
	Master's/Doctorate degree	10	28.6%
	Unknown	1	2.9%
Mother's highest level of education:	Did not complete high school	1	2.9%
	High school diploma	7	20.0%
	Some college/2-year degree	6	17.1%
	Bachelor's degree	14	40.0%
	Master's/Doctorate degree	6	17.1%
	Unknown	1	2.9%
Current annual family income:	$25,000 or less	6	17.1%
	$25,001 to $50,000	4	11.4%
	$50,001 to $75,000	9	25.7%
	$75,001 to $100,000	6	17.1%
	$100,001 or more	10	28.6%
Enrollment in UCSD colleges:	Muir	10	28.6%
	Roosevelt	9	25.7%
	Marshall	4	11.4%
	Warren	5	14.3%
	Revelle	5	14.3%
	Sixth	2	5.7%
Current year in college:	Sophomore	8	22.9%
	Junior	7	20.0%
	Senior	20	57.1%

The majority had previously traveled to another country (94.3%) and were native English speakers (82.9%). Over half of the students in Group 2 were born in the U.S., second generation college students, and from a higher SES. Students in this group reported that they were from a higher SES and parental education level, but it must be noted that the number of respondents in this group were lower than those in Group 1. Due to selection

criteria for this group, the respondents were mainly seniors (57.1%). Most were enrolled in John Muir College (28.6%) or Eleanor Roosevelt College (25.7%).

Table 4.5 presents the majors of the respondents in Group 2. Respondents in this group were primarily biology and economics majors.

Table 4.5: Academic majors by response count (Group 2)

Biology	8
Economics	5
International studies	4
Communications	4
Political science	3
Mathematics	2
Cognitive science	1
Physiology/neuroscience	1
Molecular biology	1
Biochemistry and cell biology	1
Computer science	1
Management science	1
Psychology	1
Mechanical engineering	1
Art history	1
Human development	1
Anthropology	1
Classical studies	1
Literatures in English	1
Sociology	1
Electrical engineering	1

Nine students in Group 2 indicated that they are double majors. The mean overall GPA for respondents was 3.24, very similar to respondents in Group 1.

The majority of students, 45.7%, were in their second year in college when they first visited the UCSD PAO Office while over 28% visited the PAO office in their third year in college. Although few students in Group 2 had someone in their family that had previously studied abroad (31%), almost all had a friend that had previously studied abroad (94%); therefore peers were a big source of influence and knowledge.

All of the students were involved in some type of activity either on or off campus. Extracurricular involvement of the students varied with 62.9% who worked, 60% in service/volunteer clubs, 28.6% in church, 25.7% in academic clubs, 22.9% in social clubs, 20% in athletics, 17.1% in a fraternity or sorority, 11.4% involved in student government, and 8.6% stated other. Students were asked to check all activities in which they were involved. Examples of other activities were intramural activities, campus committees, and residence life.

The demographics of students in Group 1 and 2 primarily differed when looking at race, native language, SES, and generational status in college.

Research Question 1- What personal, social, and institutional factors positively influence students of color to decide to study abroad?

Personal Factors

In the adapted model for the decision to study abroad, the personal factors positively influencing their decision that are explored are perceived outcomes of study abroad and personal characteristics of the student.

  Perceived outcomes of study abroad

Question 15 on the survey asked the students to rate to what extent they agree or disagree with the statement that participating in study abroad will help them in various ways personally. Table 4.6 summarizes the responses to this question.

Table 4.6: Student's perceived outcomes of how participating in study abroad will help them by percent (Group 1)

	Strongly disagree	Disagree	Agree	Strongly agree
Learn about another culture	1.3%	2.5%	8.8%	87.5%
Make friends from other countries	0.0%	0.0%	22.5%	77.5%
Learn about myself	0.0%	2.5%	22.5%	75.0%
Increase my independence	1.3%	3.8%	22.5%	72.5%
Help me professionally in a more globalized world	0.0%	5.0%	26.3%	68.8%
Learn/Improve foreign language	6.3%	12.5%	15.0%	66.3%
Increase my critical thinking skills	1.3%	5.0%	28.8%	65.0%
Make me more marketable to future employers	1.3%	2.5%	40.0%	56.3%
Fulfill major requirements	17.5%	15.0%	20.0%	47.5%
Fulfill elective requirements	11.3%	17.5%	35.0%	36.3%
Learn about my own cultural roots	33.8%	23.8%	21.3%	21.3%

The most popular outcomes of study abroad for respondents were to learn about another culture (87.5%), make friends from other countries (77.5%), learn about myself (75%), and increase my independence (72.5%). In Table 4.6, respondents either agreed or strongly agreed to the majority of the statements. The only statements in which degree of response varied were to fulfill major requirements, fulfill elective requirements, and learn about my own cultural roots. Responses to these items may have varied depending on the program location, course offerings, student's field of study, and student's race.

Another question on the survey that addressed student's perceived outcomes was an open-ended question asking them to describe what they believe the value of study abroad is for a student such as themselves. Responses were first analyzed and six main themes were found. The themes that emerged on the student's perceived value of study abroad were cultural experience and knowledge, practical skills, new views on world and U.S., social skills/experiences, personal growth, and personal/other. Table 4.7 displays

the various themes and response count by each theme. Learning about other cultures was the most frequently cited value of study abroad falling within the cultural experience and knowledge theme. Becoming more independent was the second most frequently cited value falling within the personal growth theme.

When adding up response counts within each sub-theme we see that personal growth sub-theme has the largest response count. One consistent finding was that personal factors really contributed to their decision in the analysis of this open-ended item. A respondent identifying herself as multiracial stated, "I feel that study abroad gives students the opportunity to challenge their own views and experience other cultures and societies. I think that 'students of color' are aware and more appreciative of the diversity which characterizes the human race." Many students explained that it was more for the experience and to learn about themselves/personal growth rather than to travel, learn a language, or the practical skills attained. A first generation college student identifying herself as Chicana stated, "The value is to study abroad as a student of color and to represent a minority that is rarely heard of in higher institutions."

Table 4.7: Value of study abroad themes and response count (Group 1)

CULTURAL EXPERIENCE AND KNOWLEDGE:	
Learn about other cultures	30
Adapt to other cultures/integrated into the world	9
Make friends from other cultures	6
Appreciate different cultures	5
PRACTICAL SKILLS:	
Improve foreign language	14
Skills helpful for future jobs/résumé/graduate school	14
Learn Chinese in a more globalized world	2
Push myself socially and academically	1
NEW VIEWS ON WORLD AND U.S.:	
Step outside of U.S. bubble/see world from a different perspective	14
Learn more about my culture by getting other's perspectives	2
Learn how other culture's affected mine	1
SOCIAL SKILLS/EXPERIENCES:	
Travel	4
Better global citizen	3
Learn to live with different types of people	3
Best time to take advantage is now while in college	2
Opens horizons and opportunities	2
PERSONAL GROWTH:	
Be more independent	15
Discover who I am	12
Be open minded	8
Be more well rounded	6
Be out of comfort zone/challenge myself	5
Connect with my roots	5
Set an example for my family/siblings	2
Gain self confidence	1
Better equipped to handle change	1
Become more appreciative of what I have	1
Personal fulfillment	1
PERSONAL/OTHER:	
Represent a minority that is rarely heard of in higher education institutions	1
Encourage other students like me to get out into the world	1

When the focus groups and individual interviews were coded into NVIVO, two

main themes emerged that related to perceived outcomes. These themes, referred to as

"tree Nodes" in NVIVO were "internal/personal outcomes" and "practical outcomes."

The tree nodes further divided into emerging sub-nodes. The internal/personal outcomes

that emerged were to explore roots, personal growth, take advantage of opportunity now, and value life/new experiences.

Casey, a biracial student identifying herself as African American and Caucasian, explained that participating in a summer program in Ghana will allow her to explore her roots and learn more about her own culture. "That was definitely appealing to me. I'll learn a lot about the culture, the politics, the history, and everything like that through my classes."

Similar to the survey results for the perceived outcomes of study abroad, many students discussed personal growth as a perceived outcome for their study abroad program in several of the interviews. Some students described the process of applying and moving to UCSD as a first step in gaining their independence from their families and having to do many things on their own for the first time. There were some students, such as Samantha who identified herself as a Mexican American and a first generation college student, who felt going abroad would really push her out of her comfort zone and allow her to grow even more, "I've gotten to the point where I just want to go, I feel like it will just answer so many questions about me internally. I'm a very dependent person. So I just want to prove it to myself by going out of my comfort zone, I feel that is the best way to learn." A biracial student discussed her personal growth as an anticipated outcome in study abroad by stating, "I am just trying to figure out who I am, what I stand for, and that whole thing. So I figured, yeah…why not just go out *there* and do it?"

The internal/personal outcomes that students discussed the most in the interviews were the personal outcomes coded as "take advantage of opportunity now" and "value

life/new experiences." When students were asked what one of the main overall factors

was influencing their decision, the most common reason given in all of the interviews

was related to their personal desire to take advantage of the opportunity to study abroad

now and have a new experience. Julia, a student identifying herself as Armenian stated:

> I really think it's just like one of those experiences that now is the only time you can have it. I can always travel when I'm older, but studying abroad is something other than being a tourist in a country. You really get to be somewhere in another country than where you are. I mean I can always go to France later and just visit…but it's just not the same.

Another biracial student explained, "Right now we get to take care of academic credits

plus traveling. So it's kind of a two in one, and afterwards you don't get to also go to

school and travel." Other reasons that interviewees provided related to this personal

factor of taking advantage now were that they are able to use loans and receive financial

aid, they can use student discounts, it will be fun, and because they are young and have

fewer obligations currently than they will in the future.

Although 85% of respondents had previously traveled to another country, it was

not for an extensive period of time. Students in the interviews explained that studying

abroad would allow them to have a new experience in a different environment for a

longer period of time. A male student identifying himself as Taiwanese American

explained, "I guess just to go out somewhere and be put in a different environment,

because I've lived in California for 20 years and I just really want to go out and

experience something new."

Practical outcomes of study abroad was further divided into the sub-nodes to be a

global citizen, help for future job, learn about another culture, learn a foreign language,

be in a new academic environment, take coursework of interest, hands on opportunity to

learn something new, and travel. The practical outcomes that were the most frequently discussed by the students in the interviews were to travel to a new place, learn about another culture, and to learn or improve a foreign language.

In their discussion of being in a new academic environment as a personal factor influencing their decision, many students felt that they would like to experience the academics in a different university setting. Kathryn, a female student identifying herself as Chinese American, discussed being a global citizen and travel as practical outcomes influencing her decision, "I just wanted to get out of America. I feel like Americans aren't very mobile and I wanted to get out of my American bubble and gain a more global perspective." Several students also explained that the practical outcomes of travel and learning about another culture would allow them to gain a broader mindset and be more than a tourist in another country, and these positively influenced their decision to go abroad.

A biracial student described the personal factors of learning a foreign language and exploring her own roots that influenced her decision:

> I'm half Taiwanese and half Korean, and we speak English at home. I don't know any Korean, so I'm taking it right now. I feel really bad that all my relatives are not able to speak to me in Korean, and my other family speaks to me in Chinese and I have a hard time answering them. So that is part of the reason why I was so ready to go to China and study.

Overall, from the survey for Group 1 and the interview results, we see that personal outcomes positively influenced the student's decision to study abroad more than practical outcomes.

Personal characteristics

Several personal characteristics of the students in Group 1 are described in the demographics section of this chapter. Student's involvement in extracurricular activities inside and outside of the University is another personal characteristic falling within personal factors influencing their decision. Only one respondent stated that they were not involved in any activities inside or outside of the University. The following table displays the types of activities that respondents were involved in, and they were asked to check all activities that apply.

Table 4.8: Involvement in extracurricular activities inside and outside of school by percent (Group 1)

Work	58.8%
Service/volunteer clubs	48.8%
Academic clubs	26.3%
Social clubs	25.0%
Church	25.0%
Athletics	16.3%
Fraternity/Sorority	15.0%
Student government	13.8%
Other	16.3%

Examples of other activities that respondents were involved in were school newspaper, school planning committees, resident adviser, mock trial, wind ensemble, external internships, musical theatre, and college mentor program. Over half of the students in Group 1 were working while in school.

In the interviews, several students described that they would have to forego an activity such as work or a club in order to study abroad, and others explained that they had made arrangements with their respective extracurricular and/or work obligations. For those students who were giving up an extracurricular obligation in order to participate in study abroad, they described that the opportunity to go abroad was more beneficial to

them. Kathryn stated, "No, I worked around it. I talked to people to see what my alternatives were. I feel this is more important to go abroad." She did not have to give up her position at her job, and at the same time felt that the experience of studying abroad was beneficial to her.

Internal drive

An interesting personal characteristic that emerged from the qualitative interviews is the student's internal drive falling within the personal factors influencing their decision to study abroad. Themes that emerged under the tree node of "internal drive" were student's ambition, personal motivation, determination, resiliency, and curiosity. In the interviews several student's explained that studying abroad was something that they had wanted to do for several years. Despite the barriers or unanticipated outcomes, the students were still planning on taking advantage of this opportunity because of their own internal drive. Casey, a biracial student identifying herself more as African American than Caucasian, discussed her internal drive as it related to her decision to study abroad:

> Study abroad is something you can't really push upon someone else. I mean people can share their experiences and everything with other people to try to get them to start thinking about it. But to actually motivate them to do it, and to actually follow through with it; I think would be hard because a lot of it I think is internal. It has to do with what your personal desires are. I mean it's something I've always wanted to do and always driven myself to do it. Because no matter where I am, if I tell myself I'm going to do something, then I have to do it. I won't talk about it if it's not going to happen

Student's internal drive connected highly with overcoming some of the barriers and weighing out their options to positively influence their decision to study abroad.

In connection with having the experience and taking advantage of the opportunity, some students stated that studying abroad was not fulfilling any coursework, but their internal drive and personal interest in having this type of experience influenced them to

participate. The majority of students interviewed from Group 1, did not want to have regrets and had a strong internal drive to go abroad. Shelly, a student identifying herself as multiracial but primarily Middle-Eastern, described, "It's the, 'What if? What if I graduate and don't do it?' I'm always going to look at that. It's one of those things I'll look at and wonder why I didn't do it."

Several students discussed their personal ambition and motivation as personal characteristics that influenced their decisions in college, not only related to study abroad but many connected to their decision to attend higher education and become involved in school and extracurricular activities. A biracial female discussed these personal characteristics, "For me it was just like…I'm really ambitious. I want to do a lot of things, and my personality with those things together were the two major things that made me want to go." Although 15% of students in Group 1 had not previously traveled to another country, these students explained that their internal drive combined with their curiosity and some social influences positively influenced their decision to go abroad. The factors did not differ for students with previous travel experience and those without.

Social factors

In Figure 1.3, the adapted model of the decision to study abroad, the social factors that positively influence a student's decision were defined as primary sources of information, experiences and recommendations of others, and perceived social pressures.

Primary sources of information

In looking at the survey items that addressed primary sources of information, respondents were asked how they first heard about their study abroad program, and

students were asked to check all of the sources that apply. The majority of students, 40%, heard about it through the study abroad website. The second most popular sources of information with 31% response rate were through a flyer and/or friends/significant other. The sources with the lowest response rate were family member (11%) and academic adviser (8%). In the interviews, students described attending the study abroad fairs held on the UCSD campus and receiving introductory emails about the study abroad programs from the PAO influenced them to attend a First Step Meeting and explore their options.

Students in Group 1 had primarily heard about study abroad during high school (43%) or during their first year in college (31%). Thirteen percent had considered it prior to high school. One student described a presentation held by the University of California, Santa Barbara EAP staff during a college information session:

> At their presentation/orientation type of thing, they focused a lot on studying abroad. A whole hour or two was dedicated to studying abroad! So that was definitely when I started getting excited about it. Then at that point I was really looking forward to going to college because I *could* study abroad.

Experiences and recommendations of others

Influence on the student's decision to study abroad was primarily through former participants and friends/significant other, with 41.3% of respondents stating that they were very influential. Table 4.10 displays the responses to this question by percentage of an external messenger's level of influence on the student. From this table it is apparent that academic advisers, professors, and siblings were not significantly influential in their decision to study abroad. Respondents were divided in level of influence of study abroad advisers or parents in their decision.

Table 4.9: Other's influence on student's decision to study abroad by percent (Group 1)

	Not influential	Somewhat influential	Influential	Very influential
Former participants	20.0%	18.8%	20.0%	41.3%
Friends/significant Others	11.3%	13.8%	33.8%	41.3%
Study abroad advisers	17.5%	27.5%	26.3%	28.8%
Parent(s)	26.3%	28.8%	27.5%	17.5%
Professor	43.8%	21.3%	21.3%	13.8%
Sibling(s)	41.3%	23.8%	22.5%	12.5%
Academic advisers	51.3%	28.8%	11.3%	8.8%

In the survey, 44% of respondents in Group 1 knew of a friend who was participating in the same study abroad program as them, and 77.5% stated that they had a friend that had previously studied abroad. Peers and past participants were a big source of influence that student's in the interviews discussed as well. Three students in the interviews stated that their roommates were participating in a study abroad program during the same time as them. In addition, these students stated that they had completed the application process together with their peer.

The peer advisers that work in the PAO and advise students were also positive sources of influence. Samantha explained, "I really like the fact that they have interns there. It's not like we're hearing this from our parents, who are older and did this like 10 years ago. We're hearing it from someone that is our age, who just got back and they're more excited when they talk to you about it." Another way in which peers and past participants were a big source of influence to the students in the interviews was they helped them to see that students from different majors can study abroad. Classroom presentations and other sources of outreach by past participants were extremely beneficial

as well. Alan, an aerospace engineering major, described the influence of one of his peers from his engineering courses:

> So, when he went and he told me about his experience, it kind of encouraged me to think, "Why not go?" Because if I'm going to end up spending a lot of money in the end, and be an engineering major trying to have the four-year plan can't stop me from doing something that I really wanted and can do.

Although in the survey a low percentage of respondents stated their professors were not influential, students in the interviews discussed high school teachers and college professors as big sources of influence in their decision to go abroad.

Another source of influence on the student's decision to go abroad that was not an outcome or measured in the survey was the college offering study abroad. Three students in the interviews described that they had chosen the university or college at UCSD based on the number of students they send abroad and the types of study abroad opportunities. Nancy, a biracial student described, "I had always known I had wanted to study abroad, and it was a big source of influence on my top schools when I was applying. So, I made sure to apply to a college where I could study abroad." Despite where or from whom the students heard about study abroad from, in all of the interviews students discussed what a positive influence it was in their decision just to hear about study abroad from someone in their life, the positive outcomes, and that they would regret it if they did not have such an experience during their time in college.

Perceived social pressures

Several questions on the survey instrument addressed perceived social pressures as a factor influencing the student's decision to study abroad. When asked the importance of parents/family influence in their decision, 18% stated not important, 30% stated

somewhat important, 31% stated important, and 21% stated very important; therefore parents/family influence was an important factor for over half of the students. Julia, a student describing herself as Armenian, discussed her father's resistance to her decision to study abroad. During the time of our interview she had been accepted to and was planning on going abroad, but was still trying to convince her father:

> Even if my dad says no now, I'll do it eventually even if it's five years from now when I'm living on my own. I realize that he's paying for my school now and I still live at home. No matter how hard I try to convince him to let me go and if he still says no, I cannot argue with him. But I still really want to do it. I'll still do it a few years from now.

With regard to other perceived social pressures positively influencing their decision, 49% of students disagreed with the statement "participating in study abroad is the type of thing my family expects me to do for my academics." Thirty-three percent of students agreed with this statement. Subsequently, only 21.3% of the students said that they had a family member that had previously studied abroad. Students with previous travel experience and those with parents with previous travel experience tended to discuss more positive parental support and influence on their decision to go overseas. Sonia, a student identifying herself as biracial, described her experience and her parent's large support for her decision to study abroad and influence on the location. "My parents think of it as an investment. I'm doing it for them because they really want me to go to China. Although my mom is from Taiwan and my dad is from Korea, they want me to go to Beijing so it will help me in my future." For several students, parents strongly supported their decision to study abroad. Although some of the parents were apprehensive about the location for those students selecting study in non-traditional destinations.

Institutional factors

The institutional factors measured in the first survey were types of study abroad

opportunities, program characteristics, requirements for study abroad, advising sources

and support, funding sources, and recruitment and marketing resources.

