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Effects of studying abroad on college students

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EFFECTS OF STUDYING ABROAD ON COLLEGE STUDENTS

EFFECTS OF STUDYING ABROAD ON COLLEGE STUDENTS

A Thesis Submitted
In Partial Fulfillment
Of the Requirements for the Designation
University Honors

Kaliana Villa
University of Northern Iowa
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(Signature page to be typed by the student – fill in name and title)

This Study by: Kaliaana Villa

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Jill Wittrock, Honors Thesis Advisor, Political Science

Date

Dr. Jessica Moon, Director, University Honors Program

EFFECTS OF STUDYING ABROAD ON COLLEGE STUDENTS

Abstract

This thesis focused on the ways short-term study abroad capstones may change students' political stances, as well as the way it may impact their worldview. To do this, data was collected via an online survey before and after each student's capstone with permission from the University of Northern Iowa's Study Abroad Center. The specific variables which were measured are political standpoint (how liberal or conservative a student is), and their worldview (how the students see the world around them on a global scale). Although there has been some research done on the ways studying abroad helps students develop cross-cultural skills, there is very little research regarding how it may change a student's political viewpoints or their worldview. No statistically significant results were found in this study.

Effects of Studying Abroad on College Students

The world today is shrinking because of the increasing availability of technology and transportation. It is no longer expensive to make a call from halfway around the world. There are applications which even offer the service for free. Planes can fly around the world in increasingly shorter amounts of time. As technology develops and the world's size seems to decrease, understanding other cultures and visiting new places is becoming more popular. Studying abroad has greatly increased, especially amongst college students (NAFSA n.d.). As more students study abroad, it is becoming more important to understand the way living in another country can change a student's attitudes and beliefs. It is also becoming more important for students to have experience in a foreign country when it comes to employment. In the current global economy, many employers are looking for graduates with experience stepping out of their comfort zone in a foreign country. Experience abroad prepares students for success in their careers (NAFSA n.d.). For undergraduate students, this experience abroad can be an invaluable addition to their resume, talking point for interviews, and set them apart from students who do not have experience abroad. But besides the importance for the workforce, and undergraduate, studying abroad impacts every single student's life in much deeper ways. Many studies have found studying abroad to influence a student's beliefs about the world around them. Studying abroad gives each student a more open perspective to the world around them and to different cultures.

There has been little research done on how studying abroad may affect or change students political beliefs, but one study by Carlson and Widaman (2002) found students who studied abroad for a year were more interested in international politics upon their

return. These students were compared to a control group who did not study abroad. Compared to this group, they were significantly more interested in international politics. Although it was fascinating to see this change after a long-term study abroad program, the change in the ways student's political viewpoints may change was not approached in this study, nor in other studies. This gap in literature is an important area to study because understanding how students beliefs may change politically will also help us understand more about how they change socially, and culturally. Political viewpoints permeate many aspects of a person's life. Knowing how these beliefs may change is an important part of understanding students.

Living in another country can change a person's perspective in many ways; however, in order to expand upon research already done in this area, this thesis focused on student's views of politics, culture, and daily activities such as how they spend their time. After the review of the existing literature regarding study abroad, the methods used to collect data will be explained in detail. A questionnaire was compiled using questions from several long established social science surveys. Students completed the questionnaire before and after studying abroad during the summer of 2017. After the explanation of the methods, the results of the online surveys are given.

Literature Review

Studying abroad is a growing field of college education, and as it grows, the research surrounding the benefits of studying abroad is also growing (NAFSA n.d.). Students who study abroad will have higher levels of cultural awareness after their experience than before. A recent study found that after students participated in a study abroad program, they had a deeper understanding of the international world, as well as

more developed multicultural skills (Kitsantas 2004). The ability to interact with other cultures and a greater understanding of the way the world works are becoming crucial to students' futures. Anderson (2006) found studying abroad in college is becoming inevitable as the world continues to get smaller and international experience is required for many more positions in the workforce. Without these experiences, whether short-term or long-term, students' views of the world may remain less open to other cultures; however, after going abroad students find their views expanding.

