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Study Abroad or Study Away?

An Honors Project

Audra DeLaney

Dr. Nicole Kalaf-Hughes

Dr. Terry Rentner

May 3, 2019

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I would like to thank Dr. Nicole Kalaf-Hughes for helping me discover my love of research.

Additionally, I would like to thank her for agreeing to explore this field of study with me. I will always remember the hours spent in her office discussing my time as a student in the Williams-Mystic Maritime Studies Program and how I could turn it into an honors project.

Thank you to Dr. Terry Rentner for being so supportive of this project. As well, thank you for supporting me from the time I mentioned Williams-Mystic.

This paper will be given to Dr. Tom Van Winkle, Meredith Carroll, and Rachel Scudder at Williams-Mystic. The hope is this research will help the program elevate its position in the study abroad/study away world.

Abstract

In college, studying abroad can be a way for students to gain cultural exposure while learning about a part of the world that interests them. Like study abroad programs, there are also study away programs that offer similar experiences but are based in the United States. Today, those who are new to college/university communities and are choosing between these experiences are members of Generation Z. Currently the largest generation, those in Generation Z are future thinkers with drive to be very financially responsible (Harland Clarke, 2017). This study aims to find out what first-year Honors College students at Bowling Green State University (BGSU) know about study abroad programs and study away programs. Specifically, the study was designed to figure out what the students know about BGSU's study abroad set up, what they know about study away programs, how growing up during the 2007-2009 recession affected their economic and educational decisions, and which type of program the students think will be most beneficial to their post-graduate lives. The study found students were familiar with the study abroad set up at BGSU as well as with study abroad programs. The students were largely unfamiliar with study away programs and most of the students tied their memories from the 2007-2009 recession to affecting their economic and educational decisions. Answers varied on which experience students thought would be most beneficial to their post-graduate lives.

Introduction

High-achieving students at colleges and universities are often encouraged to study off-campus. The term “high-achieving student” is broad but encompasses students who “generate advanced ideas, work hard to achieve, answer questions in detail, and are pleased with [their] own learning” (Kingore, 2004). Some of these students choose to join Honors College programs at their universities and are also encouraged to participate in study abroad¹. At BGSU, first-year Honors College students learn about these opportunities early in their careers from assigned academic advisors. Since Fall 2017, each student entering the BGSU Honors College has been automatically awarded a \$2,000 study abroad scholarship. BGSU Education Abroad has agreements with institutions in England, France, Germany, Italy, South Korea, Japan, Spain, The Netherlands, and other countries². Overall, college students can choose to participate in study abroad programs or they can choose to participate in a lesser known option: study away programs. Study away programs are year-long or semester-long programs away from a student’s home campus based in the United States. Knowledge of program options is important, but so is knowledge of the generational background of the students choosing to participate in each one.

Traditional-aged first-year college students eligible to participate in these programs are members of Generation Z. According to the Pew Research Center, members of Generation Z were born from January 1, 1997 to the present. Those in Generation Z make up “25.9 percent of the U.S. population” and are “focused on future aspects of their lives” (Harland Clarke, 2017, p.2). These students are forward thinkers and may want to participate in either type of program.

¹For the purpose of this research study, study abroad refers to a year-long or semester-long program away from a student’s home campus based in another country

² Specific Institutions in these countries include University of Essex, Keele University, Francois Rabelais, University of Mannheim, Università Cattolica del Sacro Cuore-Milan, Daegu University, Kanda University, Escuela Universitaria Cardenal Cisneros, VU University Amsterdam Exchange

However, they may be concerned about the cost of the programs and/or how their participation in a program will benefit their post-graduate lives.

This study aims to find out what first-year BGSU Honors College students know about study abroad programs and study away programs. As well, it aims to find out if the students think their memories of the 2007-2009 recession had an effect on their economic and educational decisions up to this point in their lives. Finally, the researcher wants to know which experience these students think will benefit them throughout their post-graduate lives.