Importance of program characteristics that students were looking for in their study abroad

program was one of the personal factors measured in the survey for this group of

students. Table 4.10 displays the response rate by percentage of the importance of various

program characteristics.

Table 4.10: Importance of program characteristics by percent (Group 1)

	Not important	Somewhat important	Important	Very important
Language of study	1.2%	15.0%	21.3%	62.5%
Country of program	1.2%	5.0%	36.3%	57.5%
Program cost	3.7%	15.0%	26.3%	55.0%
Duration of the program	2.5%	1.2%	42.5%	53.8%
Interest in the coursework available	1.2%	13.8%	32.5%	52.5%
Taking classes at host university	10.0%	11.3%	27.5%	51.3%
Being able to transfer credits	6.2%	16.3%	27.5%	50.0%
Level of integration into host culture	2.5%	7.5%	41.3%	48.8%
Size of city/town	33.7%	18.8%	30.0%	17.5%
Exploring my own heritage/cultural roots	36.2%	36.2%	11.3%	16.3%
Internships/volunteer work options with program	47.5%	27.5%	16.3%	8.8%
Living in an apartment	51.3%	27.5%	13.8%	7.5%
Living with a host family	52.5%	21.3%	21.3%	5.0%

The language of study (62.5%), country of program (57.5%), and program cost (55%)

were the top three program characteristics in which respondents said were very important

in their decision to choose their particular program. Least important program

characteristics in the student's decision were living with a host family (52.5%), living in an apartment (51.3%), and internships/volunteer work options with program (47.5%).

In the interviews several students discussed weighing out their options when they were deciding to study abroad. Although, in the survey program cost was an important program characteristic that affected the student's decision, in the interviews student's described doing a cost-benefit analysis in making their decision. Alan, a Filipino male, discussed the program cost by explaining, "For me going abroad is similar to being here at UCSD, so the cost was going to be the same as coming here so I decided to go and do the classes and be able to have the experience there." Though program cost was an important characteristic that affected their decision, students in the interviews explained that they did not let it deter them from not going abroad; rather they chose a program with a lower cost. Karen, a student identifying herself as Guatemalan, explained, "I guess one of the reasons that I decided on a summer study abroad program was because it was lower cost." Program cost affected the student's decision on the type of program, choosing EAP versus OAP, and deciding on the duration. Sheila, a student identifying herself as Chinese stated, "Well, when I first applied to EAP I was eligible for the UCSD grants. For OAP I wasn't eligible, so that's why I applied to EAP."

Over 98% either agreed or strongly agreed that "information on study abroad programs and opportunities is readily available to UCSD students." The majority of respondents either agreed or strongly agreed with the statement that "the types and number of study abroad programs offered through UCSD are good," with 46.3% strongly agreeing and 47.5% agreeing. Over 80% of the students in Group 1 strongly agreed or

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agreed that "eligibility requirements for the study abroad program are not strict," while 18.8% disagreed. When students were asked to what extent they agreed or disagreed with the statement, "UCSD encourages international experience such as study abroad for students like myself," the large majority of students strongly agreed or agreed (88.3%). Overall, most students felt that the institutional support, program offerings, and eligibility requirements for study abroad were adequate on their campus.

Advising and resources

Advising resources and support by study abroad advisers, academic advisers, and professors were another measure of institutional factors. Over 91% of respondents either strongly agreed or agreed to the statement "I felt comfortable talking to the study abroad advisers about my study abroad options, concerns, and needs." With regard to talking with their academic advisers, over 62% of students either strongly agreed or agreed that they felt comfortable talking to them. A small number, 23.8%, of students said this was not applicable and did not talk to their academic advisers about study abroad. Sixty-five percent strongly agreed or agreed that they felt comfortable talking to their professors and 8.8% disagreed. A large number of students in Group 1 stated "not applicable" to whether or not they felt comfortable talking to their professors about study abroad. The majority of respondents, over 91%, felt that overall, as a student of color, they felt their needs and concerns were met in discussing study abroad. Only 8.8% either disagreed or strongly disagreed with this statement. Therefore, from these results we see students felt the institutional factors of outreach, advising, and marketing at UCSD were sufficient.

During the interviews, students discussed the large sources of outreach and information to students on the UCSD campus about study abroad. Additional positive influences were the ease of applying to the Global Seminars and the helpfulness of the study abroad advisers and peer advisers in the PAO. Two students in the interviews felt that studying abroad was within the campus culture at UCSD.

Additional institutional factors that were discussed and positively influenced the student's decision to go abroad were those related to academics and the program offerings. Some of these additional factors students mentioned were being able to complete a minor while abroad, completing a double major while abroad, and study abroad offering more courses in a specialized field of interest. Casey, an international studies major, explained her study abroad program actually offered more courses in her field:

> UCSD doesn't really offer any classes on Africa that would count towards my major at this school. They have history classes on Africa, and they have literature classes on Africa, but they are limited. My two focuses are anthropology and political science. It is really surprising to me because during the two years that I have been taking upper division classes, I haven't seen *any* classes in those two fields that have been on Africa. So I figured that if I want to take classes like that, why not take them abroad?

Funding sources

Funding sources for school and for study abroad were other institutional measures in the survey for Group 1. The following figures display the various sources of funding students use to pay for school and intend to use to fund their study abroad program. Respondents were asked to check all sources that apply.

Figure 4.2: Sources of funding used to pay for school by percent (Group 1)
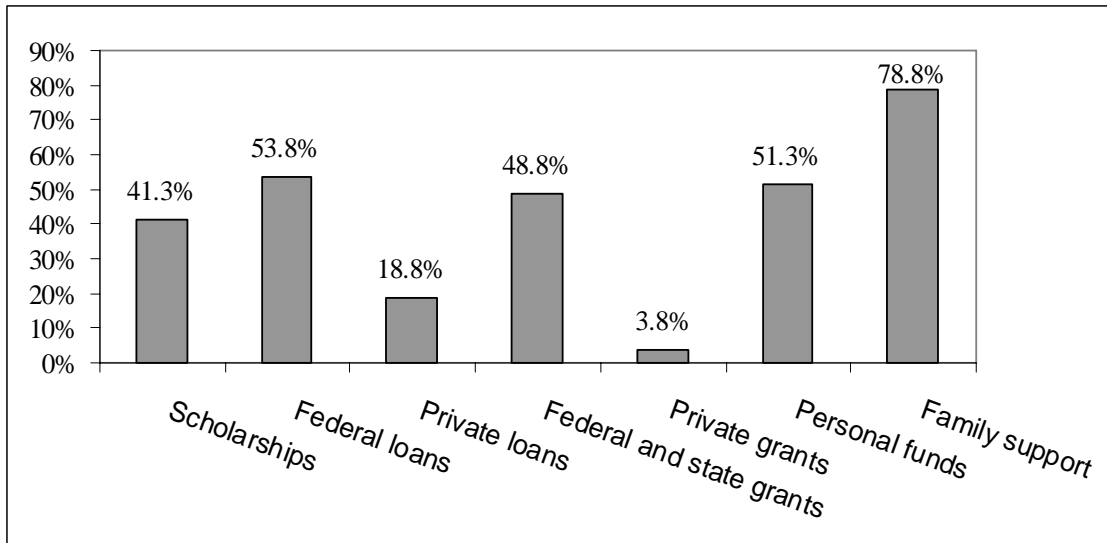
The most frequently cited source of funding for school was family support and federal

loans was the second largest source of funding.

Figure 4.3: Sources of funding used to pay for study abroad by percent (Group 1)
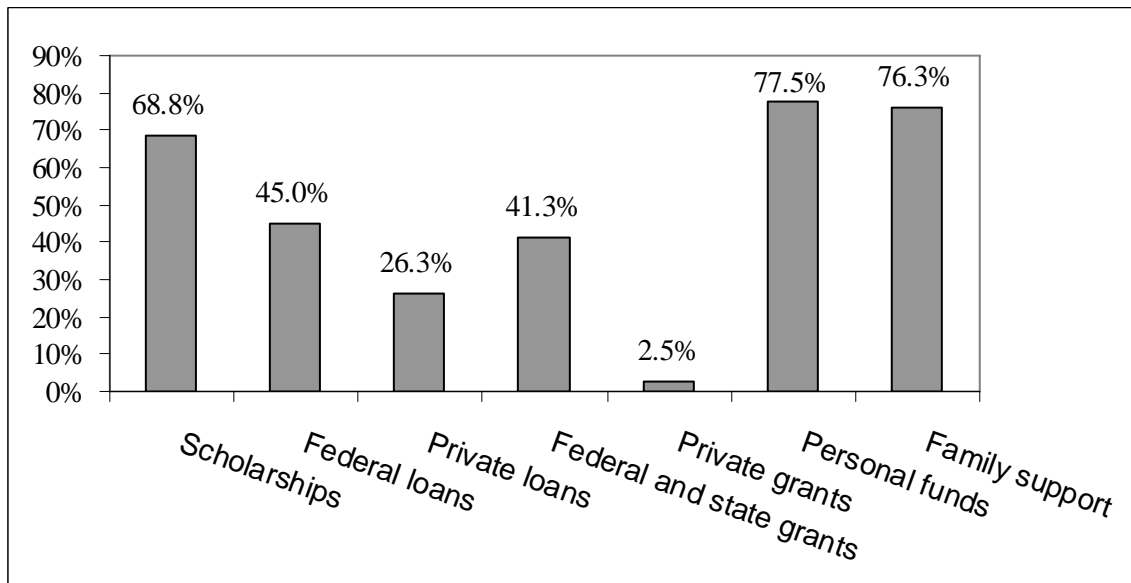
We can see that the majority of respondents are using personal funds, family support, and

scholarships to pay for their study abroad program. In comparing the two bar charts, it is

evident that there are some shifts in the ways that students are paying for their study

abroad program. More respondents are using personal funds, scholarships, and private

loans to pay for their study abroad program. Fewer respondents are using federal loans, federal and state grants, and private grants to pay.

When asked if they felt that UCSD offers good sources of funding for students wanting to study abroad, 58.8% of respondent's either agreed or strongly agreed and 41.3% either disagreed or strongly disagreed. Therefore, several respondents felt that funding for study abroad was not adequate enough, and was not a big source of influence on their decision to study abroad. In the interviews, several of the students stated that despite the cost for study abroad and the lack of funding, they were not scared to take out additional loans and work, because they felt that the experience to study abroad while in college was worth it.

Summary of research question #1

Student's internal drive and anticipated outcomes of personal growth and learning about another culture were the main personal factors positively influencing the student's decision to study abroad. Peers and past participants were the main social factors positively influencing the student's decision. Lastly, the large number of resources, marketing, and positive campus culture supporting study abroad were the main institutional factors positively influencing their decision.

Research question 2: In what ways do the personal, social, and institutional factors influencing the decision to study abroad differ for students of color?

This research question explored how and if these factors differed by race, gender, generational status in college, generational status in the U.S., socioeconomic status (SES), and financial aid received for students in Group 1. Results from the first survey

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and the interviews were analyzed to help answer this research question. The following section will use the descriptive data from the survey, analysis of open-ended items from the survey, and data from the qualitative interviews to help answer this question. Due to the low response rate and items measured, when running a Chi-square analysis using SPSS only certain results yielded statistical significance to help to answer this research question. Therefore, only those statistical tests and Crosstabulations yielding statistical significance will be discussed.

Race

Although students were asked to self-identify and responses in the demographics section of this chapter were displayed by race and ethnicity, this discussion will mainly focus on how and if the factors differed by race. This is due to the low response rate by the various ethnic categories. Therefore it is difficult to draw significant conclusions and generalize to a specific population.

There was one personal factor that differed by race from the survey results. A Crosstabulation of the statement "participating in study abroad is the norm for people from my culture" by race displayed that all Middle Eastern and Latino/Hispanic American students disagreed with this statement, indicating a relationship between race and culture norms as a barrier. Only 62.8% of Asian/Asian American students and 70% of biracial students disagreed with this statement. In looking at various ethnicities, 50% of Korean/Korean American students felt study abroad was something their family expects them to do for their academics. This is much larger than the other Asian/Asian American ethnic sub-groups.

During the focus groups with Asian/Asian American students, several students explained that the notion of graduating in four years was the expected norm from the older generation in their culture, but within their age group graduating in five years was not looked upon negatively and was not out of the norm for Asian/Asian American students. Most of the students in the Latino/Hispanic American focus groups discussed that parental resistance related to study abroad being out of culture norm. All of these students were first generation college students, and expressed that their Latino/Hispanic American culture norm was to graduate from high school, get a job, and stay close to the family. Students in the Asian/Asian American focus groups did not experience major resistance from their parents, unless they were going to be studying in a non-traditional destination, otherwise their culture norm was to finish college, go to graduate school, and obtain employment in a lucrative field. Casey stated she was not going out of the culture norm within the African American community because she chose to study abroad in Africa, but felt that it would have been different if she had chosen Paris as a destination.

The influence of others were some of the social factors that differed by race. Although the expected cell count was low, a Chi-square analysis comparing friends/significant others influence by race yielded $\chi^2=15.17$ and $p=0.010$. The Crosstabulation table displayed that more Asian/Asian American and biracial students thought friends/significant others were influential in their decision compared to the other races, indicating a relationship between peer influence and race.

Table 4.11: Crosstabulation of race by response to friends/significant others influence on decision to study abroad (Group 1)

		Not influential/Somewhat influential	Influential/Very influential
African American	Count	0	1
	% within race	0	100
Latino/Hispanic American	Count	7	4
	% within race	63.6	36.4
Asian/Asian American	Count	7	36
	% within race	16.3	83.7
Middle Eastern	Count	1	0
	% within race	100	0
Biracial	Count	5	15
	% within race	25	75
Multiracial	Count	0	4
	% within race	0	100

During the interviews, all of the students stated that their peers were highly supportive of their decision. A Crosstabulation exploring race and if the student's friends had previously studied abroad displayed that the majority of Asian/Asian American, biracial, multiracial, Middle Eastern, and African American students knew of a friend that had previously studied abroad. Very few Latino/Hispanic American students had a friend that had already studied abroad.

Table 4.12: Crosstabulation of race by response if any friends have previously studied abroad (Group 1)

		No	Yes
African American	Count	0	1
	% within race	0	100
Latino/Hispanic American	Count	5	6
	% within race	45.5	54.5
Asian/Asian American	Count	8	35
	% within race	18.6	81.4
Middle Eastern	Count	0	1
	% within race	0	100
Biracial	Count	4	16
	% within race	20	80
Multiracial	Count	1	3
	% within race	25	75

Over half of the Asian/Asian American students, multiracial students, 35% of biracial students, and the one African American student knew of a friend that was participating in the same study abroad program as them. Again, fewer Latino/Hispanic American students responded "yes" to this question (27.8%), this may have been partly due to family demographics and cultural views towards study abroad which will be discussed in the next section.

Only 17 students stated that someone in their family had previously studied abroad; therefore few students in this population had family members that had already studied abroad and this explains the lack of family influence on their decision previously discussed. The majority of Latino/Hispanic American, Asian/Asian American, and multiracial students felt that their parents were either not influential or somewhat influential, and the one Middle Eastern student felt they were not influential.

When looking at some of the social factors by student ethnicity, 66.7% of Vietnamese/Vietnamese American students stated their professors were influential in

their decision while none of the Korean/Korean American students stated they were influential. Furthermore, over 62% of Korean/Korean American students felt the study abroad advisers were not influential in their decision, but 87.5% said their friends/significant others were influential.

All of the Vietnamese/Vietnamese American students, 62.5% of Korean/Korean American students, and 60% of Taiwanese/Taiwanese American students felt family obligations were an obstacle they faced in their decision. Fewer Chinese/Chinese American students (38.9%) agreed with this. Within the Latino/Hispanic American ethnic sub-groups, the one El Salvadorian and the one Cuban respondent felt family obligations were a barrier. Lastly, 75% of multiracial respondents felt this was a barrier they encountered in their decision. Due to the sample size within each other these ethnic sub-groups, it is difficult to draw significant conclusions based on ethnicity from this result and generalize to the larger population.

Several questions addressed advising resources and support as institutional factors. Respondents were asked to what extent they agreed or disagreed with the statement, "UCSD encourages international experiences such as study abroad for students like myself." Although Chi-square analysis for this statement by race was not statistically significant, it is interesting to note from the Crosstabulation that 36.4% of Latino/Hispanic American respondents disagreed with this statement while almost all of the students in the other race categories agreed, showing that there was a slight difference in race and institutional factors. Sources of funding offered by UCSD was another institutional factor that differed by race. While the majority of the students agreed with

the statement "UCSD offers good sources of funding for students wanting to study abroad," over 63% of Latino/Hispanic American students and half of the multiracial students disagreed with this statement. All of the Latino/Hispanic American students were using some form of financial aid to help fund their study abroad program, particularly all of them were using private loans to fund their schooling, but they were divided in SES when using annual family income as an indicator. One explanation for this may be that there may have been some financial aid restrictions on some of these students due federal regulations for California residents and federal school funding, therefore they felt that UCSD may not have been providing them with adequate sources of funding that they were not eligible to received from the federal government.

Gender

The only factor that showed it differed by gender were the personal factors. A Chi-square test comparing gender and the importance of size of city/town in choosing their particular program was statistically significant with $\chi^2 = 6.42$ and p= 0.015. Therefore, a student's gender may be related to importance of size of city/town in choosing their particular program. More males than females said that the size of the city/town was not important in their decision. The importance of living in an apartment was another personal factor that differed by gender. A Chi-square test resulted in a statistically significant value of $\chi^2 = 4.19$ and p=0.041. All of the male respondents said that it was not important, while only 25.4% of female respondents said it was an important factor influencing their decision; revealing a relationship with gender and preference of program characteristics.

Gender and the barrier of family obligations was another personal factor that influenced a student's decision. A Chi-square analysis comparing gender and students stating that family obligations was a barrier that they faced in their decision to study abroad was statistically significant with $\chi^2=4.01$ and $p=0.043$. Sixty-nine percent of male respondents agreed that family obligations was a barrier that they encountered and only 39% of female respondents agreed with this statement. Therefore, there is a relationship between a student's gender and the barrier of family obligations in their decision to study abroad.

Another personal factor that differed by gender was work/internship obligations that student's encountered in their decision to study abroad. A Chi-square test of gender to students who encountered work/internship obligations in their decision to study abroad yielded a statistically significant result with $\chi^2=5.97$ and $p=0.023$. The Crosstabulation displays that 61.5% of male students agreed and 26.9% of female students agreed that work/internship obligations were a barrier they encountered in their decision to study abroad; indicating a relationship between gender and work/internship obligations as an obstacle.

Generational status in college

The only factors influencing the student's decision that differed by generational status in college were the personal factors. Over 30% of the students were first generation college students, and more than 60% of students had a parent that had completed some college/ two-year college degree or higher. A Chi-square analysis of student's generational status in college to importance of language of study was statistically

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significant with $\chi^2=13.57$ and p =0.001. Over 91% of second generation college students felt that language of study was important and only 55.6% of first generation college students said it was important. Therefore, there was a relationship between a student's generation in college affecting importance of language of study as a program characteristic. In looking at a Crosstabulation of native English speakers and importance of language of study in their decision, there were no significant results. There was an even divide in the response of the two groups of students, native and non-native English speakers, to the statement that importance of language of study was a factor in their decision.

A Chi-square test of student's generation in college and the importance of taking classes at a host university was statistically significant with $\chi^2=11.47$ and p=0.002. First generation college students were divided in agreeing or disagreeing to this statement, while over 87% of second generation college students said taking classes at a host university was important.

Generational status in college was related to whether students anticipate learning about their cultural roots in their study abroad program. A Chi-square analysis of student's generation in college and a student's response to the statement that participating in study abroad will help them to learn about their own cultural roots yielded a statistically significant value of $\chi^2=3.91$ and p=0.048. The Crosstabulation displays that more first generation college students disagreed that studying abroad will help them learn about their own cultural roots, and second generation college students were divided between agree and disagree. This result may be because students who were born in the

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U.S. may study abroad in a heritage seeking destination in larger numbers compared to students who were born outside of the U.S.

The personal factors of family and culture affecting a student's decision differed by generational status in college. A Chi-square test of student's generation in college and the statement "participating in study abroad is something my family expects me to do for my academics" was statistically significant with $\chi^2=4.77$ and $p=0.032$. Over 83% of first generation college students disagreed with this statement, and 54.4% of second generation college students disagreed. Therefore this shows a relationship between a student's generation in college and family/culture expectations influencing their decision.