Another study looked at the changes in beliefs of study abroad students based on their duration abroad. The specific beliefs analyzed were regarding the teachers' role in the classroom, student independence, and their ability to succeed. Although every student's beliefs changed, those who were abroad longer (greater than 6 months) had a more drastic change (Amuzie 2009). Another study also focused on students' changing beliefs after a short time abroad. Even after a short time abroad the study found students had a greater intercultural awareness, more personal development, and better communication skills (Chieffo 2004). Studies looking at the impact of short-term study abroad programs are becoming more significant as students are studying abroad for shorter periods of time rather than a whole semester due to cost (Donnelly-Smith 2009). It is vital to acknowledge the need for continued research in this area as it continues to grow.

As there has been little research done regarding how studying abroad may change student's political beliefs, this thesis will approach the issue of how students may change on a liberal to conservative scale after spending time abroad. The liberal to conservative

scale used a rating scale from one to ten with one being most conservative and ten being most liberal.

H1: Students who have studied abroad will lean more liberal after their study abroad experience.

Although there is not much literature on which to base this hypothesis, there is still an argument to support this hypothesis. From personal experience, students with whom I have spoken to before, during and after spending time abroad agree that their beliefs have become more liberal. This hypothesis is based on those conversations and experiences.

H2: Students who have studied abroad will have higher levels of post-materialist attitudes after their experience than before.

However, there is not any research done relating these two subjects. This hypothesis is based on the ways other beliefs have changed for students. Such as in the study by Chieffo (2004). Student's have been found to have a deeper intercultural awareness after studying abroad, and this can translate to students possibly identifying with more liberal ideals than conservative. It is not a direct correspondence; however, because no previous research was done on the concept of post-materialism and studying abroad, it was necessary to make a leap in order to formulate this hypothesis. The choice to look at post-materialism also comes from direct experiences abroad. Post-materialism is the idea that new ideas, autonomy, and independence should be a part of our daily lives. Because of this, it could be important for future employers to understand how if students study abroad they may be more able to function independently. They may create more new ideas, and not need as many detailed instructions as employees who have not spent time abroad.

Looking at the changes in any beliefs from before and after a study abroad program can be a difficult topic to explore because of the inconsistencies within this field. Beliefs covers a large range of topics which are difficult to narrow down. Although researchers began looking at beliefs regarding languages, learning, and studying abroad as early as 1980, there has yet to be a consistent definition of beliefs (Tanaka 2003). Beliefs can encompass political, cultural, or social viewpoints of one's self, other countries, and other people. With such a wide and all-encompassing topic, it is difficult to narrow down a consistent definition to use in research. However, without a consistent definition, and such an extensive range of studies, it is more difficult to compare research to see the differences or changes in the research over the years.

Methodology

This study uses a pre-post test survey design with the target population comprising of students from a Midwestern comprehensive university. To begin the process of this study, permission was first granted from the University of Northern Iowa's Study Abroad Center (SAC) to contact the students studying abroad. However, due to privacy concerns, SAC did not supply a direct list of participants. Instead, the SAC forwarded a pre-written email message including the link to the questionnaire and information about it to the list of students studying abroad during the summer of 2017 (Appendix A). Before the questionnaire was launched, permission was obtained from the University of Northern Iowa Institutional Review Board board. After this approval was granted, the questionnaire email was first sent on Friday, April 28, 2017. The total number of recipients was 293 students, and the response rate was 30.03% on the first survey. Before this email was sent, the survey was tested within the Qualtrics system to ensure the survey would be functional on both Apple and Samsung mobile devices, as well as laptops. Five testers piloted the survey, none of whom were studying abroad in the summer of 2017.

The complete questionnaire is available in Appendix C. This questionnaire took questions from the World Values Survey regarding students' beliefs regarding life satisfaction, trust, importance of different factors in their lives, politics, other people, and world issues (World Values Survey 2014). The World Values Survey is highly regarded for the quality of the survey questions which they use. It is a global venture exploring people's values and beliefs. This survey has been conducted since 1981 and was also conducted in close to 100 different countries. Scientists from around the world develop

questions which are then tested and only used once they are deemed reliable, valid and accurate. The World Values Survey is the longest running study which makes an effort to understand cultural change through measures of attitudes, values, and beliefs. This survey also uses the Inglehart's post-materialism index which is a well-known scale used to measure the concept of power-materialism.

There were also questions taken from several other sources to measure cultural awareness and political beliefs. Cultural awareness was measured using a brief version of the Intercultural Sensitivity Scale (ISS). The Intercultural Sensitivity Scale was developed in 2000 as a way to focus on confidence and openness in cross cultural communication. IT has been held as a standard of measuring intercultural competence since it was developed. The political beliefs were measured using questions from the American National Election Studies (ANES). ANES completes a national survey of voters in the United States before and after every presidential election. It was officially established in 1977, but there were studies before the organization was official dating back to 1948. The questions used in this survey are frequently cited in political science and it used as the gold standard to measure political beliefs, ideologies, and party ID questions.