The study found that first-year Honors College students know more about study abroad programs than away programs. More students talked about study abroad opportunities with assigned academic advisors and know of other people who studied abroad while in college. Additionally, almost all of the students connected their memories of the 2007-2009 recession to having an effect on their economic and educational decision making. Finally, students' answers varied on whether study abroad or study away would be better for their post-graduate lives. It is important for study abroad programs to express to students how participating in a specific program has the opportunity to bring success. Study away programs need to express the same sentiment but need the help of education abroad offices to make students aware of opportunities. Education abroad offices could discuss adding engaging and immersive study away programs to their program offerings as these programs could be the best fit for some students. Study away programs also need to express to students that the programs are affordable as well as give them an opportunity to participate in dynamic cultural experiences. This study shows that many students do not know that study away programs are an option for them. During a time of deep unrest in the United States in regard to race, ethnicity, sexual orientation, gender identity, political party affiliation, etc. these experiences could help students learn how to bring

communities together in their own country. Additionally, study away experiences and study abroad experiences may be able to compliment each other and build future leaders who want to take care of their own country as well as other places around the world.

Literature Review

Today, a majority of students in higher education are members of Generation Z. This generation is defined by the Pew Research Center as people born from January 1, 1997 to the present (2019, p.1). Understanding students in Generation Z is tied to study abroad and study away programs because these are the students the programs are trying to reach. The millennial generation used to make up the “most diverse population in the world” but Generation Z has now surpassed it (Harland Clarke, 2017). The millennials bounced back from the 2007-2009 recession well and have the “most buying power of any generation” (Harland Clarke, 2017, p.3).

Generation Z, however, was affected by the 2007-2009 recession or the “Great Recession” differently. Harland and Clarke state those in Generation Z watched people in their lives lose jobs and struggle during this time and into the years that followed (Harland Clarke, 2017). As a result, Generation Z is concerned about their ability to make money and be financially stable in the future (Harland Clarke, 2017). Higher education is a large time commitment and financial investment, so each experience may really matter to a Generation Z student.

It is important to understand those who will participate in study abroad and study away programs, but it is also important to understand the programs themselves and what may motivate students to participate. There are numerous articles on undergraduate students’ motivations and perceptions of study abroad. In contrast, there are fewer articles on undergraduate students’ participation in study away programs. There are even fewer articles that discuss and compare

both experiences. In *The global nextdoor: A case study of university study away*, the researcher chose to explore the experiences of students who utilized the Global Opportunities Office at Susquehanna University. The main goal was to explore ways to broaden access to global learning experiences for students. The researcher found that location of a program is not enough. The curriculum is very essential to students as they described the hands-on experiences in the curriculum rather than the language of it.

There are existing articles about study abroad programs that connect to study away programs. The articles discuss why study abroad programs are relevant and vital to the education of undergraduate students. Other articles find that study abroad programs are important because the students are immersed in a new culture and, as a result, gain cultural and critical thinking skills. Researchers argue that students can gain the same set of skills from study away programs. In *Why a Global Education Doesn't Have to Mean Going Abroad*, Karin Fischer (2015) discusses how some educators believe that students can develop intercultural skills without leaving the United States. This is because the United States is full of people from other regions, countries, and cultures that have different beliefs, customs, languages, etc. so meeting and interacting with these people can build the skills just as easily as going to another country.

Other articles pertaining to study away programs discuss how these programs can expand students' horizons. In *Going Domestic: Importing the Study Abroad Experience. The Development of a Multicultural New York City Study Away Program* (Lane, 2017), the researcher states that study away programs expose students to social factors, global issues and trends, and help them develop intercultural communication skills. These programs also address topics including cost, diversity, faculty support, health, safety and student access (Lane, 2017). All of these factors are similar to those offered by study abroad programs and can be a difference

maker in a student's choice to leave his/her/their home campus. The researchers did not discuss with the students how they thought this experience would affect them months and years after it concluded. They were able to collect information on how the experiences expanded their immediate horizons, but not their long-term ones.

Articles about the study abroad experiences for undergraduate students test a variety of hypotheses. Some studies focus on why students are motivated to study abroad while others look at students' perceptions of study abroad. There are a select few that evaluate how cultural intelligence is affected by time spent aboard. In *Study abroad programs: Individual motivations, cultural intelligence, and the mediating role of cultural boundary spanning* (Holtbrugge & Engelhard, 2016), the researchers looked at whether or not the cultural intelligence of a student increased during their study abroad experience. The researchers found students with high self-determined extrinsic motivations engaged expanded their cultural intelligence more than those with low self-determination (Holtbrugge & Engelhard, 2016). The researchers did not ask students whether they thought study abroad could help them in their career, which this research study aims to discover.