Subsequently, a Chi-square analysis of a student's generational status in college and the statement "participating in study abroad is the norm for people from my culture" was statistically significant with $\chi^2=4.38$ and $p=0.036$. Over 89% of first generation college students disagreed with this statement, and 63% of second generation college students disagreed. As a result, student's generational status in college was related to culture norms influencing their decision.

Generational status in the U.S.

The majority of students in Group 1 were born in the U.S. The personal factors were the only factors that differed by generational status in the U.S. in the student's decision to study abroad. A Chi-square test of the student's generational status in the U.S. and importance of choosing a program with level of integration into host culture was statistically significant with $\chi^2=5.70$ and $p=0.037$. Of those students born in the U.S., 93% agreed that it was important to have a program with high level of integration in the

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host culture, and 73.3% of students born outside of the U.S. agreed with this statement; indicating a relationship between generation in the U.S. and preference of program characteristics.

There was a relationship between students encountering the barrier of fear of racism in other countries and a student's generational status in the U.S. A Chi-square analysis of these two items was statistically significant with χ^2=4.26 and p=0.039, although there was one cell with a low cell count. More students born outside of the U.S. said fear of racism was not an obstacle they encountered in their decision compared to students born in the U.S.

Although the Chi-square analysis did not yield significant results, Crosstabs showed that 88% of those that were born outside of the U.S. disagreed with the statement that participating in study abroad is something their family expects them to do for their academics, while only 57% of those born in the U.S. disagreed with this statement.

Socioeconomic status

Student's SES differed in the personal factors influencing their decision to study abroad. The Crosstabulation of annual family income with importance of living with a host family showed that 66.7% of students with an annual family income of $25,000 or less felt it was important to live with a host family. The majority of students from a higher income bracket felt it was not as important in their decision. This may be due to students from a lower income bracket trying to save money because the cost of living with a host family is often less expensive compared to other housing options for those from a lower SES background.

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A Chi-square test of family income and the barrier of coursework not fitting into academic program was statistically significant with $\chi^2=13.45$ and p=0.009, although there were 2 cells with low cell count. Eighty-eight percent of students with an annual family income of $25,000 or less agreed that coursework not fitting into academic program was an obstacle they faced in their decision, and 29.4% of students with an annual family income of $100,000 or more agreed to this statement. Student's from a lower SES were more concerned about coursework because this may relate to delaying graduation, and therefore increased cost to finish their degree.

A Crosstabulation of annual family income and encountering restrictions on financial aid as a barrier displayed that those students with a lower annual family income tended to agree more than those with a higher family income that this was a barrier. This result could also be related to the fact that students with a higher family income often do not receive financial aid and therefore this barrier is not applicable to them.

Financial aid received

There were two personal factors that differed by financial aid received in the student's decision to go abroad. A Chi-square analysis of financial aid received and students encountering restrictions on financial aid as an obstacle in their decision was statistically significant with $\chi^2=16.20$ and p=0.001. Over 70% of students using financial aid agreed that this was a barrier in their decision, and only 11% of those not using financial aid agreed. This result is evident because students who use financial aid are more worried about restrictions on their being able to use it to study abroad in comparison to those that do not use financial aid.

Similar to previous results, more students who were using financial aid felt study abroad was something that their family does not expect them to do for their academics. Crosstabulations of financial aid received and the statement "participating in study abroad is something my family expects me to do for my academics" showed that 22% of those not using financial aid agreed with the statement, and only 42.3% of those using financial aid agreed with this statement. Family expectations and views towards study abroad may have been affected by financial aid received by the student, financial aid restrictions, family obligations to work or stay close to home and the family, and possibly annual family income or SES.

Summary of research question #2

Various personal, social, and institutional factors differed in the student's decision to study abroad. The personal factors of culture norm and family expectations differed depending on the student's race, generational status in college, generational status in the U.S., SES, and financial aid received. Family and work/internship obligations were more of a barrier for males compared to females. Language of study, taking classes at host institution, and heritage seeking were more important personal factors for second generation college students. The perceived social pressures and external influences on the student's decision to study abroad differed by race, and some cases by student ethnicity. Lastly, some of the institutional factors differed by student's race.

Research question 3: What are some of the barriers that students of color who have decided to study abroad have had to overcome in their decision to go overseas?

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This research question addresses students in Group 1 only. Some of the barriers were discussed in the previous research question, but results in this section will provide a more detailed overview and discussion of the personal, social, and institutional barriers students had to overcome in their decision to participate in study abroad.

Main barriers

Perceived obstacles to study abroad were addressed in the fourth part of the survey for Group 1. Several questions explored student's obstacles in being admitted to and adjusting to a four-year institution. Only 11.3% of respondents stated that they disagreed with the statement "I did not have a difficult time meeting eligibility requirements for admission to UCSD," while 88.8% agreed with this statement. Over 69% of students agreed with the statement "I did not have a difficult time adjusting to the academic rigor of courses on the UCSD campus", and 30.1% disagreed. Approximately 76% of students agreed to the statement, "Overall, I did not have a difficult time adjusting academically to being at a four-year institution," and 23% percent disagreed with this statement. In looking at student's social adjustment, 82.5% agreed to the statement "Overall, I did not have a difficult time adjusting socially to being at a four-year institution," and 17.6% disagreed. Nearly all of the students did not have a difficult time adjusting socially and academically to a four-year institution, although there were some that had a difficult time being admitted to UCSD and adjusting to the academic rigor of courses.

In the survey, "survival mode" was defined to as: trying to survive at the University by trying to just get by and finish courses, attain decent grades, and graduate.

Student's sense of "survival mode" on a scale of 1 to 10, with 10 being the highest, was another barrier addressed in the personal factors. In looking at the frequencies and percentages, the mean response was 6.4 and the mode was 8. The standard deviation was 2.28. Figure 4.4 displays a histogram with a normal curve for Group 1, and we see that the scores are negatively skewed.

Figure 4.4: Survival mode scale with normal curve (Group 1)
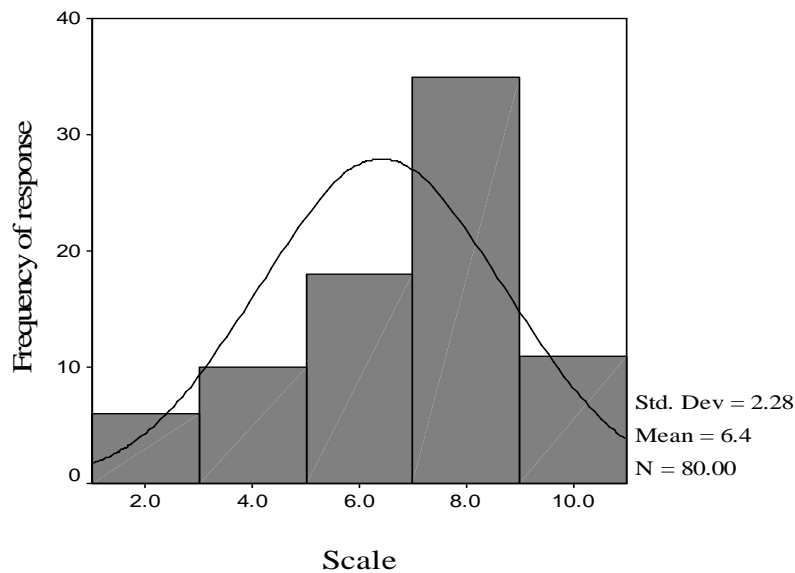
Although the mode for survival mode scale was pretty high at eight, 70% of respondents stated they agree being in survival mode did not play a factor in their decision to study abroad. Only 29% disagreed with this statement. During the interviews, several of the students explained that their previous experience in a competitive high school, or for transfer students their previous experience at a community college, helped to prepare them for the academic rigor and climate at a four-year institution. Lisa, a transfer student identifying herself as Mexican, discussed survival mode and her adjustment when transferring to UCSD:

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> When I applied to the study abroad program it was my first quarter here. So I was kind of adjusting to the campus, and going through that whole process and applying to the program. Mainly the letters of recommendation were overwhelming for me, because I had not had the time to get to know the teachers. So that was really hard, but no matter what, I was still going to go abroad.

Three students discussed their survival mode with relation to their majors prohibiting them from studying abroad at first. Although they discussed this barrier, they found strategies to overcome it. Casey changed her major from psychology to international studies which allowed her the opportunity to complete and transfer more coursework into her new major. Other students who faced this barrier chose a program with a shorter duration, such as a Global Seminar, so they would be able to have the overseas experience and at the same time be present at UCSD to fulfill upper division major requirements not offered in their respective study abroad program.

There were several students who rated their survival mode scale high, but discussed the fact that it did not inhibit them from applying to their program. Kathryn candidly expressed her view on the term survival mode:

> I'm actually very against that whole *survival mode* notion. Because I feel very strongly that college is just *so* much more than getting the grades and graduating in four years to get a job. Well, obviously academics are important, but I feel that other things weigh more heavily.

The main obstacles to study abroad were listed in a separate question and students were asked to what extent they agree or disagree with the obstacles faced in their decision to study abroad, and the results are presented in the following table. Again, the terms "obstacles" and "barriers" are used synonymously in this study.

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Table 4.13: Obstacles in decision to study abroad by percent (Group 1)

	Strongly disagree	Disagree	Agree	Strongly agree
Program cost	3.8%	11.3%	31.3%	53.6%
Restrictions on financial aid	13.8%	21.3%	35.0%	30.0%
Study abroad delaying graduation	22.5%	31.3%	28.8%	17.5%
Lack of family support	35.0%	36.3%	15.0%	13.8%
Conflict with test preparation such as GRE, MCAT. Etc.	37.5%	32.5%	16.3%	13.8%
Study abroad courses not fitting into academic program	12.5%	40.0%	35.0%	12.5%
Family obligations	21.3%	35.0%	32.5%	11.3%
Extracurricular obligations	25.0%	45.0%	18.8%	11.3%
Fear of getting low grades while abroad	30.0%	35.0%	25.0%	10.0%
Lack of foreign language knowledge	25.0%	42.5%	23.8%	8.8%
Not meeting GPA requirements for the program	46.3%	37.5%	7.5%	8.8%
Not wanting to be away from home	27.5%	36.3%	28.8%	7.5%
Work/Internship obligations	26.3%	41.3%	26.3%	6.3%
Fear of traveling to a new country	35.0%	37.5%	22.5%	5.0%
Fear of safety in other countries	28.8%	38.8%	27.7%	5.0%
Fear of racism in other countries	40.0%	41.3%	15.0%	3.8%
Citizenship/Passport requirements	43.8%	35.0%	18.8%	2.5%

The main obstacle students faced in their decision was program cost with 53.6%

of respondents stating that they strongly agree with this statement. Restrictions on

financial aid was the second largest barrier. As previously discussed, this was a large

barrier due to the restrictions on financial for UCSD students wanting to participate in an

OAP program. During the interviews many students explained that because of the

restrictions on financial aid, they decided to participate in an EAP program instead.

Not meeting GPA requirements for the program, citizenship/passport requirements, and

conflict with test preparation were the least significant obstacles that students

encountered in their decision. Students in the interviews discussed that although they

faced the barriers of conflict with test preparation, and work/extracurricular obligations,

they overcame the obstacle. Some of them decided that it was more beneficial for them to

go overseas and give up work and other obligations, while others planned accordingly

and chose a program that would fit their schedule.

Responses to certain scales were collapsed in order to provide further insight.

Over 52% of students said that they either strongly disagreed or disagreed that study

abroad courses not fitting into academic program was an obstacle they encountered, and

47.5% either agreed or strongly agreed with this statement. Similar results are found

when combining responses for study abroad delaying graduation as an obstacle

encountered. Over 53% of students either strongly disagreed or disagreed with this

statement, while 46.3% either agreed or strongly agreed with this statement.

The barrier of study abroad courses not fitting into academic program varied by

student's major. Two students majoring in the life sciences explained that this was a

barrier for them, but they eventually overcame the barrier by choosing a different location

offering different coursework or choosing a shorter term program that fulfills general

education requirements instead. Mary Ellen, a double major in psychology and sociology,

described her situation related to this academic obstacle:

> I talked to my academic adviser and I asked if it would fulfill any of the upper division general
> education classes for me, and she said that it's such a new program that I would have to petition
> and it probably wouldn't. So, I'm doing it just to do it.

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In Mary Ellen's situation she felt that the benefit of the study abroad experience and her own internal factors outweighed the problem that she may not be receiving any academic credit for her program.

Delay in graduation was a topic discussed in all of the interviews. The general consensus amongst the majority of students interviewed was that even if study abroad delayed their graduation by a quarter or an extra year, they would still be willing to go. Students who expressed delay in graduation as a barrier for them and rated themselves high on the survival mode scale, explained it was due to their plans to go to graduate school and also cost. Sonia described, "It's not really an issue of studying or staying another year, it's an issue of cost. It will be another year of tuition and living expenses. So that's really the only major issue."

Consequently, in the focus group with Latino/Hispanic Americans, two of the students said they would have been able to graduate early, but decided to stay at UCSD the full four years and take the opportunity to study abroad. Adam, a student identifying himself as Mexican and Portuguese explained, "This was actually what encouraged me to go because I would be able to do a fifth year and double major." Therefore, delay in graduation as a barrier in their decision varied by students. In many cases students discovered a way to overcome the barrier or decided to delay their graduation for the experience of studying abroad and taking advantage of other opportunities at UCSD while they were still young and in school.

Risks

Risks taken by participating in a study abroad program was another barrier that students discussed as a personal factor influencing their decision. First, open-ended answers were coded according to main themes. Five main risk themes were found based on responses. They were financial risks, academic risks, extracurricular risks, social risks, and personal risks. Second, the responses were grouped as falling within the various themes and a response count was conducted on each of the sub-themes as displayed in the following table.

Table 4.14: Risks taken by respondent based on themes and response count

FINANCIAL RISK:	
Cost/debt/financial aid	20
ACADEMIC RISK:	
Delaying graduation	16
Delayed grades/classes not transferring	7
Getting low grades while abroad	6
Conflict with grad school applications/tests	5
Timing with summer session	1
EXTRACURRICULAR RISK:	
Missing extracurricular activities/work	7
SOCIAL RISK:	
Being away from significant other	7
Being away from friends/missing social events	4
Being away from family	3
PERSONAL RISK:	
Safety/health	11
Adjustment issues in a new country (culture, language)	11
Homesick/lonely	5
Loss of interest in own culture/re-entry issues	2
Racism	2
Problems with housing situation/subletting	2
Anxiety	1
Losing out on prime years to advance and learn	1

From the table we see that the most common overall risk were the financial risks, for instance spending too much money or going into debt. The second most frequently cited risk was delaying graduation.

When the interviewees were asked to discuss the three major barriers they encountered, cost or finances was always one of the primary barriers. Three main themes related to cost were found when coding interview transcripts into NVIVO. Cost barriers related to student, cost barriers related to parents, and cost barriers related to program duration or location. Cost barriers related to students was a main theme that emerged when students discussed their fear of how much the program would cost them, fear of debt after the program, how they would find the funding to be able to offset the cost and expenses for the program, and for those students going to Europe the value of the Euro compared to the dollar. The theme of cost barrier related to parents emerged when many students, regardless of demographics, discussed their parent's concerns about how to pay for the program, and parents not qualifying for financial aid due to their income and other assets. Cost barriers related to program location or duration emerged when students discussed their concern about the expense of studying in Western Europe compared to Africa or South America, value of Euro compared to the dollar and affordability of Global Seminars compared to longer programs.

Despite the student's barrier of cost and anticipated risk of going into debt, the majority of students found a way to overcome this obstacle because they were determined to go abroad. Some of the ways in which they met their cost need were through scholarships, additional financial aid, increased work hours, parent support, living at

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home to save money, and using personal savings. Samantha described how she overcame this obstacle, "I'm relying on my financial aid, scholarships, and loans. I wasn't planning on taking out loans, but I just said 'Screw it. I'm never going to be able to do this again. I'm going to school to make money!' So I'm not going to let loans get in the way."

In the survey, a student identifying herself as Hispanic/Latina and a first generation college student described her feelings of risks taken by studying abroad:

> As the oldest in my family, it is always hard to be the first to do everything, but one of my goals in life is to open the doors for all my younger family members so that they do not have a hard time when making these kinds of decisions. I feel like whatever I may be risking, it is worth it, and therefore I feel like I am not really taking any bad risks.

Anxiety

When students were asked if they had any anxiety about participating in their study abroad program, over 76% said yes and 23.8% said no. Students that stated "yes" were asked to describe what they were most anxious about in an open-ended question. Responses to this item were first coded to a main preliminary theme. The two main preliminary themes were anxiety related to home and anxiety once abroad. The two main preliminary themes were further coded into sub-themes and responses were counted by each sub-theme statement. The sub-themes for anxiety related to home were: family/friends/significant other, academics, personal, and other. The sub-themes for anxiety abroad were: personal, academics, adjustment. The following table displays the sub-themes and the responses for anxiety.

Table 4.15: Anxiety related to home and response count by sub-theme (Group 1)

Anxiety home- ACADEMICS:	
Finishing paperwork required to go/pre-departure preparation	3
Transferring courses/course approval process	1
Graduation	1
Anxiety home- PERSONAL:	
Homesickness/loneliness	8
Staying connected to home	1
Leaving life behind	1
Anxiety home-FAMILY/FRIENDS/SIGNIFICANT OTHER:	
Being financial burden on family/cost	12
Being away from family/friends/significant other	7
Worried mom	2
Missing out on events back at home	1
Anxiety home- OTHER:	
Subletting/housing upon return	2

The most frequently cited source of anxiety related to home was being a financial burden on family due to cost of study abroad. The second most frequently cited source of anxiety was becoming homesick. When adding up response count by each sub-theme of anxiety related to home, the most frequently cited sub-theme was anxiety related to family/friends/significant other. Many students were anxious about strains on their personal relationships with a significant other due to their going abroad. A biracial student said, "I think one thing that hit me recently was that anything can happen in a year with my family and friends that I consider family. I'll be missing out on events back here." Another biracial student described, "I feel pretty established and happy with my life, and to pick up and leave for four months seems like a lot to do. I'm not going to be two hours away; I'm going to be an ocean away."

Table 4.16: Anxiety once abroad and response count by sub-theme (Group 1)

Anxiety once abroad- PERSONAL:	
Being independent	9
Living with host family/roommates	9
Health/safety abroad (petty theft/cons)	9
Not taking full advantage of opportunity	2
Diet abroad	1
Long flight over	1
What will happen the first few days abroad	1
Not wanting to come back to U.S.	1
Not knowing what to expect	1
Possibility of not liking it abroad/regretting it	1
Anxiety once abroad- ADJUSTMENT:	
Adjusting to language barriers	17
Adjusting to culture differences	12
Social integration/making friends	10
Learning way around/getting lost	9
Adjusting to cold weather	1
Anxiety once abroad- ACADEMICS:	
Getting bad grades	5
Courses abroad/in another language	4

The most frequently cited source of anxiety once abroad was in student adjustment, more specifically adjusting to language differences. Additional main sources of anxiety were adjusting to culture differences and social integration/making friends. When adding up all the response counts in each sub-theme, the main source of anxiety once abroad for students is in their adjustment. A student identifying herself as Vietnamese discussed her anxiety in adjusting abroad, "I think it was just the fear of going somewhere new and not knowing anybody, and also the fact that I would be living in Spain and everyone would be speaking in Spanish. I would be starting from scratch."

Family resistance

Half of the survey respondents stated that study abroad is the type of thing their family expects them to do for their academics. To expand on this, an open-ended question asked students to describe any resistance they may have encountered from their family

about their participation in study abroad. Statements were coded by various themes and

further analyzed by response count to each theme. Table 4.17 displays the themes and

response count to this open-ended question.

Table 4.17: Themes of family resistance about participation in study abroad by response count (Group 1)

Worried about student safety	14
Concerned about money/cost of program	14
Family does not understand the point/value of study abroad	10
Being away from home/moving away	9
Lack of knowledge of host country/region	4
Student seen as selfishness/running away	4
Being alone in another country	3
Negative sibling influences	2
Parental control over student's choices	1
Parent's surprised	1

A male survey respondent identifying himself as Cuban responded, "I do not come from

an academic family. My family are all immigrants, except for my siblings, none of whom

have enrolled in college until recently." The resistance theme this quote displays are

"family does not understand the point/value of study abroad." This respondent was a first

generation college student, born in the U.S., and reported his annual family income was

$25,000 or less.