The questions were chosen to target students' political beliefs on the liberal to conservative spectrum. These questions were chosen based on the interest and scope of the thesis proposal. The sources used were all chosen due to the repeated tests of reliability, validity, and accuracy. Due to the necessity for the online questionnaire to be short, there were limitations in the number of questions. Questions were chosen from different surveys based on their relation to political viewpoint, post materialism, cultural

sensitivity, and worldview. The online survey was kept short to maximize the response rate and was approximately 7-10 minutes in length. As it needed to be kept short, not all questions from every battery could be included. Only the questions which could measure the specific changes this thesis was analyzing were chosen. A reminder email with a link to the questionnaire was sent out again on May 4, 2017, to ask for more participants. All the questions used in the study and their sources are listed in Appendix C.

On August 7, 2017, the post-questionnaire was sent out, asking participants to record their responses to see the changes that took place over their time abroad. The post-questionnaire was identical to the pre-test with minor adaptations, for example, to change questions to past tense to accurately capture the point in time the survey referenced. The questionnaire was sent out one final time on August 11, 2017 to ensure participants had enough time and opportunity to respond. The total number of students on the list was 293, and the response rate was 43.34 %.

After the data was collected, it was analyzed to find any significant changes in attitudes, beliefs, or values. Due to the time constraints of this thesis and the depth of the questionnaire, not all the questions were able to be analyzed. The questions include the following: Question 12, Question 18, Questions 19 through 24, and Question 14.

Questions 12 was “In political matters, people talk of “the left” and “the right.” How would you place your views on this scale generally speaking?”. The answer options for this question were to choose on a scale from one to ten with one being far left and ten being far right. This question was used to test where students political beliefs fell on a general scale to test the hypothesis students would be more liberal after spending time abroad. Question 14 was “Do you think the number of immigrants from foreign countries

who are permitted to come to the United States to live should be. . . Increased a lot, increased a little, left the same as it is now, decreased a little, decreased a lot.” Students chose from those five options whichever was most appropriate. This question also was used to test students political beliefs to see if they would be more liberal after spending time abroad.

Question 18 was “For each of the following, indicate how important it is in your life. Very important, rather important, not very important, not at all important.” Students were asked to rank their family, friends, leisure, time, politics, work and religion on that scale. This was analyzed to see how those rankings would change to see if students would place more value on certain aspects of their life after experience a different culture.

Questions 19 through 24 measured post-materialism and came in groups of two. Question 19 was, “People sometimes talk about what the aims of this country should be for the next ten years. Below are listed some of the goals which different people would give top priority. Would you please say which one of these you, yourself, consider the most important? A high level of economic growth, making sure this country has strong defense forces, seeing that people have more say about how things are done at their jobs and in their communities, and trying to make our cities and countryside more beautiful.” Question 20 followed up by asking, “Which of these is the next most important?”, and listed the same options as question 19. Questions 21 asked, “If you had to choose, which of these would you say is the most important? Maintaining order in the nation, giving people more say in important government decisions, fighting rising prices, or protecting freedom of speech.” Question 22 asked, “Which would you say is the next most important?”, and listed the same answer choices as question 21. Question 23 asked, “If

you had to choose, which of these would you say is the most important? A stable economy, progress toward a less impersonal and more humane society, progress toward a society in which ideas count more than money or the fight against crime.” Question 24 asked, “Which would you say is the next most important?”, and listed the same answer choices as question 23. These questions were all used to measure the hypothesis students would lean more post-materialistic after studying abroad.

I used repeated measures ANOVA and t-tests to analyze the data collected from the respondents to see if studying abroad shifted students’ beliefs on any of these indicators. In this analysis, the intervention was the study abroad experience and I expect the students as a group to score differently on these questions than before the study abroad experience. We were also unable to match the specific results from each person on the pre-test and post-test. This was due to the way the web link was required to be sent. No unique identifiers could be used. It was not possible to match the students pre and post-test results. Thus, it was not possible to do analyses which required linking individuals pre- and post-test. It was only possible to use statistics which look at group-level differences.