Psychological and personality factors influencing a person's decision to study abroad are also discussed in study abroad articles. In *Students' Study Abroad Plans: The Influence of Motivational and Personality Factor* (Li, Olson & Frieze, 2013), the researchers found those with significantly high study abroad desire had significantly higher achievement motivation than low study abroad desire participants. For male participants, high study abroad desire is significantly related to higher achievement motivation. For female participants, achievement motivation was not significantly related to study abroad desire. However, it is important to note the researchers did not ask the students to discuss their future career aspirations. Doing so may

give a researcher insight into why studying abroad is connected to achievement for men but not women.

Members of Generation Z are concerned about their futures (Harland & Clarke, 2017). As a result, their futures are attached to the decisions they make. It is important to factor in this information when studying why a student may choose a study abroad program over a study away program or vice versa. As previously stated, there is more existing literature on study abroad programs than study away programs but, as the literature suggests, there are researchers who support the experiential learning opportunities study away programs *and* study abroad programs can give students.

Explaining Variations in Study Away Knowledge

The BGSU Honors College is a community focused on personal and intellectual development as those who are members of the Honors College are “challenged to identify their own values and learn more about worldviews different from their own” (About the Honors College, 2019). The goal of studying this group of Generation Z students is to get insight into what kinds of programs they believe will challenge them while also fitting into their future plans. By self-selecting into the Honors College, these students want to challenge themselves while working hard to achieve their goals which makes them qualify as high-achieving students. Each high achieving student will have different life experiences that play into how they respond to questions about study abroad programs and study away programs. At BGSU, study abroad is discussed with students in a variety of ways.

The BGSU Education Abroad Office website has resources about study abroad programs students can access at any time. Through exploring the website, students can find out which

programs may be right for them. The BGSU Education Abroad Office also holds meetings to discuss opportunities as well as how to begin the study abroad process. As previously stated, students in the Honors College are given the opportunity to discuss study abroad with their assigned academic advisors early in their college careers. The BGSU study abroad climate is strong as the BGSU Education Abroad Office makes itself accessible to students. Given the BGSU campus climate around study abroad, limited previous research on study away programs, and the limited previous research comparing study abroad programs and study away programs, the researcher expects to find that students are more familiar with study abroad programs than study away programs. As well, these students will be familiar with the BGSU study abroad set up and the BGSU Education Abroad Office. The students will think study abroad will be more beneficial to them in their post-graduate lives as an employee and/or graduate student. Finally, students will tie their memories from the 2007-2009 recession to having an effect on their economic and educational decisions. The researcher hypothesizes the following:

H1: The researcher expects varying answers when asking questions that compare the two experiences and specifically, for the first-year Honors College students to know more about studying abroad than studying away.

H2: First-year Honors College students will be familiar with the BGSU Education Abroad Office and will have used some of their resources like the website.

H3: Few first-year Honors College students will have attended formal informational meetings because of finding out about study abroad from fellow students, friends, advisors, professors, etc.

H4: The researcher expects students to think study abroad will be more beneficial for their postgraduate lives / marketability as an employee *and/or* graduate student.

H5: First-year Honors College students who have distinct memories of the 2007-2009 recession will tie those memories to affecting their economic and educational decisions.

Additionally, the researcher is curious to see what the students expect to get out of study abroad or study away experiences and which experience they believe to be more affordable.

Data

This study relies on qualitative interviews with first-year students from the BGSU Honors College because, by applying for the program, they have chosen to work hard to achieve their goals and challenge themselves. By doing so, they fall into the category of high-achieving students. Students are chosen for the BGSU Honors College based on applications submitted prior to their first year of college. Some of the students in the Honors College receive scholarships including the Presidential Scholarship or the Alumni Laurate Scholarship. As well, some students choose to live in Founders Hall and take part in the Honors Learning Community while other students, including commuter students, live in other places on or off-campus and are still full-time members of the Honors College.

Table 1 presents a summary of the demographics of first-year Honors College participants.