> A biracial female student who identified herself as Mexican and Lebanese stated:
>
> My parents told me that they were going along with my decision. I know they would rather me stay here or study abroad in Mexico and attend the university my dad went to. My parents verbalize obstacles I will face while abroad, including cultural differences (food, lifestyle, language, etc). They have made past decisions difficult for me by trying to convince me to do what they want, but my ambition does not let them get in the way. They will support me financially however they can, but they would like to have control over me, which is why they do not want me to leave to a country of my choice rather than theirs.

The family resistance theme her quote displays is "parental control over student's

choices" and "family does not understand the point/value of study abroad."

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Students who had parents with previous travel experience encountered less resistance from their family, except for those students studying in non-traditional destinations. Karen, a student identifying herself as Guatemalan and a first generation college student stated:

> I've done missionary work with my parents and have been to Egypt and other parts of Africa. I actually wanted to study abroad over there, but they didn't want me to. They said, "We'd rather let you go somewhere like Europe, rather than a Third World country". So I mean, they were being supportive of me to go somewhere, but it was very specific as to the location.

Several students discussed their parent's resistance and control over the destination. Students in the Asian/Asian American focus groups discussed their parents influencing them to go to a heritage seeking destination, "My parents didn't want me to go study abroad at all. If they did, they wanted me to go to Taiwan which is where they were born." Students in the other focus groups did not discuss parent influence on heritage seeking destination. One of the females in the Latino/Hispanic American focus group explained that her mom encouraged her to go to a non-heritage seeking destination:

> At first I was thinking of going 6 months in Spain and 6 months in South America. Then I was talking to my mom and she said, "Well, if you're going to study abroad while you're in college, you're going to get scholarships, you're going get stuff that can fund it. So you might as well go to Europe now where it will be more expensive to travel on your own later. Rather than go to South America where you have family to stay with and it will be cheaper. So, go big or go home."

Parent's level of education was not significant to encountering barriers or lack of family support.

To overcome the barrier of family resistance, students discussed planning accordingly and educating their parents about their program and the benefits. Tiffany, a biracial female, had her parents attend her pre-departure orientation which included a special parent session administered by staff from the PAO and parents of returned students.

In some cases, there was one parent who was supportive and another that was resistant. Julia, a student identifying herself as Armenian, encountered a lot of resistance from her family at first, "They struggled to come here, to settle here, and to go to school here. So their goal in life was to be here. They don't understand why I would leave here and go somewhere else. To them, here is the goal." This student used several strategies to overcome this barrier. First, she conducted all of her research about the program, cost, logistics, and discussed it with her parents. Second, she used an extreme strategy to convince her mother by lying to her and saying that she was going to be fulfilling major requirements abroad, although she was not. Third, she had two Armenian female friends who had studied abroad through EAP the year prior and used these examples to convince her parents. Fourth, once her mother was supportive she used her to help convince her father to let her go, "She knows how to convince my dad to do things, so she's taking it slowly. I think it will work out in the end."

Students who did not encounter family resistance explained their parents were not as involved in their decisions in school, although they were generally supportive of their decisions. These students explained that they had been raised to be independent and make their own decisions.

Another source of family resistance some students encountered as a barrier was resistance from extended family. Shelly, a multiracial student, described her unique situation with her extended family:

> My dad's side of the family is very liberal. My mom's side of the family is ridiculously conservative. One grandmother has blond hair, blue eyes…and the other grandmother has dark hair and brown eyes. So it's funny to see the contrast. So one of them says, "She's going alone? She's traveling alone to a foreign country? You can't possibly be letting her do that? What about

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the boys?" And the other one is like, "I've been saving for you. I've put money aside in the kitchen every day." So I have very contrasting reactions from my family.

For some of the students who encountered immediate and extended family resistance, they explained that their internal drive and ambition helped them to overcome this barrier. A few of the first generation college students who will be the first in their family to study abroad expressed their desire to serve as a role model for younger siblings and cousins in the decisions they have made.

Culture norms

The majority of students in Group 1 felt study abroad was not the norm for people from their culture. An open-ended question asked students who felt that it was not in the norm for people in their culture to please describe. Open-ended responses to this question were first coded into various themes, and the response count for each response theme is presented in the Table 4.18.

Table 4.18: Themes for why study abroad is not the culture norm by response count (Group 1)

Family values education and focus on career/parent expectations	15
People of color do not study abroad	13
Family already immigrated here for better opportunities	7
Family doesn't value personal experiences in college	7
Lack of resources/funding	7
Family doesn't go to higher education therefore don't study abroad	4
Norm is to stay close to family	4
Study abroad is a luxury	3
Females do not go off alone	2
Ignorance of U.S. culture/lifestyle/stick to their own people	2
No norm for culture, just a personal choice	1

A Cuban male survey respondent stated:

> I have grown up very poor. In fact, this is still the case with my family. I am about as culturally disconnected from the rest of my family as humanly possible. However, my immediate family accepts me and knows I am not trying to "act white." My father always preached the value of education although he has none, and I seem to be the only one to take it to heart. This

differentiates me significantly from the rest of my family. I am culturally nothing like them, yet we share common values and moral beliefs.

Several respondents, as this one, were coded within the theme of "people of color do not study abroad."

During the interviews, in particular the focus group interviews with Latino/Hispanic Americans, several students discussed labeling by their family and others in their culture due to their decisions. Laura, a student identifying herself as El Salvadorian and Mexican, explains this labeling within her culture. "When you do things, like if you do the American things, you're kind of 'Whitewashed'. I've always been called that. I'm 'Whitewashed' because I go to college and now because I'm going to study abroad." Another label that this group of students was called by their extended family members was "loose" because they tried to go outside of their family cultural norm. Students in this focus group explained that for some of them there is a cultural life plan consisting of finishing high school, staying close to their family, getting married, having children, and working to help pay the bills. Samantha referred to it as, "It's the 'Mexican mentality', when people immigrate here but still maintain the beliefs they had in Mexico or other parts of Latin America." Several students in the Asian/Asian American focus group discussed the labeling as well within their culture, "On our campus it's the Asian population that gets called 'Twinkie' sometimes, yellow on the outside and white on the inside. They say, 'Oh you're so F.O.B.Y (Fresh off the boat)', or you're so Whitewashed."

Although the students discussed labeling, and often felt a cultural divide between their decisions and their culture, their own internal drive and ambition helped them to

overcome this barrier. Casey described her own internal drive and resiliency in relation to culture barriers that students encounter:

> I think it depends on the person too. Like do you want to be like everyone else? Do you want to do stuff just because other people are doing it? Or is it something you want to do? As far as my decisions, I don't think anyone else influenced me in anyway. I could have friends who say the most negative things and tell me not to go, but regardless, I probably still would have gone anyway. So, for me personally I don't think culture resistance really matters, I don't care what people say about it.

For those students who did not encounter resistance or labeling within their culture and family, they explained that if they had experienced this it would have influenced them to go abroad and go outside of the "cultural norm" even more, particularly students in the biracial/multiracial focus groups. Furthermore, several students explained that they or their parents were non-conformist to the cultural norms and expectations. Karen provided the example of her parents, "My parents have taken a different approach from our culture, because they actually want to change that. Growing up they were very careful with the friends they had to choose because some of them were criticizing me because I was doing well." A combination of parental support and encouragement, student internal drive and resiliency, and not conforming to a cultural norm or expectation helped students to overcome this barrier.

Students in all of the interviews explained that within the new generation in their respective culture, the mentality is more modern and there is no resistance or judgment for their decisions. Amongst their peers that are in college they do not feel that they were going against the culture by studying abroad.

An example of another significant cultural norm theme from the survey, "family values education and focus on career," is a response from a student identifying herself as Korean American and a second generation college student:

> Usually the Korean American community as a whole endorse and favor a typical and very general "success plan" for the young people, and though studying abroad is considered, it's not something that is highly recommended or encouraged for it might hinder one's academic/future career goals.

Students felt that within their respective culture, there were expectations such as the "success plan" involving college, graduate school, and a job in a specific profession.

Institutional barriers

Lack of funding from UCSD was a common institutional barrier identified in the survey and interviews. Another institutional barrier that was discussed were the restrictions and limitations of some of the study abroad programs. Several students explained they had initially wanted to study abroad through OAP, but due to academic and financial aid restrictions they decided to enroll in an EAP program instead. Additional barriers pertained to the PAO resources and advising process. Students expressed that the application and additional paperwork required for their program was overwhelming and tedious. With regard to advising, several students preferred more face to face advising and explained that the study abroad advisers would constantly refer them to the internet.

Overcoming barriers

Numerous strategies were utilized by students in overcoming some of these barriers. Academic barriers were overcome through a variety of ways involving the selection of another program with different academic offerings, deciding to double major, choosing a Global Seminar to fulfill elective requirements, changing academic major,

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selecting EAP instead of OAP or vice versa, and delaying graduation for an extra year to take advantage of study abroad and other extracurricular offerings through UCSD. Strategies used to overcome cost or finance barrier were selecting a Global Seminar, choosing a more affordable program destination, working additional hours to earn extra income, applying for internal and external scholarships, moving in with parents to save up money, and using personal funds. Very few students expressed work or extracurricular obligations as a large barrier, because most of them explained that they either took permanent leave of their position or made the necessary arrangements with their employer/coordinator to hold their position until they return. Family resistance was overcome in some cases by the use of another parent to help ease anxiety, utilizing past participants as informants particularly if they were from the same cultural background, displaying maturity and determination to help ease family or cultural resistance, and planning accordingly and educating parents about their program and the benefits.

Summary of research question #3

Several personal, social, and institutional barriers were encountered by the students in Group 1 in their decision to study abroad. Program cost and delaying graduation were the main barriers and risks that students identified. Anxiety related to home such as strain on relationships with significant others and homesickness were some additional personal barriers. Students also described anxiety once abroad in adjusting to cultural and language differences. Family resistance and students going outside of the cultural norm were additional personal and social barriers that students had to face in their decision.

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Research question 4: What are some of the barriers encountered by students who have decided not to study abroad? How do these differ from the barriers of students who made the decision to study abroad?

Students in Group 2 were asked about their adjustment and admission to UCSD. Over 90% of respondents felt they did not have a difficult time meeting eligibility requirements to UCSD. Seventy-seven percent either agreed or strongly agreed to the statement they did not have a difficult time adjusting to the academic rigor of the courses on the UCSD campus. Overall, 88.6% felt they did not have a difficult time adjusting academically to being at a four-year institution, and 71.4% felt they did not have a difficult time adjusting socially to being at a four-year institution. As a whole students in Group 2 did not face institutional, academic, or social barriers in being admitted to and adjusting to UCSD. When the students in Group 2 were asked if they plan to study, work, or volunteer abroad after graduation, 82.9% said yes.

Main barriers for Group 2

The following table presents the main barriers that prevented this group of students from studying abroad.

Table 4.19: Obstacles in decision to study abroad by percent (Group 2)

	Strongly disagree	Disagree	Agree	Strongly Agree
Program cost	2.9%	20.0%	40.0%	37.1%
Study abroad courses not fitting into academic program	11.4%	31.4%	25.7%	31.4%
Restrictions on financial aid for study abroad	34.3%	2.9%	31.4%	31.4%
Study abroad delaying graduation	25.7%	31.4%	25.7%	17.1%
Family obligations	37.1%	37.1%	14.3%	11.4%
Complications with test preparation	45.7%	28.6%	17.1%	8.6%
Lack of foreign language knowledge	31.4%	45.7%	17.1%	5.7%
Not meeting GPA requirements for the program	60.0%	25.7%	8.6%	5.7%
Lack of family support	31.4%	42.9%	20.0%	5.7%
Work/Internship obligations	31.4%	34.3%	28.6%	5.7%
Extracurricular obligations	37.1%	48.6%	11.4%	2.9%
Fear of getting low grades while abroad	48.6%	34.3%	17.1%	0.0%
Fear of traveling to a new country	54.3%	31.4%	14.3%	0.0%
Fear of safety in other countries	48.6%	34.3%	17.1%	0.0%
Not wanting to be away from home	60.0%	22.9%	17.1%	0.0%
Fear of racism in other countries	60.0%	28.6%	11.4%	0.0%
Citizenship passport requirements	65.7%	34.3%	0.0%	0.0%

The main factors students said prevented them from studying abroad were program cost, study abroad courses not fitting into academic program, and restrictions on financial aid for study abroad.

An open-ended item on the survey asked students to list the three primary factors that affected their decision not to study abroad in rank order. Responses were counted and coded to 12 main themes. Table 4.20 presents the results of the three main factors by theme and count.

Table 4.20: Three primary factors that affected student's decision not to study abroad (Group 2)

	Rank #1	Rank #2	Rank #3
Cost (too expensive, lack of financial aid)	16	7	7
Courses not transferable/program doesn't fit major	5	7	6
Delaying graduation	5	4	6
Lack of family support/pressure to not go	3	2	4
GPA requirements/application deadlines/complicated application process/few spaces left	2	0	2
Work/extracurricular obligations	1	4	2
Health/safety concerns	1	2	2
Conflicted with test preparation for graduate school	0	2	1
Will cause problems with housing upon return	0	2	0
Lack of foreign language knowledge	0	0	1

Results for this question were similar to the previous question and Table 4.19 presenting the main obstacles in their decision. The main barrier that students listed was program cost or lack of financial aid. Delaying graduation and courses not fitting major were the second most frequently cited barrier. The only new barrier that student's addressed in this item was study abroad causing problems with student housing arrangements.

In the interviews, one student identifying herself as a first generation college student and Mexican explained that because she had changed her major twice during her time at UCSD she was worried that she would not be able to finish all of the courses and graduate on time. Another student, identifying herself as Korean American, expressed that the cost was a large obstacle because her family did not qualify for financial aid and they were not able to afford all of the expenses associated with the program.

Additional factors influencing their decision to not study abroad that respondents listed in this question were inability of the University to assure me equal accessibility

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abroad, lack of logistical help from my college, availability of programs, inability to find

a program that I would enjoy during the time span I had, not clear how their academic

standards and expectations differ, parents encouraged me to go abroad after graduation,

and spending time away from UCSD.

An open-ended item asked respondents to discuss any other barriers or factors that

influenced their decision not to study abroad. Two students with disabilities stated there

were few resources abroad for students with disabilities and that the PAO and Student

Health Office were not helpful or proactive enough in advising them about their options.

In a follow-up interview a male student discussed the cost and academic barriers:

> Since I am a mechanical engineering major, I did not feel like many of the programs abroad
> offered anything for my major. Our advisers never talked about study abroad, if anything I feel
> like it was discouraged. When I did find a study abroad Global Seminar that was architectural and
> mathematical related in Rome, which is where I wanted to go, it was going to be almost $9000 for
> 5 weeks! Also, it would interrupt my summer, and I wouldn't be able to get a job then. This meant
> that instead of earning $4000-$5000 for the summer, I would be spending almost twice that.

Additional barriers and factors were the large amount of preparation and travel

vaccinations required and strict GPA requirements. A Caucasian female respondent

stated:

> It was difficult to make a decision and find the right program while currently in school and trying
> to keep up with classes and everything else that I have to do in a short time due to the quarter
> system. It also took me almost three years to really start meeting people here and find things to do
> in San Diego so it would have been hard to leave right when I am starting to get into things after
> so long.

With regard to the institutional factors influencing the decision to not study

abroad for respondents in survey two, almost all of the respondents felt that the marketing

(97.3%), program offerings (88%), and eligibility requirements for study abroad

programs were good (80.5%). Additionally, the majority of these students (94%) felt that

UCSD supported international experiences such as study abroad for students like them.

The bulk of the respondents felt the advising and support of the study abroad advisers was good (85.1%) and felt comfortable talking to them (77.2%). A smaller percentage, 34.3%, felt their academic advisers were helpful in advising them about study abroad, and 37.1% were not talking to their academic advisers about study abroad because they stated not applicable. Only 51.4% stated that they felt comfortable talking to their academic advisers about their study abroad options, concerns, and needs. When exploring advising and support from professors, less than half of the students in Group 2 felt encouraged by their professors to study abroad and did not feel comfortable talking to them about their decision.

Approximately 31% of respondents felt that overall their needs and concerns were not met when discussing study abroad. An open-ended item asked the students to discuss why their needs were not met. Some of the reasons given were: difficulty approving classes and funding for country with travel warning, lack of resources for student with disabilities, PAO office was too busy and advisers did not seem to care and were not empathetic, study abroad advisers did not address my barriers, there was a lack of personal contact, amount of information was overwhelming, and study abroad advisers kept referring me to the website for my questions. One female student identifying herself as Korean American stated:

> Although additional information regarding studying abroad was given, initial contact advisers did not further ask if there were any barriers, and how we could overcome them. Instead they talked only about opportunities, which may be ideal in encouraging someone to go, but without reality and certain obstacles, it's hard to think that it is possible to study abroad.

Program cost was the main barrier listed by all students and only half of the respondents either agreed or strongly agreed to the statement that UCSD offers good

sources of funding for students wanting to study abroad. When asked how the student

currently pays for school, the majority use family support and personal funds. Figure 4.5

displays the results, respondents were asked to check all sources of funding that apply.

Figure 4.5: Sources of funding used to pay for school by percent (Group 2)
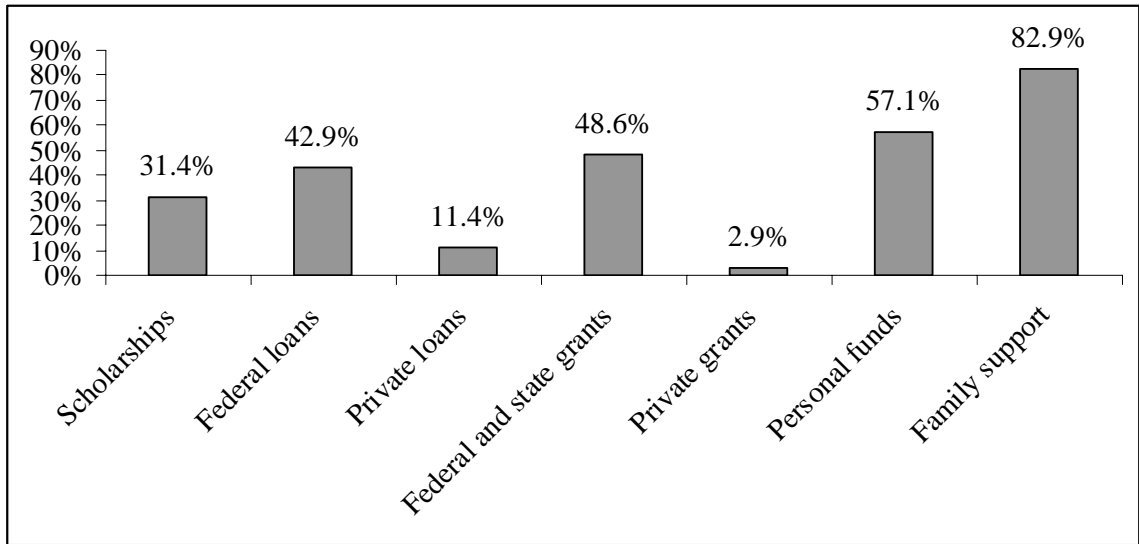
Difference in barriers between Group 1 & 2

To analyze and compare how the barriers between students in Group 1 and those

in Group 2 differed, I collapsed the categories of "strongly agree" and "agree" into one

category called "agree." The categories of "strongly disagree" and "disagree" were

collapsed into one category labeled "disagree."

Figure 4.6 presents the barriers encountered by students in Group 1, and

Figure 4.7 presents those encountered by students in Group 2.