Results

Sample Characteristics

The characteristics of the students who participated in the pre- and post-test are in Table 1. Of the students who studied abroad, 77% were female and 23% were male. In the pre-questionnaire, 81% of participants in the pre-test identified themselves as female and 19% identified themselves as male. In the post-test, 71% of participants identified themselves as female, and 21% identified themselves as male. Although not all majors

were included in this table, the majors with the most responses were included here, while the rest are listed in Appendix D.

Table 1. Descriptive Characteristics of Respondents

Pre-Test	Percentage (N)	Post-Test	Percentage (N)
Females	81(66)	Females	71.43 (90)
Males	19 (15)	Males	20.63 (26)
Freshmen	1.14 (1)	Freshmen	0 (0)
Sophomore	21.59 (19)	Sophomore	.79 (1)
Junior	38.64 (34)	Junior	26.98 (34)
Senior	28.41 (25)	Senior	61.11 (77)
Graduate School	2.27 (2)	Graduate School	3.17 (4)
Previous International Travel	87.50 (51)	Previous International Travel	60.32 (76)
Completed the whole questionnaire	87.50 (77)	Completed the whole questionnaire	80.95 (102)
Elementary Education Major	14.12 (12)	Elementary Education Major	13.11 (16)
Business Major	12.94 (11)	Business Major	7.38 (9)
Accounting Major	7.06 (6)	Accounting Major	5.74 (7)
Communication Studies Major	5.88 (5)	Communication Studies Major	6.56 (8)
Supply Chain Management Major	1.18 (1)	Supply Chain Management Major	8.20 (10)

Statistical Analysis

Table 2 shows the statistical analysis for Question 12. (Questions 12 was “In political matters, people talk of “the left” and “the right.” How would you place your views on this scale generally speaking?”). A within-subjects’ ANOVA was performed (p

> 0.05). A chi-square test was also performed for the data. These results are shown in Table 3. The results confirmed the null hypothesis as no statistically significant changes were found.

Table 2. Question 12 within-subjects' ANOVA results

F	2.51
Critical Value	5.12

Table 3. Question 12 chi-square results

	Pre-Test	Post-Test	Total
Slightly Liberal	7	15	22
Liberal	23	23	46
Moderate	27	33	60
Slightly Conservative	11	19	30
Conservative	11	17	28
Total	79	107	186

chi-square: 2.78, $p = 0.60$

A within-subjects' ANOVA was also calculated for question 14 ("Do you think the number of immigrants from foreign countries who are permitted to come to the United States to live should be. . . Increased a lot, increased a little, left the same as it is now, decreased a little, decreased a lot."). The results for this test and the chi-square tests can be found in tables 4 and 5. The results confirmed the null hypothesis as no statistically significant changes were found.

Table 4. Question 14 within-subjects' ANOVA results

F	3.418
Critical Value	7.71

$p > .05$

Table 5. Question 14 chi-square results

	Pre-Test	Post-Test	Total
Increased	33	46	79
Left the Same	33	43	76
Decreased	12	13	25
Total	78	102	180

chi-square: 0.30, $p = 0.86$

Question 18 was also analyzed using multiple within-subjects' ANOVA for the variables time, friends, family, leisure, and politics ($p > 0.05$, $p > 0.05$, $p > 0.05$, $p > 0.05$, $p > 0.05$) (Question 18 was, "For each of the following, indicate how important it is in your life. Very important, rather important, not very important, not at all important."). Work and religion were omitted because of time constraints. The variables chosen were most pertinent to the goals of the study. These results as well as the results from the chi-square and fisher exact tests are shown in Tables 6, 7, 8, 9, 10 and 11. Fisher exact tests had to be used for the variables friends and family because the of the small cell sizes. The results confirmed the null hypothesis as no statistically significant changes were found.

Table 6. Question 18 within-subjects' ANOVA results

	Friends	Family	Leisure	Politics	Time
F	0.874	0.736	2.183	8.308	0.983
Critical Value	10.13	10.13	10.13	10.13	10.13

Table 7. Question 18 fisher exact test results, friends

Friends	Pre-Test	Post-Test	Total
Important	75	100	175
Not Important	0	0	0
Total	75	100	175

Fisher Exact Test 1.00, Not Significant at $p < 0.05$

Table 8. Question 18 fisher exact test results, family

Family	Pre-Test	Post-Test	Total
Important	75	97	172
Not Important	0	2	2
Total	75	99	174