Table 1

Demographic	Students
Race	6: white 1: Pacific Islander/Hawaiian
Gender	6: Women 1: Man
Major	Public relations, Nursing (2), Communications Sciences and Disorders, Undecided (2) (one was leaning toward data science), Philosophy, Politics, Economics and Law (PPEL)

Methodology

With little to no previous research comparing study abroad programs and study away programs, a qualitative study was conducted to find out what first-year Honors College students know about study abroad programs and study away programs as well as which experience they think will benefit their post-graduate lives. The study was successfully approved through the BGSU Institutional Review Board. Students were recruited using the approved recruitment script (Appendix A) to participate in an in-person interview. The recruitment script was sent to first-year Honors College students via email. From February 11 - March 25, 2019, seven BGSU first-year Honors College students were interviewed. The demographic breakdown of the student participants was not diverse by gender or race/ethnicity as only one person identifying as a man was interviewed and only one student of color was interviewed. Five of the seven students had declared majors. After deciding to participate, each student met with the researcher in a neutral

location of his/her/their choosing and signed the approved informed consent form (Appendix B). Each participant was then asked 29 questions. The first nine questions asked the participant their name, major, hometown, educational background, family's educational background, self-proclaimed best academic success, memories of the 2007-2009 recession, and if their memories of that time period affected their economic or educational decisions (Appendix C). The participants were then given the definitions of a study abroad program and a study away program. Then, each participant was asked nine questions pertaining to study abroad. The questions asked the participant's feelings about the BGSU Education Abroad Office, if the student had gone to a study abroad meeting, and if the student had spoken to their academic advisor about study abroad (Appendix C). Participants were then asked five questions about study away. The questions included how BGSU handles study away programs, if the student had ever attended a study away meeting, and if the student had spoken to their academic advisors about study way and, if applicable, how the student felt about that conversation (Appendix C). After these questions, each participant was asked a total of six questions comparing the two experiences. The questions gaged which experience the participant felt would improve their marketability for employment and/or graduate school (Appendix C). The questions also asked participants which experience the student expected to have a more rigorous curriculum, build more critical thinking skills, and make the student more independent as well as which experience the student thought would be more affordable than a semester at BGSU (Appendix C).

Results and Discussion

As result of the BGSU study abroad climate, the students knew more about study abroad opportunities than they did about study away opportunities. When the researcher asked questions about whether they had talked to someone at BGSU about study abroad, many of them said they had talked to an advisor. Specifically, students said they talked with their assigned Honors College academic advisor about study abroad options. A few students discussed study abroad opportunities with professors/other students and knew places they wanted to visit.

- **“I have talked to my advisor and a professor about study abroad, but they were really like short conversations”**
- **“Yes, I have talked to multiple people and am hopefully actually going to England”**
- **“I remember talking to Katrina, my [honors] advisor, about studying abroad because she was saying that since I was in [the] college, I had a scholarship.”**

When questions about study away were asked, only one of the students had talked to an advisor about studying away. One other student had talked with someone who had participated in the Disney College Program (DCP) in Orlando, Florida. The other students did not talk to anyone about it and did not know anyone who had studied away.

- **[Question: know anyone who has studied away?] “No.”**
- **[Question: know anyone who has studied away?] “Don’t know anybody.”**
- **[Question: know anyone who has studied away?] “When I did talk to the girl about her Disney experience, she said that it was like she loved it so much and it was a**

really good experience just like going to a different place but knowing that she's still like working toward what she wants to do."

- **[Question: know anyone who has studied away?] "No. Like I said before your email like I had to looked it up. I was like I've never heard anybody say anything like that before."**

Of the seven participants, five of them had visited the BGSU Education Abroad Website. The other two participants had never been on the website and did not plan to visit it anytime soon. As well, two of the student participants had attended formal BGSU Education Abroad Office meetings while the others who had talked to someone at BGSU about study abroad opportunities did so through other channels.

- **"Yes"**
- **"Yes. I don't quite remember specifics. I remember I was looking for which trips were available for a major specific thing were going to be an issue for me."**

When asked questions about if study abroad or study away would make an individual more marketable to employers and graduate school programs, the participants gave varying answers. Some of the students said that studying abroad would make a person more marketable to employers and graduate schools. Other students said that studying away would make a person more marketable to employers while study abroad would make a person more marketable to graduate schools. Finally, some student participants said that marketability depended on which what kind of employment or graduate degree the person was looking to obtain.