Figure 4.6: Barriers encountered by students in Group 1

Barrier	Agree	Disagree
Program cost	85.0%	15.0%
Restrictions on financial aid for study abroad	65.0%	35.0%
Courses not fitting into academic program	47.5%	52.5%
Delay in graduation	46.3%	53.7%
Family obligations	43.7%	56.3%
Not wanting to be away from home	36.3%	63.7%
Fear of getting low grades while abroad	35.0%	65.0%
Lack of foreign language knowledge	32.5%	67.5%
Work/Internship obligations	32.5%	67.5%
Fear of safety in other countries	32.5%	67.5%
Extracurricular obligations	30.0%	70.0%
Complications with test preparation	30.0%	70.0%
Lack of family support	28.7%	71.3%
Fear of traveling to a new country	27.5%	72.5%
Citizenship/Passport requirements	21.3%	78.7%
Fear of racism in other countries	18.7%	81.3%
Not meeting GPA requirements for the program	16.3%	83.7%

□ Agree ■ Disagree

Figure 4.7: Barriers encountered by students in Group 2

Barrier	Agree	Disagree
Program cost	77.1%	22.9%
Restrictions on financial aid for study abroad	62.8%	37.2%
Courses not fitting into academic program	57.1%	42.9%
Delay in graduation	42.9%	57.1%
Work/Internship obligations	34.3%	65.7%
Family obligations	25.7%	74.3%
Complications with test preparation	25.7%	74.3%
Lack of family support	25.7%	74.3%
Lack of foreign language knowledge	22.9%	77.1%
Not wanting to be away from home	17.1%	82.9%
Fear of getting low grades while abroad	17.1%	82.9%
Fear of safety in other countries	17.1%	82.9%
Not meeting GPA requirements for the program	14.3%	85.7%
Extracurricular obligations	14.3%	85.7%
Fear of traveling to a new country	14.3%	85.7%
Fear of racism in other countries	11.5%	88.5%
Citizenship/Passport requirements		100.0%

□ Agree ■ Disagree

In looking at the two figures, we can see that there are some differences and similarities in the barriers between the two groups. One note, due to the low response rate and demographics for the second group of students it is difficult to generalize some of the findings to a larger population, but some insight into the differences in barriers can be seen. Some of the demographics between the two groups that differed were student's race, native language, annual family income, and parent's highest level of education. The majority of respondents in Group 2 were Caucasian and Asian, reported a higher level of parent education, larger number non-native English speakers, and a larger percentage reported an annual family income of $100,000 or more. Despite these limitations, some interesting comparisons can be made between the two groups.

The barriers that were similar in degree of response between the two groups were lack of family support, not meeting GPA requirements for the program, delay in graduation, work/internship obligations, and restrictions on financial aid for study abroad.

Interestingly the students in Group 1, those students of color who had made the decision to study abroad, said that they encountered more barriers than the students in Group 2. Students in Group 1 may have described more barriers because they had already navigated the selection and decision of a program while those in Group 2 had only attended an introductory meeting and were in the introductory stages of their selection process. Over 85% of students in Group 1 agreed that program cost was a barrier, compared to 77.1% of students in Group 2. Although there is a slight difference, it is still interesting to note this difference between the two groups and a possible explanation may

be made when looking at the demographic differences such as family income between the groups. Those students in Group 2 as a whole reported a higher annual family income.

Thirty-two percent of respondents in Group 1 felt that lack of foreign language knowledge was a barrier, while 22.9% of students in Group 2 identified this barrier. However, over half of the students in Group 1 were non-native English speakers, while only 17.1% of students in Group 2 reported that English was not their first language. The program location and language of study by program may have affected this barrier.

Over 43% of students in Group 1 stated that family obligation was a barrier compared to 25.7% of students in the second group. Again, due to low response rate for Group 2 it is difficult to make conclusions, but possible explanations for this may be that there were more students of color in Group 1 who discussed family resistance and other cultural obstacles which may have affected this barrier. In addition, student demographics of ethnicity, culture expectations, generational status in college, and generational status in the U.S. may also be other explanations for this finding. SES and annual family income may also be interconnected with this finding, as students of color in certain ethnic groups reported that they help to support their family financially or feel cultural expectations to remain close to home and the family; whereas students in Group 2 were primarily born in the U.S., reported a higher annual family income, and did not discuss family or culture expectations as a significant barrier. In addition, although both groups indicated lack of family support as a barrier almost equally, the students in Group 1 discussed family resistance and certain obligations to their family related to this obstacle more than students in Group 2.

Extracurricular obligations were another barrier that students in Group 1 encountered more in their decision. More students in Group 1 felt they encountered the obstacles of not wanting to be away from home, fear of traveling to a new country, fear of racism in other countries, fear of safety in other countries, fear of getting low grades while abroad, and complications with test preparation in their decision. No students in Group 2 selected citizenship/passport requirements as a barrier compared to 21.3% of students in Group 1 that felt this was a barrier. One explanation for this difference may be that students in Group 1 had been accepted to a program and were in the process of applying for passports and visas, while students in Group 2 were not because they had decided to not go abroad.

The only barrier that students in Group 2 encountered more than students in Group 1, by a small difference, was courses not fitting into academic program. An explanation for this finding may be that the majority of respondents in this population were seniors and concerned about fulfilling degree requirements in order to graduate, while students in Group 1 were primarily sophomores and juniors.

Summary of research question #4

The main barriers that students in Group 2 identified in their decision to not study abroad were personal and institutional factors of finances and academics. Several barriers between the two groups were similar, although students in Group 1 identified more personal barriers in their decision compared to respondents in Group 2, although the sample and size and demographics of this group may have affected some of these results.

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Students in Group 1 had made the decision to study abroad, researched options, completed the application and selection process, and discussed their decision with family and friends and this may have affected their reporting a larger number of barriers because they had navigated the system; while those in Group 2 had only begun the primary research process and had not considered and encountered some of the other obstacles in this primary stage.

Individual case studies

This section will highlight the case of five students in Group 1 to explore and provide a more detailed understanding into some of the personal, social, and institutional factors they encountered in their decision to study abroad. All of these students participated in a focus group interview and/or a follow-up individual interview. Each student identified themselves within one of the five race categories identified as students of color for this study.

Samantha

Samantha is a student who identifies herself as Mexican American. She is a first generation college student, her parents did not complete high school, she was born in the U.S., and English was not her first language. She reported her annual family income as $50,000 to $75,000, and she uses financial aid for school. Samantha is a sophomore and will be studying in Barcelona through EAP for the 2008/2009 academic year. She recently changed her major from economics to international studies.

When asked what the main factors were that influenced her decision to study abroad, Samantha stated that she wanted to go abroad for the experience, to improve her

Spanish, and general curiosity. During the time of the interviews, she was not sure if the program would fulfill any of her major requirements, but she said that despite that she was still planning to go. Delay in graduation was a barrier at first for Samantha, but she stated, "I've just kind of gotten over the four year graduation thing. I think maybe five years will be good and maybe I can double major. I can also do an internship in Washington DC." Her college roommate and a teacher in high school were her main sources of influence.

Samantha was raised in a Mexican community in Santa Ana, California. She considers herself and her parents a traditional Mexican family. Her older siblings did not go onto higher education, but rather stayed in Santa Ana and work full-time. With regard to parental support, Samantha stated her parents were always supportive of her in her decisions, especially when it was related to her education. "I talked to my parents about study abroad, but the way I handled the situation wasn't whether or not they liked the fact that I was going to go or not. I was going to go either way."

Her parents did not prevent her from going abroad, but she candidly described some of the negative notions of her decision within her community and some of the culture expectations and labeling. The following excerpts from the interviews present these culture expectations and labeling within her community. Some of the major patterns and themes that Samantha represents in this excerpt are student's internal drive and ambition, resiliency to what others say, encountering a cultural divide in her decision and actions, overcoming cultural barriers, and presence of parental support being a positive influence.

They have what we call the "Mexican mentality." It's like people immigrate here and they still have the beliefs that they had in Mexico, or in other parts of Latin America too. It's the idea that you need to work and that's it. You drop out of school and you work. Like my whole life I have been divided into people who have this…what I call the Mexican mentality….and those who don't.

Some people say, "Oh! Well isn't that kind of selfish that you're leaving your parents?" But I don't really see it as that. Just because you want to leave you're seen as "loose." It's just them not knowing the American traditions. The little American girls are seen as loose and wild and stuff. When they see you going outside of the norm of what they think is right, they see you automatically as loose. As long as my parents support me, I really don't mind what anyone else says. But it's just like that whole "Whitewashed" thing always gets to me. People say I'm whitewashed with the way I act, the way I dress. I don't even know what whitewashed is. From my understanding, I don't think I'm whitewashed. Inside I'm very traditional. I love all my Mexican traditions and culture

My parents are a very traditional Mexican family, but I'm also very glad that they have adapted to the American way of thinking as far as education and things like that.

Alan

Alan is a student identifying himself as Filipino and will be studying in Paris for the summer through EAP. He was born in the Philippines and moved to the U.S. when he was 11 years old, and English is not his first language. His mother completed some college, and his father completed his Bachelor's degree. His annual family income is $50,000 to $75,000. Alan is a sophomore and majoring in electrical engineering. He uses scholarships, loans, and family support to fund his education.

The three major factors that influenced Alan's decision to go abroad were to travel, try new things, and take advantage of the opportunity while he can. Alan explained that one of his fellow engineering majors influenced him to go study abroad. Prior to that, he did not think he would be able to fulfill any coursework and that engineering majors do not study abroad. Delaying graduation was not a barrier for Alan, since many students in his field graduate in five years; it is more of the norm.

Alan did not encounter any resistance from his family because they had previously lived and traveled. The following interview excerpts display Alan's decision

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making process, previous lived experience abroad helping in his decision to go abroad, internal drive, and cultural background.

> With my major it was tough to schedule a time to go. I wasn't really sure if it was a good time to go for study abroad. So I kind of weighed my options here and there. And then finally, just this year, I decided to go just because I didn't want to think about it anymore. I just wanted to go and do it. Also, I think what had stopped me before from going was just being worried about finances. Like the amount of debt I'll have by the end of college and wondering that if I go will I be able to pay for this
> I would say it was an internal drive for me because I think that I would still want to travel; regardless of if someone else had told me about their experiences or not. I would have done it either way. Being born in the Philippines, it's a different experience to go to a different country and adjust. So going through that again would be kind of interesting. Having lived abroad helped a little bit. Remembering how I first started school here after moving, I think I had some trouble trying to find new friends and get into the culture and trying to assimilate. Knowing that I went through that, I think it kind of helped me with thinking of going abroad and the possibility of having to go through a similar process. It will probably be a little easier because when I go abroad I will be with other American students, but when I moved here to the U.S. there were few Filipino's like me.
> I don't think Filipino's tend to encourage studying abroad, but here at UCSD, it definitely is of the culture norm, no matter what the student's ethnicity or race.

Casey

Casey is a biracial female student. Her father is African American and her mother is Caucasian. When asked what race she identifies more with, she responds that she identifies more with African American. She was born in the U.S. and is a second generation college student. Her reported annual family income is over $100,000 and she previously lived in Toronto for six months with her mother. Casey is currently a junior and majoring in international studies, she was a psychology major but changed her major at the end of her sophomore year. Casey will be studying in Ghana for the summer through EAP.

The three major factors that influenced Casey's decision to study abroad were to learn about other cultures, have a new and fun experience, be in a new academic environment, and to travel. Casey discussed that while she was a psychology major, she

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had never considered studying abroad because she was worried about not being able to complete upper division courses and she felt no one in her major and in her classes was talking about studying abroad. She also stated that she felt she was in survival mode while she was psychology major and this also influenced her decision to not go initially. Once she changed her major to international studies, she felt she was in an environment in which study abroad was more openly encouraged and students in her courses often discussed their plans for going overseas. Casey explained she is involved in the Black Student Union and her peers at UCSD are of various ethnic backgrounds, but very few of them are planning on studying abroad. She explained that many of her African American friends talk about studying abroad, but none of them really pursue it.

Casey's parents were supportive of her decision to go on to higher education, in particular her father because he was the first in his family to go to college. With regard to support for study abroad, her parents were supportive but her mom preferred that she study in a country other than Africa because of health and safety concerns.

Although Casey identifies herself more as African American, she stated that she did not initially choose Ghana as a heritage seeking destination. At first, she wanted to go to a Francophone country and was considering France, but after conducting more research she saw that she would be able to fulfill more coursework in Ghana focused on African area studies and the cost would be lower. Her reasoning was different than some of the other students because she feels she can take advantage to travel to Western Europe later when the value of the dollar is higher.

The main barriers to her decision to study abroad were complications with the

Law School Admissions Test (LSAT), timing for graduate school applications, cost, and

work obligations. Casey does not feel study abroad is within her culture norm, but she

does not feel she is going against the cultural norms by studying abroad in Africa. The

following interview excerpts present Casey's reasoning in choosing her destination,

internal drive in her decision to study abroad, culture norms, and survival mode.

> First, I was thinking of going to Paris. I was set on going to France, but since the exchange rate is so bad now; I'd rather wait and go when I have a lot of money to spend. I'd rather go later than not be able to do certain things just because I don't have the money.
> A lot of my friends at one point were all planning on studying abroad. But when it really came down to it, a lot of people are all talk. They really liked to talk about it, but when it came down to it, none ended up doing it. I think I'm the only one of my friends that is actually really going. Study abroad is something I've always wanted to do and always driven myself to do it. Because no matter where I am, if I tell myself I'm going to do something, then I have to do it. I won't talk about it if it's not going to happen.
> My culture expectations...I think it depends on where I chose to go. For example, if I had chosen to go to France then maybe it would have had more of a connotation that I'm "uppity" or "Whitewashed," but going to Africa is kind of like the idea that you're going to see things that you wouldn't necessarily see here and it is more accepted.
> Once I switched my major, I figured, "Wow! I can study abroad three times and still graduate on time." So I was really happy about that. Then it gave me time to relax and I started taking classes that I really enjoyed. Now, I don't feel like I'm in survival mode.

Tiffany

Tiffany is a biracial student born in the U.S. and a native English speaker. Her

mother is Mexican and her father is African American, but she identifies herself more as

Mexican because the majority of her friends are Mexican. She is a second generation

college student, her mother's highest level of education was high school and her father

completed his Bachelor's degree. Her annual family income is over $100,000, but she

explained that her parents help to support her grandmother and some other family

members financially. Tiffany is a junior and double majoring in international studies and

political science. Campus leadership is one of the activities that she is involved with, and

she works part-time while in school. She will be studying abroad in the summer in Italy through a Global Seminar.

The three major factors that influenced Tiffany's decision to study abroad were to leave home and become more independent, learn a new language, and have a new experience. Tiffany is extremely close to both of her parents and her younger siblings. As a result of this, Tiffany wanted to challenge herself by going outside of her comfort zone and learning to live on her own.

Tiffany recently transferred to UCSD from a community college in San Diego and explained she did not feel she was in survival mode at UCSD; rather she felt it when she first started her courses at her community college. When Tiffany first began to think of studying abroad once she transferred to UCSD, she conducted all of her research individually and selected a program. After she had applied to the program, she began to discuss her decision with her parents. She described that at first her parents were resistant, did not understand the value of study abroad, and were worried about the cost. Due to her extensive previous research she was able to inform them effectively about her program, how she would pay, and ease any of their other concerns. Furthermore, her parents attended the special parent session during her pre-departure orientation and were able to discuss some of their concerns with the PAO staff and parents of returned students.

The main barriers that influenced her decision were the program cost and being able to transfer coursework taken abroad. Due to her parent's financial situation, Tiffany explained that initially she did not think she would be able to afford going overseas

initially. Additionally, because of her family income she did not qualify for federal

financial aid and because of her family expenses the funding was an issue. Therefore,

during her research of programs she selected a short-term program with lower cost and

decided to work additional hours at her job to earn extra money. Delaying graduation was

not a big concern for Tiffany, because she wanted to take advantage of all of the

opportunities at UCSD and while she was young. Furthermore, she was already on track

to graduating early and therefore decided to take advantage.

When asked about study abroad and culture norms and expectations, Tiffany

explained that within her community going to college was out of the culture norm. The

majority of her friends were still taking courses at the community college and had not yet

transferred to a four-year institution. Tiffany stated most of her friends were in awe of her

admission and success at UCSD. Although her parents were hesitant about her decision to

study abroad, Tiffany's father avidly supported and pushed for her to go on to higher

education and defy the typical culture norms and expectations associated with people

from historically underrepresented groups. The following interview excerpts present

Tiffany's situation in convincing her parents, their concerns, culture norms and

expectations, and taking advantage of opportunity now.

> My parents couldn't really tell me that I wasn't ready to do it. I had everything in front of them. I just want to keep them in the loop so they don't feel left out. But they realize that they will have to let me go sometime. It's just for a little bit. I mean it's only for the summer.
> My father always told me as I was growing up, "When someone looks at you from far away you're Black, but then when you get closer and then you're a woman, and then when you get closer you're just yourself. So you have the whole spectrum in you."
> I think I grew up in more of a Mexican culture. Even in the Black culture, kids just stay at home for a long time. You don't have to leave right when you turn 18, they don't kick you out. They don't want to let me go.
> I feel like if we don't do it now….we have all these student discounts we give up. For example right now if you take the Eurail to travel you get the student rate. I feel like once I graduate all those things are going to disappear, and we'll be dealing with the real things; hotel rooms and things that cost so much.

Julia

Julia is an Armenian American student in her senior year and majoring in biological anthropology. She is a second generation college student, was born in the U.S., non-native English speaker, and has no previous international travel experience. She stated that her mother completed her Bachelor's degree and her father completed some college/two-year degree. Her annual family income is over $100,000; she is the oldest in her family and has a younger sister. Julia will be studying in Lyon, France in the fall through EAP.

The major factors that influenced her decision to study abroad were to learn French, an interest in other cultures, to be in different environment/out of comfort zone, and for a new experience. Julia is very close and involved with her Armenian community in the city of Glendale. The majority of her peers at UCSD and at home are either Armenian or Iranian. Therefore, she really wanted to go outside of her community and experience something new and meet different types of people. Peers were a significant source of influence and support for Julia in her decision, but the initial drive for her to pursue study abroad was her own personal interest.

The main barriers influencing her decision were her father's resistance, her French language proficiency level, and cost. Julia talked extensively about her family situation and her father's resistance to allowing her to go abroad. This was a large barrier because her father supported her financially for school, and studying abroad as a female is not common in her culture. Although she had presented her parents with all of the information, discussed the value of study abroad, addressed their concerns of her safety,

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and cost issues; her father was still not convinced. Interestingly, her mother became more supportive of her decision and aided her in trying to gain her father's backing. Two tactics were used by her and her mother in their efforts to win over her father. First, by explaining that other Armenian female students and mutual friends in the Armenian community had gone abroad; and asking for her father to speak with the parents of these girls. Second, they tried to find her a homestay with an Armenian family in Lyon so that her father would feel more assured of her safety while overseas. She explained that although study abroad is not of the norm in her community, many of her Armenian peers who are second generation college students and born in the U.S. discuss studying abroad.

During the time of the interviews Julia had been accepted to the program in Lyon, had attended the pre-departure meeting, was about to submit her deposit payment for the program, but her father had still not granted her final permission to participate in the program. Julia expressed that if in the end he forbade her to go, she had a strong internal drive and would eventually go abroad on her own after graduation from UCSD. The following interview excerpts present Julia's comments about her father's resistance, culture norms, and her Armenian community.

> Just because Armenian parents are really strict and stuff so just to see that her parents let her go, I thought maybe mine would too. I just keep bringing up as many examples as I can. My mom knows how to convince my dad to do things, so she's taking it slowly. I think it will work out in the end, but as of right now, my dad isn't sure.
> I have thought so many times that if my parents weren't in my life, not in a bad way, but if they weren't there, I would do so many things. Like I really like them and we don't fight or anything, but I know for a fact that if they were more lax with a lot of things I would do a lot more.
> If he ends up saying no, I know I'll do it eventually maybe five years from now when I live on my own. I realize that he's paying for my school now. No matter how hard I try to convince him to let me go and if he still says no, I cannot argue with him.
> They struggled to come here, and to settle here, and to go to school here and everything. So their goal in life was to be here. They don't understand why I would leave here and go somewhere else. To them, here is the goal.
> I think one of the major values of the Armenian community is to stay close to family and just be part of the Armenian community, not move out. Like always be around Armenians I guess.

Summary

The personal, social, and institutional factors influencing the decision to study abroad for students of color vary. Table 4.21 provides a synthesis of the main findings by research question presented in this chapter.

The main factors influencing the decision for students who will be participating in a study abroad program are the personal factors presented from the survey and interview results in this chapter. Program cost is the main barrier identified by students of color who made decision to study abroad as well as students who made the decision not to study abroad. Despite all of the barriers, students in Group 1 frequently discussed various strategies they utilized in overcoming the finance, family, culture, or academic obstacles. Several of the personal, social, and institutional factors influencing the student's decision to apply varied by race, gender, generational in college, generation in the U.S., socioeconomic status, and financial aid received. Lastly, individual case studies of students from the interviews help to provide a more detailed look into the decision making process for students of color who do decide to study abroad as well as the culture norms and family barriers that some students discussed.