Fisher Exact Test 0.51, Not Significant at $p < 0.05$

Table 9. Question 18 chi-square results, leisure

Leisure	Pre-Test	Post-Test	Total
Important	69	95	164
Not Important	6	5	11
Total	75	100	175

chi-square: 0.65, $p = 0.42$

Table 10. Question 18 chi-square results, politics

Politics	Pre-Test	Post-Test	Total
Important	26	34	60
Not Important	49	65	114
Total	75	99	174

chi-square: 0.002, $p = 0.96$

Table 11. Question 18 chi-square results, time

Time	Pre-Test	Post-Test	Total
Important	74	97	171
Not Important	1	3	4
Total	75	100	175

chi-square: 0.53, $p = 0.47$

The below tables 12, 13, and 14 show the results from Inglehart's post-materialism index in questions 19 to 24 were as follows: 19) "People sometimes talk about what the aims of this country should be for the next ten years. Below are listed some of the goals which different people would give top priority. Would you please say which one of these you, yourself, consider the most important? A high level of economic growth, making sure this country has strong defense forces, seeing that people have more say about how things are done at their jobs and in their communities, and trying to make our cities and countryside more beautiful." 20) "Which of these is the next most important?" 21) "If you had to choose, which of these would you say is the most important? Maintaining order in the nation, giving people more say in important government decisions, fighting rising prices, or protecting freedom of speech." 22) "Which would you say is the next most important?" 23) "If you had to choose, which of these would you say is the most important? A stable economy, progress toward a less impersonal and more humane society, progress toward a society in which ideas count more than money or the fight against crime." 24) "Which would you say is the next most important?"). The index is calculated for every two questions to determine if the answer was materialist, rather materialist, post materialist or rather post materialist. Then a chi-

square was calculated. The results confirmed the null hypothesis as no statistically significant changes were found.

Table 12. Questions 19-20 chi-square results

Questions 19-20	Pre-Test	Post Test	Total
Materialist	17	21	38
Rather Materialist	19	34	53
Post Materialist	13	21	34
Rather Post Materialist	23	22	45
Total	72	98	170

chi-square: 2.66, $p = 0.45$

Table 13. Questions 21-22 chi-square results

Questions 21-22	Pre-Test	Post Test	Total
Materialist	4	9	13
Rather Materialist	27	24	51
Post Materialist	17	22	39
Rather Post Materialist	24	42	66
Total	72	97	169

chi-square: 4.04, $p = 0.26$

Table 14. Questions 22-23 chi-square results

Questions 22-23	Pre-Test	Post Test	Total
Materialist	15	15	30
Rather Materialist	16	28	44
Post Materialist	19	22	41
Rather Post Materialist	21	31	52
Total	71	96	167

chi-square: 1.71, $p = 0.63$

Discussion

None of the statistical tests done in this study found significant differences between the pre-test and post-test. There could be a few different reasons for the lack of statistical significance in the data, and in particular related to limitations of the study.

First, the pre- and post-test data was not able to be matched with which students took the questionnaire online because of privacy reasons with the SAC email list. The SAC was sending out the emails and reminders. Although the emails were on time as

requested, it may have made a difference that the email was coming from the SAC instead of the researcher. Students could have been less likely to fill out the questionnaire when receiving the email from the SAC.

Second, there was a large difference in the number of students who responded to the pre-test versus the post-test. Many more students responded to the post-test. There are a couple different explanations for this. The first is that students may not have had as much time when the original questionnaire was sent out. It was in the late Spring which can be a busy time for college students. In late summer many students do not have as many academic or work commitments giving them the time to complete a questionnaire. It could also have been the impact of their study abroad experience. After coming home from a summer abroad, they wanted to take the opportunity to share their experience through the questionnaire.

Third, the smaller sample size in the pre-test, and small sample size in general for both the pre- and post-tests could be partially responsible for the lack of statistical significance. The response rate was less than 50% for both the pre- and post-tests. Perhaps with a better response rate, the results would have been more significant. There was also a much greater number of females that both studied abroad, and responded to the survey. The uneven amount of responses from males and females could also have affected the results.

Fourth, the length of time spent abroad could also have an impact on the results of this study. During the summer, the study abroad programs offered are short-term programs which are different from semester or year-long study abroad experiences. It could be that the changes over a shorter period were smaller, and thus, not as significant

for students. Perhaps if the study had been able to look at changes over a longer-term study abroad program, the results may have been significant.