- **[Question: Employers] “Its kind of goes back to that if you want to work. In the United States. They're. Likely going to look for someone that has experience here and not experience in a different country because a person with the more beneficial skillset is the one that has learned the environment around them rather than length and the environment somewhere, they're not working.”**
- **[Question: Graduate Schools]: Maybe study abroad. Just because there I don't think it's like graduate schools are looking for specific skill sets. But I think they're also they're looking more at like what you did in undergrad and like the experiences and organizations and that type of stuff they were in. And so I think study abroad would be more beneficial because it expanded you culturally.”**
- **[Question: Graduate Schools]: I feel like with graduate schools it could be either because depending on where you're at like in the US if you go to study at like a big firm or something then your Internships and stuff if you really study away here in the US that could still be something that they would look for. So, I feel like that one might be equal. I think that jobs they liked to see that you've gone somewhere else”**

Distinct memories of the 2007-2009 recession stuck with four of the participants. All of those students said they believe those memories have affected their economic and educational decisions. This is consistent with the literature from Harland and Clarke about those in Generation Z looking towards the future. These students grew up worrying about their futures and watching financial hardships affect their home dynamic which then affected some of their first adult decisions. The other three students either did not have distinct memories or were not sure that their memories influenced their economic or educational decisions.

- **“Yeah. Definitely. I definitely feel like especially coming into college deciding on a school centered a lot around that and not wanting to go into a lot of debt. I chose a school that was like one of my cheaper options because of that.**
- **“I'm not sure because I feel like they my parents were struggling at the time but then I feel like so many things changed since then that I feel like I didn't have that much of an impact.”**
- **Not really because I would've been like seven eight nine then so far I mean there wasn't a huge financial struggle in my house so I didn't really see it...later I kind of found out that some of that had affected my family it was just like I didn't feel it at the time so like that definitely the money that they had for me like they didn't pull anything out of my college fund.”**
- **“Yeah I guess I'm looking at my education as a pathway to a career more than education itself I guess for education sake. I'm looking at sort of what am I gonna be able to get out of my particular major class I'm taking that I can use and I might feel that I want to be going into a rather than taking a fun class which is fun I think I think we definitely talked about that before. One of the big things I think you just knowing that your economic situation isn't definite because like it was a change that occurred. We didn't expect it to happen.”**

When discussing each question as it related to study abroad or study away, all of the students kept bringing up the opportunity to experience cultures and lifestyles different from their own.

When justifying why they thought study abroad or study away would make them more marketable to employers or graduate schools, the participants answered that exposure to culture

would make employers see their worth and ability to experience life outside of their comfort zones.

First-year Honors College students are more familiar with study abroad programs than study away programs. As well, first-year Honors College were familiar with the BGSU Education Abroad Office but not many of them have attended formal BGSU Education Abroad Office meetings. However, students have discussed opportunities with advisors or others in the campus community. The students did not all agree on which experience would make them more marketable to employers and graduate schools. A majority of students believed their memories from the 2007-2009 recession affected their economic and educational decisions. These findings are connected to the BGSU study abroad climate as well as to the Generation Z membership of each student.

Discussion and Conclusion

The student participants knew more about study abroad programs than they did about study away programs. A fair amount of the students had visited the BGSU Education Abroad Office website while only two had attended formal BGSU Education Abroad Office meetings. Other students had met with professors, advisors, or other students to discuss study abroad opportunities. Only two students discussed study away programs with other individuals at BGSU and when asked if study abroad or study away would make a person more marketable to employers or graduate schools, student participants had varying answers. Over half of the students had distinct memories of the 2007-2009 recession and said those memories affected their economic and educational decisions. Finally, the students expressed how much they thought cultural exposure was important to their professional success and that they could get that

experience more from study abroad programs than study away programs. Some students thought study abroad programs would be more affordable than a semester at BGSU because of the ability to apply for scholarships and use the one the Honors College gives to each of them. Other students thought study away programs would be more affordable for similar reasons or because the programs would be in the United States and therefore there would be less money spent on travel/living expenses or other hidden costs. As a result of these findings, I believe education abroad offices could discuss adding engaging and immersive study away programs to their program offerings. The programs that exist, like the Williams-Mystic Maritime Studies Program, may be the best options for some students. Additionally, study away programs can market themselves to prospective students by talking about affordability and cultural immersion. Education abroad offices can help study away programs get messages out but the study away programs themselves must reach out to prospective students. The conclusions drawn from this study are tied to a variety of factors including the small sample size.