Table 4.21: Synthesis of main results by research question

Q#1: What personal, social, and institutional factors positively influence students of color to decide to study abroad?	**Personal-** perceived outcomes of personal growth and student's internal drive
	Social- peers/significant others and past participants influence
	Institutional- college/university study abroad offerings and marketing
Q#2: In what ways do the personal, social, and institutional factors influencing the decision to study abroad differ for students of color?	**Personal-** different culture norms and expectations differed by *race, generation in college and in the U.S., and financial aid received;* family obligations and work/internship obligations more of a barrier for *males;* differed in barrier of fear of racism while abroad by *generation in U.S.;* finances larger barrier for those with lower *socioeconomic status*
	Social- sources of influence differed by *race;* different culture norms and expectations differed by *race, generation in college and in the U.S.*
	Institutional- sources of funding and campus promotion of study abroad varied by *race;* program characteristics differed by *gender, generation in college, and socioeconomic status*
Q#3: What are some of the barriers that students of color who have decided to study abroad have had to overcome in their decision to go overseas?	Main barriers: program cost, restrictions on financial aid, and delaying graduation
	Survival mode not a large barrier affecting the student's decision to apply. Pressure to graduate in four years not of the norm anymore
	Main risks and anxieties: financial burden, missing family/friends/significant others, and adjustment abroad

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	Family resistance related to cost, student safety, and family not understanding the value of study abroad
	Culture barriers of culture labeling, stereotypes, expectations, and culture divide
	Students found a way to overcome the barriers either through their internal drive; peers, family, adviser support; choosing a short-term program or different location; using personal funds, working additional hours, and/or applying to scholarships
Q#4: What are some of the barriers encountered by students who have decided not to study abroad? How do these differ from the barriers of students who made the decision to study abroad?	Main barriers (Group 2 only) - program cost, courses not fitting into program, delaying graduation, and restrictions on financial aid.
	Difference in barriers (Group 1 & 2)- family obligations and courses not fitting into academic program

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

Study abroad has gained increasing popularity and is quickly becoming a part of the college experience for many undergraduate students in the U.S. Every year the total numbers of undergraduate students choosing to participate in a study abroad program increase. Higher education institutions as well as the federal government have recognized the importance of overseas study and continue to put forth efforts to provide more programs and resources for the purpose of increasing the numbers of students who study abroad. Although more students are studying abroad, upon closer inspection of the total numbers and the student profile, we see that students of color enrolling in these programs are minimal. Barriers that these students encounter in deciding to study overseas have been extensively discussed in the literature in an attempt to provide more insight and understanding to increase these numbers.

This study attempted to move beyond the barriers and benefits of study abroad for students of color and delve further by examining students of color who will be studying abroad and explore some of the personal, social, and institutional factors that influenced their decision. The context of the study was undergraduate students of color enrolled at UCSD that were going to participate in a study abroad program through the PAO. Additionally, to provide a re-examination and a comparison of the barriers as identified in the literature, applicants and non-applicants were asked about the obstacles that they encountered in their decision to study abroad.

This chapter presents a summary and discussion of the key findings as they relate

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to the literature, implications and recommendations, the study limitations, and recommendations for further research.

Summary and discussion of key findings

Through the analysis of the surveys and the interview transcripts, several of the factors influencing the student's decision to study abroad were more prominent than others. The discussion of the key findings of this study will be presented in the following format: the factors influencing the student's decision, the barriers encountered by both groups and how they may have changed from previous literature, study abroad and culture norms and expectations, and student personal characteristics including student identity.

Factors influencing the student's decision

Personal factors were the largest sources of influence for this group of students of color in their decision to study abroad, more than the other social and institutional factors that were discussed and measured. Only a few personal factors differed in the student's decision to study abroad based on their race, gender, generational status in college, generational status in the U.S., socioeconomic status, and financial aid received. At this level of education and stage of their college experience, these students really wanted to take advantage of the opportunity while in school with fewer obligations and have a new experience in a new environment. These findings are similar to those of Carlson et al. (1990) and Guerrero (2006). They found that one of the main reasons the students in their study chose to study abroad was to live and experience another culture.

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While the academic outcomes of study abroad are often attractive to students choosing to participate in these programs, the personal outcomes for the student as an individual appear to outweigh the academic benefits in this study. Learning a foreign language was the primary academic outcome and personal factor that students discussed. Although Craig (1998) identified the main benefits of study abroad for students of color as academic and career related; results from this study reveal that the personal outcomes are more influential in the student's decision. Almost all of the students felt that the value of study abroad in their perspective was more for personal growth and to attain cultural experience and knowledge, rather than expanded employment opportunities or for a broadened educational experience.

Personal growth and development was unquestionably the main reason that the students of color in this study decided to study abroad. Kauffman et al. (1992) identified personal development as one of the primary effects on study abroad participants in their study, findings from this study correspond to their results because students wanted to become more independent and be out of their comfort zone by going overseas. The personal growth themes and sub-themes identified in the survey and interview responses from this study parallel the long-term benefits of study abroad that Akande & Slawson (2002) reported, examples of their personal growth themes were self awareness and cultural consciousness.

A key finding that was consistent in student responses was one of their personal characteristics largely influencing their decision. This personal characteristic was their personal internal drive and determination to have this type of overseas experience,

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regardless of the barriers or external influences. The literature did not extensively discuss student personal characteristics of internal drive, but Fishbein and & Ajzen's (1970) theory of reasoned action, Peterson's (2003) study, and Booker's (2001) study can be used to explain this key finding. Referring to Figure 1.3, student's internal drive corresponds with the personal factors in this adapted model affecting their attitudes in their decision to study abroad.

Results in the previous chapter discuss some of the social influences and external messengers of study abroad comprising the social factors in this model. The most significant social influences affecting the student's subjective norm and attitude in their decision were influences of peers/significant others and past participants comparable to Peterson's findings, although Booker found faculty and advisers as larger sources of influence in his study. Latino/Hispanic American students in this study indicated teachers as more significant sources of influence, because they had fewer peers that had studied abroad; while more Asian/Asian American students cited peers as a primary influence.

Furthermore, the student's personal characteristics and internal drive were more influential in affecting their attitudes and ultimately their decision. Booker explored the relationship between the attitudinal and social variables and how they weighed out in the student's decisions, but the specific student's personal characteristics such as their internal drive and personal motivation were not examined. As a result, using the theory of reasoned action, we can see that findings from this study reveal that the attitudes, behavioral beliefs and evaluation of outcomes, of the population of student of color were more influential in their decision to study abroad in comparison to their subjective norm,

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social and external influences. However, in this study the subjective norm also influenced and interconnected with their attitudes.

Student's attitudes were primarily influenced by the personal factors addressed in Figure 1.3 and from the findings discussed in the previous chapter. As a result, the following adapted model reflects these results. In this adapted model, the personal, social, and institutional factors all play a role and work interchangeably in the decision of the student to study abroad, but from the findings of this study the personal factors weighed more heavily in affecting the student's attitude and their decision. Within this adapted model, the subjective norm is categorized as a social factor.

Figure 5.1: Adapted model of the decision to study abroad for students of color
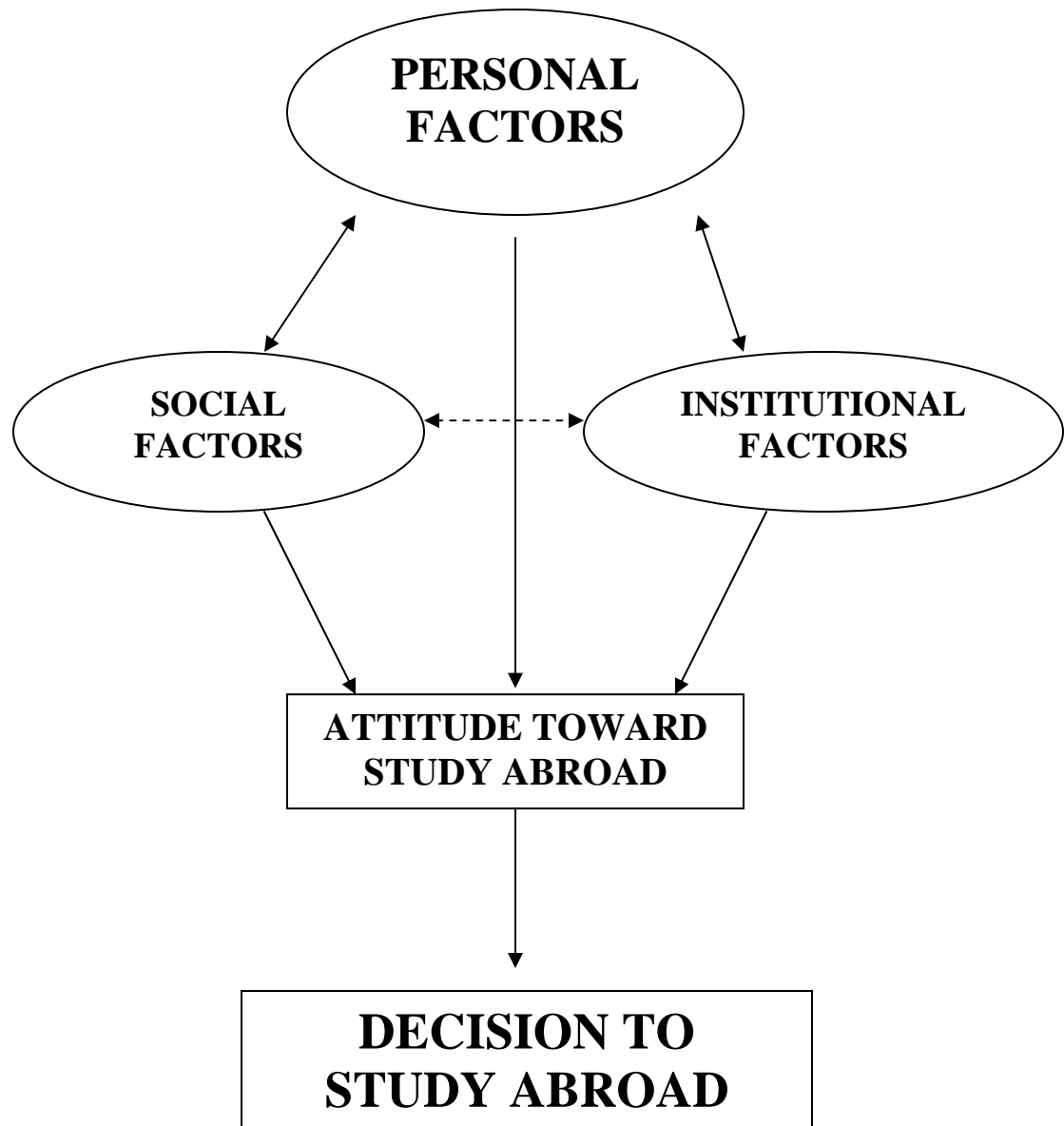
The most significant personal factors were student's internal drive and motivations,

perceived outcomes of personal growth through study abroad, and personal identity.

Major social factors were influence of peers/significant others, past participants,

family/culture support, and student engagement on and off campus. Lastly, the most

noteworthy institutional factors influencing their decision were effective marketing/outreach, study abroad promoted in campus/University culture, variety of program offerings, and effective advising.

Student involvement was one attribute of the personal factors that was intertwined and discussed in the conversations about the determination and personal motivations. In the TRIO article (Burkart, Hexter, & Thompson, 2001) and Kuh's (2003) study, students who had studied abroad were more actively involved on campus and took more of an active role in society as result of their overseas experience. Findings from this study explored student's involvement prior to going overseas so therefore it was not possible to determine if the students were more involved as a result of their study abroad experience; but the students in this study were all actively engaged on or off campus in some sort of activity. Therefore, the majority of students of color who had made the decision to study abroad were already actively engaging in various opportunities offered for them both on and off campus similar to the results from the CIRP freshman survey (Rust, Dhanatya, Furuto, & Kheiltash, 2007).

Institutional factors influencing the student's decision to study abroad were explored in this study, and there were a few that positively affected their decision. Goodwin and Nacht (1988) found in their study the institutional value of study abroad as attracting more and better students, and several students interviewed in this study revealed that program offerings, an internationalized campus culture, and marketing by the University largely influenced their institutional choice.

Another institutional factor in Figure 1.3 was availability of heritage programs. Szekeley (1998) discussed heritage seeking programs being a benefit for students of color, in order to explore their identity or their cultural roots. The PAO office advertises and offers many programs in heritage destinations; therefore at the institutional level these programs are available. Students in this study discussed heritage seeking in study abroad programs as an option, but a small number stated that this was a factor influencing their decision; because the majority were opting to study in France, Spain, Italy, and the United Kingdom; the more traditional study abroad program destinations.

Barriers encountered by both groups

The main barriers for students who had made the decision to study abroad and those who made the decision not to study abroad were similar in this study. When referring back to the literature on the barriers, it is evident that some of the obstacles previously identified varied for the two groups of students in this study. Some of the difference in response to the barriers may be due to the disparity in race, SES, and other demographics between the two groups. The primary barriers were similar regardless of race, and therefore the barriers previously identified in the literature for only students of color may need to be re-examined (AED, 2006; Burkart, Hexter, & Thompson, 2001; Carroll, 1996; CIEE, 1991; Consuelo-Clemens, 2002; Doan, 2002; Guerrero, 2006; Hembroff & Rusz, 1993; Thomas, 2001; Van Der Meid, 1999).

The major barriers identified for both groups of students in this study were program cost and restrictions on financial aid for study abroad. Similar to the previous literature on the barriers, students in this study were worried about the finances of their

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overseas program and did not want to be a financial burden on their families. Hembroff and Rusz (1993) found that program cost was a larger barrier for African American students in their study, but in this study it was a barrier regardless of race and if they were or were not going abroad; rather it was more a barrier for students from a lower SES. Students who reported a lower annual family income and were from a lower SES were often limited by program location, duration, family and culture obligations in their decision to apply or not apply. It is important to note that in this study it was difficult to analyze the population of African American students similar to Hembroff and Rusz's study, because the sample and population of these students at UCSD was very low.

Van Der Meid (1999, 2003) found that cost was a larger barrier for those students who did not study abroad compared to those who did study abroad. Findings from this study were different because both groups of students regardless of ethnicity, generation, and immigration status indicated finances as a large barrier; although this may be due to increasing cost of education and living expenses for students on college campuses today compared to the period when Van Der Meid's study was conducted. One difference was that student opinions on adequate sources of funding by the institution and promotion of funding varied by race. Regardless of the funding obstacles, most of the students in Group 1 discussed their alternative means to overcome the finance barrier. As a whole, findings reveal that cost continues to be the primary obstacle for applicants and non-applicants; regardless of race, immigration status in U.S., financial aid received, and generational status in college when making the decision to study abroad.

Study abroad not being in the culture norm and family resistance were additional barriers encountered by students in this study. Hembroff and Rusz (1993) found that fear of family support was an obstacle that prohibited many students of color from studying abroad, and the results of the different types of family resistance that the students in this study encountered support their previous findings. Contrary to Doan's (2002) study, while family support was a large barrier encountered by Asian/Asian American students in this study, program cost was reported as a larger barrier. Additionally, Doan reported that lack of family support did not differ significantly between applicants and non-applicants, and in this study it was similar. A key finding that was not previously explored is that study abroad often is not something that a student's family expects of them to do for their academics and is also not within the culture norm. This key barrier will be discussed in more detail in the next section of this chapter.

Academic barriers such as delaying graduation, fulfilling coursework, and study abroad affecting GPA were some of the obstacles discussed in the previous literature (Carroll, 1996; CIEE, 1991; Hembroff & Rusz, 1993; Van Der Meid, 1999). Findings from this study reveal that course transferability is an obstacle that continues to exist for applicants and non-applicants in their decision to go abroad which relates to the worry about time to graduation for some students. Study abroad affecting a student's GPA or success in college were not significant barriers for both groups of students in this study. Likewise, while Norfles (2006) discussed graduation from college and survival in college as main priorities for first generation college students; in this study several of these students did not see graduation from college as the primary goal for their time there. One

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interesting result from this study reveals that many students of color are not as concerned about graduating within the typical four years and are not largely affected by "survival mode." Rather, staying in school for an additional year is becoming more common, more accepted, and allows for them to partake in other extracurricular or academic opportunities.

Hembroff and Rusz (1993) found that for the students in their study, the inability to work affected their decision, but in this study the students of color who made the decision to study abroad were able to make other arrangements with their employers and other extracurricular obligations. Lack of previous international travel experience also impeded the students of color from studying abroad in Hembroff and Rusz's (1993) study, but my findings indicate that only parent's previous international travel experience played a factor in the student's decision to study abroad; although it often depended on the location of study.

Institutional barriers of encouragement by staff and faculty on college campuses was one finding from CIEE (1991) that corresponds to some of the results from this study. Students in this study heard about study abroad primarily through the PAO office and their outreach initiatives rather than through an academic adviser or professor. Lack of knowledge about study abroad opportunities was not a barrier for non-applicants, similar to Doan's (2002) findings. This group of students was aware of study abroad opportunities and had taken the initiative to attend an introductory meeting; but they discussed the obstacles of program restrictions, shortcomings in advising, and restrictions in financial aid as noteworthy institutional barriers in their decision. Institutional factors

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such as outreach, eligibility requirements, and awareness of financial aid being used for study abroad was a barrier discovered by Carroll (1996) and often encountered by the Latino/Hispanic American students in this study. Lastly, fear of racism is one of the barriers frequently cited in the previous literature (Carroll 1996; Consuelo-Clemens, 2002; Guerrero, 2006; & Hembroff & Rusz, 1993), but this was not a large barrier for both groups of students in this study, regardless of ethnicity or race.

Another key finding is many students of color often have different obstacles to study abroad and do the things that they want to do in comparison to traditional college students. These are students who are not historically underrepresented. In many cases students of color have had to encounter the culture expectations, culture norms, labeling, family resistance, and additional obstacles that are different from mainstream college students in their decisions. For example, when a traditional college student applies to college their primary concerns might be funding or location. On the other hand, students of color have to negotiate additional issues when applying to college such as cost, family obligations, culture expectations, labeling/stereotypes, etc. The process in their decision to study abroad is very similar, but they have had to negotiate and make more difficult choices in their decisions compared to mainstream students and find strategies to address the barriers they encounter.

Culture norms and expectations

The culture norms and expectations identified by students in this study varied by race and generation status in the U.S. A student's generation and immigration status did have an effect on the student's decision to study abroad based on their family and their

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culture expectations. These findings are similar to Van Der Meid's findings (1999, 2003).

He found that culture norms and expectations in relation to immigration status in the U.S.

had an effect on the various ethnic sub-groups of Asian American student's decision to

study abroad, but he did not explore their family and culture expectations in depth.

Students who were born abroad and were the first in their family to go to college stated

their family did not understand the value of study abroad and it was not something that

was encouraged for them to do; instead Asian/Asian American students in this study were

encouraged to complete their studies and begin their career. Their immigration status in

the U.S. largely affected these expectations as well, similar to Doan's (2002) results.

The family and culture expectations for Latino/Hispanic American students

differed in large part because of their culture norms and expectations, as well as the

sources of influence. This group of students often reported that they were expected to

complete high school, attain a job, and fulfill other family obligations instead of going

onto higher education or study abroad. Latino/Hispanic American and Middle Eastern

students reported their family culture being a more collective culture because students

were expected to remain close to the family and their community. Therefore, this may

have affected the difference between the responses of the two groups about family

obligations being a larger barrier for those who had made the decision to study abroad.

The previous literature was limited when discussing or exploring the factors

influencing biracial and multiracial student's decision to study abroad. It is important to

include this population of students because this group of students is beginning to become

more common on college campuses throughout the nation. Students identifying

themselves within one of these categories often discussed feeling a cultural divide in the family support, expectations, and culture norms. The family support often depended on the generational status in the U.S. and in college of the student's family and extended family. However, because this population of students often felt a cultural divide, they have become more resilient and therefore the culture and family expectations do not affect them or their decisions negatively. This also relates to the fact that they have learned to cope and negotiate between the two cultures and the different expectations, and therefore some of the obstacles other groups of students identified did not affect this group of students as often because they have internally become more resilient.

When students of color in this study did report these types of culture expectations they often encountered some form of resistance, whether it was from immediate or extended family, as well as from their community. Forms of resistance were lack of understanding about the value of study abroad and cultural labels/stereotypes. It is interesting to note the different forms of family support or resistance students from different ethnicities reported. There were some students from a collective culture, similar to some of the Latino/Hispanic American and/or African American students presented in the individual case studies who experienced positive sources of family support. Their families supported them in their decision to go overseas and go onto higher education because they did not want them bound to the typical culture norms.