The sample size for this research project was very specialized. As a result, a limitation with this research is that it can only be fully applied to first-year Honors College students at public research universities. The data may help inform conversations at private liberal arts institutions, but it cannot tell those at those institutions what their students would say if asked the same set of questions. In the future, researchers could build a more in-depth qualitative study asking high achieving students at different institutions if they believe studying abroad or studying away would benefit them more as they look towards their post-graduate lives (i.e. as they look for jobs and apply to graduate schools). Diversifying the age of the interviewees and interviewing students of all genders and races/ethnicities would give researchers a more well-rounded view of where undergraduates stand on this topic. Researchers could also build studies

around the question of which experience students believe to be more affordable. Answers will either affirm or refute the statements from this study and will then affect how study abroad and study away experiences are marketed in the future. Student perceptions of study abroad and its benefits are another angle to be researched. A way to do this would be to interview employers and ask them how they view study abroad experiences when hiring a new employee. The employers' answers may change how study abroad programs and study away programs market themselves to students. Finally, researchers could choose to study the Great Recession and its effect on the economic and educational decision making of students in Generation Z. As a society, we are beginning to discover the traits that will define this generation and researchers could be on the forefront of helping other generations, as well as those in Generation Z, know more about why they are the way they are. Study abroad programs and study away programs offer similar experiences but ultimately, it is up to students to decide which experience is best for them and their life goals.

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APPENDIX A

RECRUITMENT SCRIPT

Recruitment Script:

Study Abroad or Study Away: Which experience do First-Year Honors College Undergraduates think will be most beneficial throughout their undergraduate careers and post-graduate lives?

Hello, my name is Audra DeLaney, and I am a senior Honors student at Bowling Green State University. I am conducting research on which experience first-year Honors College undergraduates think will be most beneficial throughout their undergraduate career and into their post-graduate life: study abroad or study away. I am inviting you to participate because you are at first-year Honors College student at Bowling Green State University.

Participation in this research is voluntary and includes participating in an in-person interview in a neutral location of your choosing about your background, knowledge of study abroad programs, knowledge of study away programs, and opinions on which experience will bring you more tangible benefits later in life. It will last between 20 minutes and 1 hour. Interviews will be conducted during the months of February and March.

You must be 18 years of age to participate in this study. If you have any questions or would like to participate in the research, I can be reached at daudra@bgsu.edu or 419-544-3561. You may also contact my primary advisor for this project, Dr. Nicole Kalaf-Hughes, at ngkalaf@bgsu.edu or 419-372-7273. Additionally, you may contact my secondary advisor for this project, Dr. Terry Rentner, at trentne@bgsu.edu or 419-372-2079. If you have any questions concerning your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at 419-372-7716 or orc@bgsu.edu.

APPENDIX B

INFORMED CONSENT DOCUMENT

January 4, 2018

Study Abroad or Study Away: Which experience do First-Year Honors College Undergraduates think will be most beneficial throughout their undergraduate careers and post-graduate lives?

Introduction: Welcome! You are being asked to take part in a research study on study abroad and study away programs conducted by Audra DeLaney, senior Honors College student at Bowling Green State University, and Dr. Nicole Kalaf-Hughes, Assistant Professor of Political Science at Bowling Green State University. Dr. Kalaf-Hughes is Audra's Honors primary project advisor. Additionally, her secondary advisor is Dr. Terry Rentner, Professor of Journalism and Public Relations at Bowling Green State University. Audra and Dr. Kalaf-Hughes are asking you to take part because you are a first-year Honors College student enrolled at Bowling Green State University. Please read this form carefully and ask any questions you have before agreeing to take part in the study.

Purpose: This research will explore which experience first-year Honors College undergraduates think will be most beneficial throughout their undergraduate career and into their post-graduate life: study abroad or study away. The benefit of this study is greater understanding of the preconceived notions first-year Honors College students have towards study abroad programs or study away programs.

Procedure: Participants will be asked to be a part of an in-person interview in a neutral location about their background, knowledge of study abroad programs, knowledge of study away programs, and opinions on which experience will bring them more tangible benefits later in life. The in-person interview will be conducted during the months of February or March. Participants may only participate in the in-person interview one time. If you consent to the survey, you will be asked approximately 28 questions taking between 20 minutes and 1 hour to answer. Interviews will be conducted during the months of February and March. The questions are open ended, allowing the participant to elaborate. Participants may skip any question they do not wish to answer. After completion of the survey, participants will receive a verbal thank you from the researcher.