On the other hand, there were students from these cultures who experienced the reverse, and instead their families resisted their decisions that were outside the expected norms. As a result, family resistance is still a barrier for students of color who would like

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to study abroad (AED, 2006; Burkart, Hexter, & Thompson, 2001; Carroll, 1996; CIEE, 1991; Doan, 2002; Hembroff & Rusz, 1993; Van Der Meid, 1999), but it cannot be generalized as a barrier to all students of color; because many of their families do encourage and support them to take advantage of other opportunities such as study abroad, even if they do not completely understand what it may be. Additionally, when looking at the two groups of students in this study; both groups reported lack of family support as a barrier in similar numbers. Students in the second group included Caucasian students and those with a higher SES, therefore lack of family support and resistance was not solely an issue for students of color. SES may have played a factor in this finding and intersected with the different forms of resistance because those students from a lower SES often cannot afford to take advantage of these opportunities, they can barely afford to pay for college, and therefore their families do not see or understand the value of study abroad. As a result, it might be necessary to re-conceptualize the different forms of family support in student's decision to study abroad in particular for students of color and first generation college students. For example: 1) family resistance related to culture expectations, 2) family resistance due to cost, 3) family resistance due to student's safety/health, or 4) family resistance because they do not understand the value of study abroad.

Student personal characteristics and student identity

The personal characteristics of this population of students need to be examined in order to be able to understand why despite the culture norms and expectations, family resistance, and all of the other barriers previously discussed; they still chose to study

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abroad. The students of color in this study described their internal drive, personal determination, and resiliency in overcoming these barriers.

While Fishbein & Ajzen's (1970) theory of reasoned action helped to explain that students of color decided to go overseas mainly because of their attitudes towards study abroad, rather than the subjective norm about study abroad; it was primarily their personal characteristics that formed their attitudes. The culture barriers students described where experiencing negative labels or stereotypes within their own cultures, because they had chosen to go out of the norm by studying abroad and going to college in some cases. Results from the qualitative analysis reveal that some of the personal factors influencing their decision are intertwined with some of the social factors. For example, students who exhibited some form of cultural labeling often had an external messenger supporting them in their decisions, and therefore strengthening their personal drive not to let cultural norms affect them. This is related to Howard's (2001) findings that students from a lower SES succeed in college due to mentors that they had before college. Many of the students of color in this study who were from a lower SES identified someone who had guided and encouraged them to study abroad.

Addressing the student's personal development is also critical in understanding their internal drive to study abroad and there are several different models and explanations for the student's internal drive and motivation in their decision. Astin (1993) and Pascarella & Terenzini (1991) discussed peers and group interactions influencing and forming a student's personal development. Chickering and Reisser's (1993) seven vectors in their model of student development correlate with the various phases of identity

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formation, self development, and self confidence that students experience as part of their college experience and being away from home. Their identity formation is different from Cross's (1991) racial identity development theory in that it is not specifically formed by their racial identity, it is more attributed to their "self-negotiation" in forming their own individual identity regardless of race. This self-negotiation is also attributed to the perseverance of students of color to overcome the obstacles, break out of the norm, and decide to go.

Rendon's (1994) new model of learning and student development also helps to make sense of my findings. Rendon explained that more students from historically underrepresented groups are attending and succeeding in college, and they are experiencing a transformation of their personal beliefs, confidence in their decisions and future success through various experiences in college. She stated, "Even the most vulnerable nontraditional students can be transformed into powerful learners through in- and out-of-class academic and/or interpersonal validation (Rendon, 1994, p. 5)." Her explanation of this student transformation can be related to an increase in student confidence and personal drive through various in and out of classroom experiences, involvement, and support. For those students who had an external messenger validate the value of study abroad and support them, they felt more confident in their decisions and became more resilient when encountering barriers. Students of color who had negative external messengers and experienced various forms of resistance in their decision to study abroad, these invalidating experiences had the exact opposite effect and actually made them more determined to go and be successful.

These experiences and key models of student's personal development, mentor relationships/support, identity formation in college, and self negotiation help to explain how some of the students of color in this study were able to be resilient and determined in their decisions to study abroad, despite all of the barriers and culture expectations. The following figure displays the interplay between resistance that students encounter, their self-negotiation process and all of the external factors that influence this transformation of their self-negotiation, and their resiliency as a result of this in their decision.

Figure 5.2: Triad model of student personal identity formation

Self-negotiation

Resistance
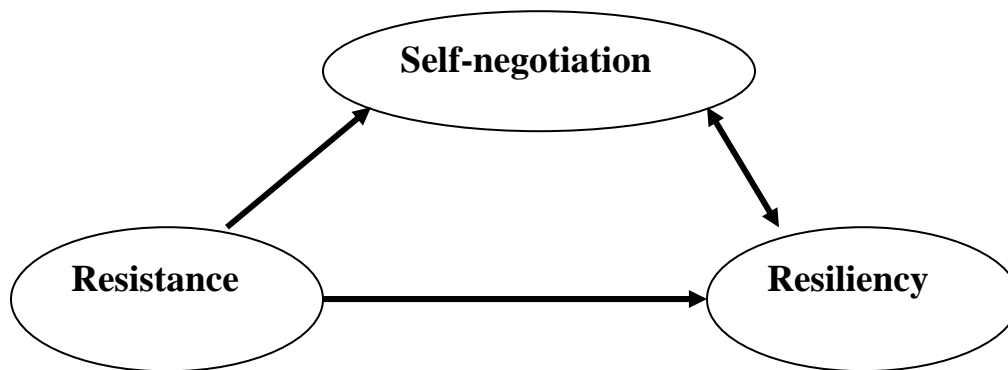
Resiliency

This model displays the resistance that students encounter in their decisions in college, affect their self-negotiation and their resiliency. Forms of resistance discussed are culture and family expectations and barriers. Through the student's transformational process in college they are influenced by positive external messengers; positive support from an adviser, peer, or family member; involvement in extra-curricular activities; and personal drive and motivations to succeed which ultimately influence their self-negotiation and resiliency in making informed decisions.

As a result, other personal characteristics of the students beyond race, generation status in U.S., generation status in college, and SES need to be addressed when we talk about students of color and why they decided to apply or not apply for study abroad.

Implications and recommendations

The implications and recommendations of this study are for various stakeholders. These include the PAO office and staff, UCSD International Center, academic departments and leaders on the UCSD campus, other study abroad offices, people in the field of international education, high school administrators, teachers/professors, and policymakers. These implications and recommendations are based on the findings of this study as well as from students interviewed in this study.

1) Make more use of the influence of the messages being sent from external messengers about study abroad, its value, the funding, and the value of the experience on the students. Marketing and outreach efforts by practitioners in this field need to utilize these messengers either through peer advisers, returned study abroad students, a mentor in college, high school, or a college preparation program. In particular they should stress the academic/practical outcomes of study abroad, but particularly the personal outcomes on the student.

2) Maintain a database of returned students by program, location, discipline, and even race as referenced contacts can aid in helping students overcome some of the preliminary obstacles and provide a validation that others like them have been able to study abroad. For those students who encounter some form of family or culture resistance this can also aid in presenting the value of study abroad and answer any other parental concerns by

having returnees as a resource. The "profiles" of these returnees can present some of the factors that influenced their decision, the barriers they encountered, and how they overcame the barriers.

3) Early outreach and marketing in high school and during college fairs is one of the main recommendations that the majority of the students in the interviews discussed. When students attend college fairs in addition to having information about admissions and academic disciplines on the university or college, it is imperative that some information about study abroad be presented. This corresponds with timing of when students begin to consider these types of opportunities. Several students in this study explained that they chose their college based on the marketing resources that specifically stated the number of students who studied abroad through that school. Therefore, the campus image and culture that is portrayed to students when they are considering higher education needs to encompass study abroad as an attainable and valuable experience in college. In addition, student identity and personal development is at a critical stage in their last year of high school and first year of college, therefore practitioners and policymakers in this field need to make use of this timing and plant the seed about study abroad during these critical years.

4) Present the image that study abroad is an attainable and valuable experience for students of all academic disciplines. Through the use of more classroom presentations by returned students in the specific academic discipline, students in non-traditional majors that do not consider study abroad can be able to see that it is possible within their respective major. If there is resistance from certain disciplines or professors about

providing classroom time for these presentations, then conducting the presentations in freshmen seminars or mandatory introductory classes can be another strategy to market to students from all disciplines. This last strategy relates to the next implication and recommendation.

5) Practitioners and policymakers need to make study abroad an integral part of the college experience by discussing it in the final years in high school and first year in college. Offering freshmen seminars or student success courses that introduce different concepts of the college experience to students and incorporate study abroad and international opportunities into these discussions may help to promote it at the critical stages. Examples of topics during these seminars are tips on student success in college, time management, student development stages, and student learning styles. Integrating the discussion of in and out of classroom experiences into this type of course will aid in causing the students to begin to think of study abroad as an out of class activity that will aid in their personal and academic development.

6) While some colleges and universities have begun to academically integrate study abroad into their college curriculum for students in all fields of study; practitioners and policymakers in this field need to increase these efforts on a national level at all institutions so that students from all disciplines go overseas during their undergraduate experience.

7) Provide graduation rates by college and by academic discipline for study abroad alumni. Students in this study from various academic disciplines discussed average graduation rates within their respective major, and some were longer than four years.

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Therefore, in marketing and advising resources practitioners in this field can collect the data and develop brochures and promotional materials by academic major that reflect average graduation rates for students who studied abroad and those that did not. Implications from this study indicate that this marketing tool needs to be re-developed further and presented by academic major or academic department, because the average graduation rates for each major differ and students take this into consideration when deciding to study abroad or not.

8) A key recommendation from the students in the interviews is to do more outreach to various academic, social, and cultural clubs on campus. This is another area in which returnees or peer advisers can be utilized, in particular if they are members of that particular club. Students in the study stated that they enjoyed hearing about other's personal experiences especially when it was from someone of their age group. Addressing some of the common barriers, risks, and anxieties in these outreach presentations as well as the personal stories to the students to take advantage of these types of opportunities while in college is another effective marketing tool.

9) In addition to providing returnees of the same race or culture as a resource for students who face culture or family barriers, holding parent introductory meetings and pre-departure meetings in the evenings and on weekends was another recommendation to overcome this barrier. Students in the interviews stated that their parents wanted to attend meetings, but were not able to because of timing and/or distance. In several cases, information on the website and promotional brochures did not suffice in appeasing parental concerns. Personal contact with an adviser, returnee, or parent of a returnee

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would have been more efficient. The specific race or gender of the study abroad adviser and staff in the study abroad office did not play a factor in these student's decisions.

10) Provide short-term programs for different cultural groups or organizations on campus (i.e. TRIO students) and develop a network of host families to help appease the parental fears about student's safety and health.

11) Higher education institutions, practitioners and policymakers in the field need to aim more efforts towards increasing funding for students of color who would like to study abroad. These increases can come in the form of diversity scholarships from the university, academic department, external providers, alumni associations, or university student services fees. Financial aid restrictions may also need to be restructured to recognize that study abroad is an integral part of the undergraduate experience and has academic worth and merit. In the marketing and outreach efforts previously discussed, all students need to repeatedly be told about the various funding opportunities, process to use financial aid, and to make use of student discounts and other things while they still have the student status. Marketing tools can profile a participant from a specific program or major, the type of financial aid package they received, and how they offset their costs.

12) For the PAO office, the procedures and rules for students deciding to do EAP or OAP need to be made similar or presented to students in a different manner. Often the various rules, advising sources, limitations, funding restrictions, and program offerings restricted students of color from studying abroad. Therefore the leaders in the PAO and leaders of other study abroad offices, and policymakers with similar rules and limitations need to try

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and simplify the policies in choosing an internal or external program provider and streamline between the different program offerings.

13) While it is difficult for practitioners in this field to determine a student's personal characteristics and/or identity as described in this study, the use of resources such as past participants, extracurricular activities, classroom presentations, and innovative outreach can help to reach the message about study abroad to more students of color. In these efforts, studying abroad can be related to the process of applying to college and the similarity in procedures, eligibility, benefits, and funding. This can be used through a collaboration of various offices in their advising resources and outreach to students to send out a message that study abroad is within the campus culture for students of various races, socioeconomic status, and academic disciplines.

14) Policymakers need to be aware that students of color often encounter additional steps, in relation to the barriers that they encounter, in their decisions in college. Therefore, working with the campus departments, advisers, and study abroad staff to simplify the process, not overwhelm students, and make study abroad appear as an attainable thing is necessary.

15) Policymakers also need to address and collect more descriptive data on biracial and multiracial students enrolled on their campuses and those studying abroad in order to provide more insight into the needs of this population of students in order to increase the numbers.

16) The theoretical implication for this study is the need for more theory to be utilized in the field of international education as it remains limited in its use of theory, both in

literature and in practice. While the theory of reasoned action was one theory used in the conceptual framework of this study in exploring the student's decision making process, several other theories can be used by those in this field when exploring the benefits of study abroad for students, the barriers, and incorporate theory into their practices.

Limitations and recommendations for further research

There were several limitations in this study and recommendations for further research. This study was focused on one large research university in Southern California and the population of students in this university faced strict admissions requirements in their admission. Due to the limited numbers of students of color participating in study abroad programs at this University, the participants were not a random sample, and this limited the generalizability of the findings. However, by using the complete population and the criterions of students participating in summer, fall, and academic year programs allowed for more diversity in the sample and findings. Another limitation of this study was the imbalance of gender and student's from certain races, such as African American. This was largely attributed to the general population of students enrolled at UCSD; African American students comprise 1% of the overall student population, and less than 1% of the overall number of students studying abroad. The gender imbalance of this study is reflective and parallels the overall numbers and gender disparity in the study abroad student profile (IIE, 2008).

An additional limitation of this study was the low response rate, in particular for students in Group 2. This may have lead to non-response error, therefore resulting in a non-representative sample for students within one ethnic group responding in comparison

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to another. For example, there were more Asian/Asian American respondents and interviewees compared to African American, but this was also representative of the UCSD population and the population of students of color going abroad. Additionally, the criteria for students in Group 2, included students of all ethnicities, but this was largely due to anticipation on the researchers behalf of low response rate. Students identifying as White were included in Group 2 in order to have more response and more comparison between the two groups.

Further studies may want to include more universities and colleges from various geographic regions in the U.S. that vary in size and competitiveness, to allow for a more diverse sample of student demographics and permit for more comparison. A study of this type will allow for a larger random sample of students in exploring applicants and non-applicants. It may also lead to a more diverse sample of students of color who studied abroad, and have more representation within the various racial categories of students of color and gender balance.

Additionally, having a larger sample of students from various universities and college campuses in the U.S. may also provide a larger random sample of students who decided not to study abroad so that more significant conclusions can be drawn from this population of students. Particularly when addressing cost and delay of graduation as barriers between applicants and non-applicants, and comparisons by race and SES. Another recommendation for further study is to include more research and discussion centered on biracial and multiracial students, because this student demographic is becoming more common in our population.

This study was not longitudinal and did not follow-up with the students who decided to study abroad which presents another limitation. A recommendation for further research is to conduct a longitudinal study including a follow-up with the students of color who studied abroad upon their return. Exploring the student experience may help to draw additional insight based on their comments, discussion, and recommendations to increase the numbers.

Lastly, the barriers for students of color have changed from the previous literature, but a limitation of these findings may be due to the study context and population of students in the study. Regardless, an area of further study is the need for a re-analysis or meta-analysis of the barriers so that the previous literature is updated. The need for more empirical studies and use of theory in study abroad and the student decision making process is another area that calls for further study.

Conclusion

The terms global citizen, global culture, globalization, global workforce, and global economy are becoming more common in the U.S. language on various levels. They are apparent in the news and media, the government, higher education, international education, research, economic outlooks, and in everyday conversations between regular people. We have to see that this is going to become mainstream as our society progresses and becomes more of a "global culture." When we discuss "global" or "international," education is often associated with achieving the global knowledge and skills addressed in some of these mainstream conversations and issues. International education through study abroad also aids in acquiring these skills and global knowledge.

Another conversation that is increasing in our society and the federal government are efforts to increase the numbers of students who study abroad and acquire this global knowledge and skill, particularly for students of color. The current Simon Study Abroad Foundation Act has made some headway in the federal government to increase the numbers of students of color who study abroad through various sources of funding and support.

Implications from the current study address some of the efforts that need to be made if this legislation passes, as well as for other stakeholders in this field. In our discussions of the disparity in the numbers of students of color who decide to participate in study abroad, it is necessary to look at the personal, social, and institutional factors influencing their decision when trying to address strategies to increase the numbers. Because finances and academics are obstacles that remain for applicants and non-applicants; this reveals that some of the previous barriers addressed in the literature remain and we need to re-evaluate our current efforts, initiatives, and policies by informing the student's attitudes in their decision. In addition, it is not only the barriers that affect the student's decision to apply or not apply, but also their personal drive in college and social influences which need to inform the efforts to increase the numbers.

Conversations about issues of access and diversity in study abroad also need to be re-evaluated to reflect some of the culture norms and expectations, family resistance, self-negotiation, and student personal development issues that student's of color encounter when it relates to their decision to apply or not apply to study abroad. Through all of this,

then the profile of the study abroad participant may begin to change and transform into a

more diverse and representative profile of our U.S. and higher education population.

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Part 1- BACKGROUND INFORMATION

1. Where are you going to study abroad? (please fill in city and country, if more than one please list)

City:_____   **Country:**_____

2. Which program are you participating in? (please check both boxes if this applies)

☐ EAP   ☐ OAP   ☐ Global Seminar

3. What will be the length of your study abroad program?

☐ 4 weeks   ☐ 1 quarter
☐ 5 weeks   ☐ 2 quarters
☐ 6 weeks   ☐ 1 semester
☐ 7 weeks   ☐ 1 academic year
☐ 8 weeks   ☐ Other (please state): _____

4. When did you __first__ consider studying abroad?

☐ Prior to high school   ☐ Second year in college
☐ During high school   ☐ Third year in college
☐ First year in college   ☐ Fourth year in college

PART 2- SOURCES OF INFORMATION

5. How did you first hear about this study abroad program? (please check all that apply)

☐ Academic adviser   ☐ Email
☐ Study abroad adviser   ☐ Flyer
☐ Professor   ☐ Study abroad website
☐ Study abroad fair   ☐ Study abroad catalog
☐ Former participant   ☐ Classroom presentation
☐ Family member   ☐ Friend/significant other
☐ Other (please state): _____

6. Besides you, has anyone in your family previously studied abroad?

          ☐ Yes   ☐ No   ☐ Don't know

7. Have any of your friends previously studied abroad?

          ☐ Yes   ☐ No   ☐ Don't know

8. Are any of your friends participating in the same study abroad program as you?

          ☐ Yes   ☐ No   ☐ Don't know

9. How influential were the following people in your decision to study abroad?

Please check the column for Very Influential, Influential, Somewhat Influential, or Not Influential

	Very Influential	Influential	Somewhat Influential	Not Influential
Academic adviser	☐	☐	☐	☐
Professor	☐	☐	☐	☐
Study abroad adviser	☐	☐	☐	☐
Friend(s)/Significant other	☐	☐	☐	☐
Former participant	☐	☐	☐	☐
Parent(s)	☐	☐	☐	☐
Sibling(s)	☐	☐	☐	☐

PART 3- INSTITUTIONAL FACTORS

10. To what extent do you agree or disagree with the following statements?

(Please put an "X" in the box corresponding to the row)

10a. Information on study abroad programs and opportunities is readily available to UCSD students.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10b. The types and number of study abroad programs offered through UCSD are good.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10c. Eligibility requirements for the study abroad programs are <u>not</u> strict.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10d. UCSD offers good sources of funding for students wanting to study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10e. UCSD encourages international experiences such as study abroad for students such as myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10f. I felt comfortable talking to the <u>study abroad advisers</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10g. I felt comfortable talking to my <u>academic advisers</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10h. I felt comfortable talking to my <u>professors</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10i. Overall, as a student of color, I felt that my needs and concerns were met in discussing study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

11. How do you currently pay for school? (please check all that apply)

☐ Scholarships   ☐ Private grants
☐ Federal loans   ☐ Personal funds
☐ Private loans   ☐ Family support
☐ Federal grants (i.e. Pell grants, Cal grants)

12. What type of funding do you intend to use to fund your study abroad program? (please check all that apply)

☐ Scholarships   ☐ Private grants
☐ Federal loans   ☐ Personal funds
☐ Private loans   ☐ Family support
☐ Federal grants (i.e. Pell grants, Cal grants)

13. What type of extracurricular activities are you involved with inside and outside of the University?
(please check all that apply)

☐ Student government   ☐ Fraternity/Sorority
☐ Academic clubs   ☐ Church
☐ Service/Volunteer clubs ☐ Work
☐ Social clubs (i.e. BSU, ASU) ☐ ROTC
☐ Athletics   ☐ Other (please state):_____

PART 4- PERSONAL CHARACTERISTICS

14. How important were the following factors in your decision to choose your particular study abroad program? (please check the column corresponding to the row)

	Very Important	Important	Slightly Important	Not Important
Program cost	☐	☐	☐	☐
Duration of the program	☐	☐	☐	☐
Language of study	☐	☐	☐	☐
Size of city/town	☐	☐	☐	☐
Country of program	☐	☐	☐	☐
Parents/family influence	☐	☐	☐	☐
Being able to transfer credits	☐	☐	☐	☐
Interest in the course work available	☐	☐	☐	☐
Exploring my own heritage/cultural roots	☐	☐	☐	☐
Internship/volunteer work options with program	☐	☐	☐	☐
Living with a host family	☐	☐	☐	☐
Living in an apartment	☐	☐	☐	☐
Taking classes at host university	☐	☐	☐	☐
Level of integration into host culture	☐	☐	☐	☐

OUTCOMES OF STUDY ABROAD

15. To what extent do you agree or disagree with the following statements? Please check one column for Strongly Agree, Agree, Disagree, or Strongly Agree.

Participating in this study abroad program will help me:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Fulfill elective requirements	☐	☐	☐	☐
Fulfill major requirements	☐	☐	☐	☐
Learn/improve a foreign language	☐	☐	☐	☐
Learn about my own cultural roots	☐	☐	☐	☐
Learn about myself	☐	☐	☐	☐
Make friends from other countries	☐	☐	☐	☐
Learn about another culture	☐	☐	☐	☐
Make me more marketable to future employers	☐	☐	☐	☐
Increase my critical thinking skills	☐	☐	☐	☐
Help me professionally in a globalized world	☐	☐	☐	☐
Increase my independence	☐	☐	☐	☐

16. To what extent do you agree or disagree with the following statements?

16a. I did NOT have a difficult time meeting the eligibility requirements for admission to UCSD.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

16b. I did NOT have a difficult time adjusting to the academic rigor of courses on the UCSD campus.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

16c. Overall, I did NOT have a difficult time adjusting <u>academically</u> to being at a four-year institution.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

16d. Overall, I did NOT have a difficult time adjusting <u>socially</u> to being at a four-year institution.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

17. Many students report that when they are at the University, they feel like they are in a "<u>survival mode.</u>" This is defined as trying to survive at the University by trying to just get by and finish courses, get decent grades, and graduate.

17a. Rate your own sense of your "survival mode" on a scale of 1-10 (1 being lowest and 10 highest): _____

17b. I felt that being that being in "survival mode" DID NOT play a factor in my decision to study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

BARRIERS TO STUDY ABROAD

18. To what extent do you agree or disagree with the following statements?
I faced the following obstacles in my decision to study abroad:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Program cost	☐	☐	☐	☐
Lack of family support	☐	☐	☐	☐
Study abroad courses not fitting into academic program	☐	☐	☐	☐
Lack of foreign language knowledge	☐	☐	☐	☐
Not meeting GPA requirements for the program	☐	☐	☐	☐
Family obligations	☐	☐	☐	☐
Work/internship obligations	☐	☐	☐	☐
Extracurricular obligations	☐	☐	☐	☐
Study abroad delaying graduation	☐	☐	☐	☐
Not wanting to be away from home	☐	☐	☐	☐
Fear of traveling to a new country	☐	☐	☐	☐
Fear of racism in other countries	☐	☐	☐	☐
Fear of safety in other countries	☐	☐	☐	☐
Fear of getting low grades while abroad	☐	☐	☐	☐
Citizenship/Passport requirements	☐	☐	☐	☐
Restrictions on financial aid for study abroad	☐	☐	☐	☐
Complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc.	☐	☐	☐	☐

19. Participating in study abroad is not the type of thing my family expects of me to do for my academics.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

20. If you did encounter any resistance from your family about your participation in study abroad please describe:
_____
_____

21. Participating in study abroad IS the norm for people from my culture.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

22. If you stated "strongly agree" or "agree", please describe:
_____
_____

23. What risks, if any, are you taking by participating in this study abroad program? (please describe)
_____
_____

24. Do you have any anxiety about participating in this study abroad program?
               ☐ Yes   ☐ No

25. If yes, what are you most anxious about, please describe:
_____
_____

26. What do you believe is the value of study abroad for a student like you?
_____
_____

PART 5- DEMOGRAPHIC INFORMATION

27. What is your gender?
               ☐ Male   ☐ Female

28. What is your ethnic background? i.e. African American, Chinese American, Korean, Filipino, Japanese, Mexican, Puerto Rican, Native American, etc.
If <u>multiracial or biracial</u>, please describe/list which ethnic backgrounds.
If <u>Asian or Latino/a</u> please be as <u>specific</u> as possible as to which country:
_____

29. Which of the six UCSD colleges are you enrolled in? _____

30. What is your current year in college?
☐ Freshman   ☐ Junior
☐ Sophomore   ☐ Senior

31. What is your current major(s)? _____
32. What is your current overall GPA? _____

33. What is your parent's <u>highest level</u> of education? (please check one box for each parent)

Mother	Father	
☐	☐	Did not complete high school
☐	☐	High school diploma
☐	☐	Some college
☐	☐	Vocational or Associate's degree
☐	☐	Bachelor's degree
☐	☐	Master's degree
☐	☐	Doctorate or professional degree
☐	☐	Unknown

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34. What is your annual family income?
☐ $25,000 or less   ☐ $75,001 to $100,000
☐ $25,001 to $50,000   ☐ $100,001 or more
☐ $50, 001 to $75,000

35. Were you born in the U.S.?
☐ Yes   ☐ No

36. Have you previously traveled to another country?
☐ Yes   ☐ No

37. Have you lived in another country?
☐ Yes   ☐ No

38. Is English your first language?
☐ Yes   ☐ No

PART 1- BACKGROUND INFORMATION

1. What year were you at your current institution when you visited the UCSD Programs Abroad Office?
☐ First year in college   ☐ Third year in college
☐ Second year in college   ☐ Fourth year in college

PART 2- SOURCES OF INFORMATION

2. How did you first hear about study abroad? (please check all that apply)
☐ Academic adviser   ☐ Family member
☐ Study abroad adviser   ☐ Email
☐ Professor   ☐ Study abroad website
☐ Study abroad fair   ☐ Study abroad catalog
☐ Classroom presentation   ☐ Former participant
☐ Flyer   ☐ Friend/Significant other
☐ Other (please state):_____

3. Has anyone in your family previously studied abroad?
☐ Yes   ☐ No   ☐ Don't know

4. Have any of your friends previously studied abroad?
☐ Yes   ☐ No   ☐ Don't know

PART 3- INSTITUTIONAL FACTORS

5. To what extent do you agree or disagree with the following statements?
(Please put an "X" in the box corresponding to the row)

5a. Information on study abroad programs and opportunities is readily available to UCSD students.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5b. The types and number of study abroad programs offered through UCSD are good.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5c. Eligibility requirements for the study abroad programs are <u>not</u> strict.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5d. UCSD offers good sources of funding for students wanting to study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5e. UCSD encourages international experiences such as study abroad for students like myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5f. The <u>study abroad advisers</u> were helpful in advising me about study abroad opportunities.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5g. My <u>academic advisers</u> were helpful in advising me about study abroad opportunities.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

☐   **Not applicable**

5h. My <u>professors</u> encouraged me to study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

☐   **Not applicable**

5i. I felt comfortable talking to the <u>study abroad advisers</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5j. I felt comfortable talking to my <u>academic advisers</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

☐   **Not applicable**

5k. I felt comfortable talking to my <u>professors</u> about my study abroad options, concerns, and needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

☐   **Not applicable**

5l. Overall, I felt that my needs and concerns were met in discussing study abroad.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

6. How do you currently pay for school? (please check all that apply)
☐ Scholarships   ☐ Federal and state grants (i.e. Pell grants, Cal grants)
☐ Federal loans   ☐ Private grants
☐ Private loans   ☐ Personal funds   ☐ Family support

7. What type of extracurricular activities are you involved with inside and outside of the University? (please check all that apply)

☐ Student government   ☐ Social clubs (i.e. BSU, ASU)
☐ Academic clubs   ☐ Athletics
☐ Service/Volunteer clubs   ☐ Fraternity/Sorority
☐ Church   ☐ Work
☐ ROTC   ☐ Other (please state):_____

PART 4- OBSTACLES TO STUDY ABROAD

8. To what extent do you agree or disagree with the following statements?
The following things prevented me from studying abroad:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Program cost	☐	☐	☐	☐
Lack of family support	☐	☐	☐	☐
Study abroad courses not fitting into academic program	☐	☐	☐	☐
Lack of foreign language knowledge	☐	☐	☐	☐
Not meeting GPA requirements for the program	☐	☐	☐	☐
Family obligations	☐	☐	☐	☐
Work/Internship obligations	☐	☐	☐	☐
Extracurricular obligations	☐	☐	☐	☐
Study abroad delaying graduation	☐	☐	☐	☐
Not wanting to be away from home	☐	☐	☐	☐
Fear of traveling to a new country	☐	☐	☐	☐
Fear of racism in other countries	☐	☐	☐	☐
Fear of safety in other countries	☐	☐	☐	☐
Fear of getting low grades while abroad	☐	☐	☐	☐
Citizenship/Passport requirements	☐	☐	☐	☐
Restrictions on financial aid for study abroad	☐	☐	☐	☐
Complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc.	☐	☐	☐	☐

9. Please list the top three factors that affected your decision to not study abroad? (rank in order)
_____

PART 5- PERSONAL CHARACTERSITICS

10. To what extent do you agree or disagree with the following statements?

10a. I did NOT have a difficult time meeting the eligibility requirements for admission to UCSD

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10b. I did NOT have a difficult time adjusting to the academic rigor of courses on the UCSD campus

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10c. Overall, I did NOT have a difficult time adjusting <u>academically</u> to being at a four-year institution

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10d. Overall, I did NOT have a difficult time adjusting <u>socially</u> to being at a four-year institution

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

11. Do you plan to go study, work, or volunteer abroad after graduation?
☐ Yes   ☐ No

PART 6- DEMOGRAPHIC INFORMATION
12. What is your ethnic background?
(i.e. African American, Native American, Caucasian, Chinese American, Vietnamese American, Korean, Filipino, Mexican, Puerto Rican, etc. If <u>multiracial or biracial</u>, please describe/list which ethnic backgrounds. If <u>Asian or Latino(a)</u> please be as specific as possible as to which country):
_____

13. What is your gender?
☐ Male   ☐ Female

14. Which of the six UCSD colleges are you enrolled in? _____

15. What is your current year in college?
☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior

16. What is your current major(s)? _____
17. What is your current <u>overall</u> GPA? _____

18. What is your parent's <u>highest</u> level of education? (please check one box for each parent)

Mother	Father	
☐	☐	Did not complete high school
☐	☐	High school diploma
☐	☐	Some college/ 2-year college degree
☐	☐	Bachelor's degree
☐	☐	Master's degree/ Doctorate/ Professional degree
☐	☐	Unknown

19. What is your annual family income?
☐ $25,000 or less   ☐ $75,001 to $100,000
☐ $25,001 to $50,000   ☐ $100,001 or more
☐ $50, 001 to $75,000

20. Were you born in the U.S.?
☐ Yes   ☐ No

21. Have you previously <u>traveled</u> to another country?
(for either personal, business, or academic purposes)
☐ Yes   ☐ No

22. Have you previously <u>lived</u> in another country?
☐ Yes   ☐ No

23. Is English your first language
☐ Yes   ☐ No

Appendix C: Focus group interview protocol (Group 1)

Introductions and informed consent process

1. I want to start by going around the room and having each of you introduce yourself with the pseudonym that I have placed in front of you (cards with names in front of each participant), tell me where you will study abroad, and for how long?

Reasons for study abroad

2. I want you to think of the top three reasons for why you chose to participate in study abroad. Please jot down on the piece of paper provided, three <u>main reasons</u> of why you decided to study abroad?
> Flipchart- Let's go around and please share with each other what you wrote. I will write them down on the board as you are sharing.
> Keep these in mind, we will come back to them later.

Institutional Factors

3. Now I want to move on to sources of support and information at UCSD about studying abroad. I want you to think about some of the steps you took in getting information about studying abroad.
> Where did you receive this information from primarily? (faculty, peers, advisers, PAO office, family)

4. Did you feel comfortable talking to your advisers about your needs and concerns for studying abroad?

5. Do you think the institution provides adequate funding for study abroad? How did you hear about the sources of funding for study abroad offered by your institution?

Barriers

6. Now I want you to reflect on when you were first thinking about studying abroad. Please jot down on the piece of paper provided, four <u>barriers or apprehensions</u> that you may have had in deciding whether or not to go?
> Flipchart- Let's go around and please share with each other what you wrote. I will write them down on the board as you are sharing.

7. Now I want you all to take a look at the flipchart. Please think of one that stands out the most and is the most significant in describing what you were experiencing during this time.
> Why did you choose this barrier or apprehension? How did you overcome it?

8. Research shows that the numbers of students of color that study abroad are very low. Cost of study abroad is one of the main barriers that continues to be identified.
> Did you experience this barrier, and if yes, why did you decide to participate despite the price tag of study abroad?

9. Will you have to forego work income to do this program? Extra-curricular activities, other family obligations? If yes, why did you decide to do it anyways?

10. How did your family react to your decision to study abroad? Were they supportive, helpful, doubtful?

      What about your peers?

      Have any of them studied abroad? (recommendations of others?)

      Ask about family generational issues? Culture norms and expectations.

11. Many students report that getting to this level of education, college, is enough of an achievement and personal adjustment, and often cannot even fathom the idea of studying in another country. They feel that they are in "survival mode".

      Was this something that you encountered? If so, please describe. What made you decide to participate despite this fact?

12. Now think back to the main reasons of why you chose to participate, and all that we have discussed are there any other main reasons, or factors that come to your mind about what influenced your decision?

      Please describe?

13. Is there anything that I have missed?

Appendix D: Individual interview protocol (Group 1)

Introductions and informed consent process

1. Tell me where you will study abroad, and for how long?
2. Now I want you to reflect on when you were first thinking about studying abroad.
    Please jot down on the piece of paper provided, four barriers or apprehensions
    that you may have had in deciding whether or not to go?
3. I want you to take a look at your notes. Please think of one that stands out the most and
is the most significant in describing what you were experiencing during this time.
    Why did you choose this barrier or apprehension? How did you overcome it?
4. Research shows that the numbers of students of color that study abroad are very low,
(give the percentage of students that are studying abroad in their race category). Cost of
study abroad is one of the main barriers that continues to be identified.
    Did you experience this barrier, and if yes, why did you decide to participate
    despite the price tag of study abroad?
5. Will you have to forego work income to do this program? If yes, why did you decide to
do it anyways?
6. Now think back to the main reasons of why you finally chose to participate, what were
they?
    Please describe?
 7. How did your family react to your decision to study abroad? Were they supportive,
helpful, doubtful? What about your peers? Have any of them studied abroad?
(recommendation of others?)
8. Many students report that getting to this level of education, college, is enough of an
achievement and personal adjustment, and often cannot even fathom the idea of studying
in another country.
    Was this something that you encountered? If so, please describe. What made you
    decide to participate despite this fact?
9. Now I want to move on to sources of support and information at UCSD about studying
abroad. I want you to think about some of the steps you took in getting information about
studying abroad.
    Where did you receive this information from primarily? (faculty, peers, advisers,
    PAO office, family)
10. Did you feel comfortable talking to your advisers about your needs and concerns for
studying abroad? (ask about faculty, PAO staff)
11. Do you think the institution provides adequate funding for study abroad? How did
you hear about the sources of funding for study abroad offered by your institution?
12. Is there anything that I have missed?

Appendix E: Individual interview protocol (Group 2)

Introduction: First Step overview/advising
1. What year were you when you first visited the PAO office?
2. Why did you first go to the PAO office? Attend a First Step meeting?
        Did someone/something influence you to attend?
        What were the main factors of why you went?
3. Was the First Step helpful? Why or why not?
4. After the First Step were you more encouraged or discouraged to try and study abroad?
        Why or why not?
5. Did you actually apply/search for programs? Why or why not?
6. Did you talk to an adviser after? Friends? Family? Peer advisors? Were they helpful or discouraging?
        Why or why not?
7. How did you feel about the advising sources? Were they helpful? Or the web more so?

Barriers
8. Some of the barriers you described were _____(insert barriers from specific interviewee survey results)
Can you expand on these and tell me a little bit more on why you listed these as a barrier?
9. Was there any resistance from family/friends/culture?
Did others influence you to study abroad or not?

College admission barriers
10. Did you face any of these barriers when deciding to apply to UCSD?
        If yes, what were they? Please discuss further….
        If no, why? How were they different?
11. Many students report that getting to this level of education, college, is enough of an achievement and personal adjustment, and often cannot even fathom the idea of studying in another country. They feel they are in "survival mode".
        Was this something you encountered? If so, please describe. Did being in
        "survival mode" influence your decision to not to abroad?

Study abroad/Travel after
12. Do you plan to study abroad after graduation?
13. Why or why not? Where?
        Can you discuss a little more about your previous travel experience? (if it applies
        look at specific profile)
14. Do you have any recommendations for how to increase the numbers of students that study abroad?
15. Is there anything I have missed or you would like to add?

Appendix F- Recruitment emails

Group 1:

Dear study abroad participant,

Congratulations on your decision to participate in study abroad! This is a very exciting time for you, and I am very happy that you have made the decision to participate in one of our study abroad programs.

I am writing to let you know of a study that is being conducted by a graduate student, Jinous Kasravi. She, like yourself, participated in study abroad during her undergraduate career. The purpose of her study is to explore the factors that have influenced a student's decision to study abroad.

I am writing in advance to let you know that you have the option of participating in her study. The study is important because it will help our office and other study abroad offices throughout the country understand why and how students such as you have decided to study abroad. Furthermore, your input may help our office and other study abroad offices increase the numbers of students participating in study abroad programs.

Jinous will be conducting interviews and on-line surveys throughout the month of April and early May. If you agree to complete the on-line survey, you will be entered in a random drawing for ten $30 Target gift cards. The survey will only take 10 minutes to complete. If you agree to be interviewed, you will be paid $20 in cash for participation in a one-hour interview that will take place on the UCSD campus between April 24th through May 5th. Please see Jinous's attached message at the bottom of this email introducing herself and her study.

If you are interested in participating in her study, please email her at _____, she is also cc'd on this email. Jinous will send you the link to complete the on-line survey, and will make arrangements with you for the interviews.

Thank you in advance for your time and consideration. It is only with the help and input from student's such as you that this study will be successful.

Sincerely,

Kimberly Burton
Director
UCSD Programs Abroad Office

Group 2:

Dear student,

Thank you for recently visiting our study abroad office to inquire about the various study abroad opportunities that we provide.

I am writing to let you know of a study that is being conducted by a graduate student, Jinous Kasravi. She participated in study abroad during her undergraduate career but faced several obstacles in her decision to do so. The purpose of her study is to explore some of the factors that have influenced a student's decision to not study abroad.

I am writing in advance to let you know that you have the option of participating in her study. The study is important because it will help our office and other study abroad offices throughout the country understand why and how students such as you decided to not study abroad. Furthermore, your input may help our office and other study abroad offices increase and improve our marketing, advising, programs, and other resources.

Jinous will be conducting on-line surveys throughout the month of April and May. If you agree to complete the on-line survey, you will be entered in a random drawing for ten $30 Target gift cards. The survey will only take 10 minutes to complete. Please see Jinous's attached message at the bottom of this email introducing herself and her study.

If you are interested in participating in her study, please email her at _____, she is also cc'd on this email. Jinous will send you the link to complete the on-line survey.

Thank you in advance for your time and consideration. It is only with the help and input from student's such as you that this study will be successful.

Sincerely,

Kimberly Burton
Director
UCSD Programs Abroad Office