Voluntary Nature: Your participation in the survey is completely voluntary. Consent for participation will be given at the beginning of the survey. Participants must be at least 18 years of age. You are free to withdraw at any time. You may skip a question you do not wish to answer. Participants are not required to answer a minimum number of questions. Deciding to participate or not will not affect your relationship with the Honors College, or your relationship with Bowling Green State University.

Confidentiality Protection: Your answers, recorded on a voice recorder and stored on a flash drive kept in a protected box, will be confidential. The data will be put into a scholarly article

where an individual's responses will not be linked to a participant's identity. Once the interview is over, the participant will not be asked to do anything else affiliated with the project. The researcher will download the interview off of the voice recorder onto her computer where she will be put onto a flashdrive and kept in a secured box in the her possession. When the responses are disseminated into a scholarly article, identifying factors of the participants will be omitted, keeping their identities confidential.

Risks: There are no greater risks than experienced in everyday life.

Contact information: The researcher conducting this study is Audra DeLaney. Please ask any questions you have now. If you have questions later, you may contact Audra DeLaney at daudra@bgsu.edu or 419-544-3561. You may also contact her primary advisor for this project, Dr. Nicole Kalaf-Hughes, at ngkalaf@bgsu.edu or 419-372-7273. Additionally, you may contact her secondary advisor for this project, Dr. Terry Rentner, at trentne@bgsu.edu or 419-372-2079. If you have questions concerning your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at 419-372-7716 or orc@bgsu.edu.

Thank you for your time.

Signature

Date

APPENDIX C

SURVEY QUESTIONS

Opening Questions

- What is your name?
- Where is your hometown?
- How many years have you been attending BGSU?
- What is your major?
- Do you speak multiple languages? If so, which ones?
- Are you the first person in your family to go to college?
- What is the academic success you are most proud of?
- Would you consider yourself someone who is comfortable with advocating for/defending themselves?
- Do you remember the recession from 2007-2009? If so, what do you remember about it? Do you think it has affected your economic or education decisions? If you do not remember anything about it, why do you think that is?

Definitions

Study Abroad: A year-long or semester-long program away from BGSU's campus based in another country (i.e. France, England, Japan, etc.)

Study Away: A year-long or semester-long program away from BGSU's campus that is based in the United States (i.e. Florida, Connecticut, Semester at Sea, etc.)

Study Abroad Questions

- Have you spoken to anyone at BGSU about study abroad? If so, what did you talk about? How do you feel about the conversation you had with this person?
- Have you attended a study abroad meeting at BGSU? If so, when and where? How do you feel about the information that was presented to you?
- Have you visited the BGSU education abroad office? If so, tell me about your experience. Did the person/people you spoke to make you feel like study abroad was accessible to you?
- Have you visited the BGSU education abroad office website? If so, how do you feel about its layout? Was it confusing at all? Where you able to find the information you were looking for? How would you change it?
- Have you ever been to another country? If so, tell me about your experience. Do you think your experience would influence your choice of when and where to study abroad?
- If you were to study abroad where would you go? Why would you choose that location?
- Do you know anyone who has studied abroad? If so, where did they go?
- Have you spoken to your academic advisors about studying abroad? If so, how did they make you feel? Were they supportive? Were they cautionary?
- What is most appealing to you about participating in a study abroad program? What is least appealing? Why do you feel this way?

Study Away Questions

- Have you spoken to anyone at BGSU about study away? If so, how did the conversation make you feel?
- If you were to study away where would you go? Why would you choose that location?
- Do you know anyone who has studied away? If so, where did they go?
- Have you spoken to your advisors about studying away? If so, how did they make you feel? Were they supportive? Were they cautionary?
- What seems most appealing to you about participating in a study away program? What is least appealing? Why do you feel this way?

Questions about Both

- Do you think a study abroad program or a study away program would have a more rigorous curriculum than a semester at BGSU? Why do you feel this way?
- Do you think a study abroad program or a study away program would make you use more critical thinking skills? Why do you feel this way?
- Do you think a study abroad program or a study away program would help you become more independent? Why do you feel this way?
- Do you think studying abroad or studying away would make you a more marketable employee? Why or why not? Which experience do you think would make you more marketable to graduate schools? Why do you feel this way?
- Do you think a study abroad program or a study away program would do more to enhance your knowledge of lifestyles different from your own? Why do you feel this way?
- Do you think a study abroad program or a study away program would be more affordable than a semester at BGSU? Why do you feel this way?