Fifth, the sample of students was limited. All the students were from the University of Northern Iowa, and many of the students had already been out of the United States previous to their study abroad experience. These two factors could greatly impact how their beliefs and values might have changed, or stayed the same.

Finally, there is also a possibility that political beliefs, post-materialism, and student's cultural beliefs did not change. This could mean studying abroad does not have such a large impact on students as originally believed. However, to really accept this conclusion, all the other factors which could have influenced the results would need to be considered in a second study.

Conclusions and Further Study

Although there were no statistically significant results found, this study was noteworthy for being one of the first studies to look at the way studying abroad could affect political beliefs and post-materialism. It also took a different look at student's worldview than many questionnaires in the past. Because of this, although the statistics were not significant, meaningful conclusions can be drawn. Contrary to past studies regarding student's beliefs, no statistically differences were found before and after studying abroad. This could mean studying abroad does not affect students to the degree which was originally believed. Because of the statistically different results compared to past studies considering the way studying abroad changes students' beliefs, it is necessary to continue looking into this field.

In the future, it could be useful to look more at gender differences, a larger sample size, and students from other countries who choose to study abroad. Expanding this questionnaire beyond one university in the United States could have a big impact on the results gathered, and expanding this questionnaire around the world could gather some interesting and possibly more significant results. Ideally the sample for another studying regarding this would large and diverse with and equal number of female and male students coming from different areas of the United states, or the world. The study would also be longer giving students a whole semester or year abroad to see if length could have somethings to do with lack of significant results in this study.

Studying abroad continues to be an area of research which should be given more focus. It is important that we explore what impacts studying abroad may have students and what that might mean for their futures as well as the future of many business. Studying abroad may or may not have a significant impact on student's beliefs and values. Without further research, we will not know the extent to which it may impact students.

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Appendix A: Questionnaire Recruitment Email and Questionnaire Reminder Email

Dear [Piped text: first name],

My name is Kalia Villa. I am a senior Psychology major and an honors student at the University of Northern Iowa. I am working on a project to determine how studying abroad may change student's beliefs, attitudes, and values.

Studying abroad has recently been growing in popularity among university students. Because of this growth, it is important to research the impact of experiences abroad. A greater understanding of how study abroad may help students grow will also help to promote studying abroad and quantify the benefits.

I am writing to invite you to take part in an online survey of study abroad students at UNI. You can take the online survey by clicking the link below.

Thank you for your participation in this important research. If you have any questions about the survey, please contact me at (515)657-2850 or by e-mail at villak@uni.edu.

Sincerely,
Kalia Villa

Dear [Piped text: first name],

I am writing to remind you to please complete the online survey about studying abroad at UNI. The goal of this project is to better understand the changes which occur when students spend time abroad. I am working to understand the benefits of studying abroad.

You can complete the online survey by clicking on the link below.

Thank you for taking the time to complete the questionnaire online. If you have any questions about the survey, please contact me at (515)657-2820 or by e-mail at villak@uni.edu.

Sincerely,
Kalia Villa

Appendix B: Consent Statement Required to Complete Questionnaire

Project Title: Studying Abroad Changes Student's Attitudes, Values, and BeliefsName of Investigator(s): Kalia Villa

You are invited to participate in a research project conducted through the University of Northern Iowa. The purpose is to learn how studying abroad affects student's attitudes, values, and beliefs.

If you decide to take part, your involvement will include completing two questionnaires online. The first questionnaire is to be completed before you go abroad, the second will be completed after you return to the United States. They will each take up to 10 minutes to complete. You will not be asked to enter identifying information.

The analyzed data will become part of a thesis presentation and paper and may be part of other dissemination and research efforts (such as conference papers or journal manuscripts). There are no foreseeable risks to participation that are greater than those experienced in day-to-day life. There is no compensation for participating in the research or other direct benefits to you.

Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the inception of data sent via Internet by any third parties. The summarized findings with no identifying information included may be published in an academic journal or presented at a scholarly conference. Your participation is completely voluntary. You are free to stop the survey at any time and can skip any question you prefer not to answer. If you have questions about the study you may contact or desire information in the future regarding your participation or the study generally, you can contact Kalia Villa at villak@uni.edu. You can also contact the office of the IRB Administrator, University of Northern Iowa, at 319-273-6148, for answers to questions about rights of research participants and the participant review process.

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I can receive a copy of this consent statement upon request. I am 18 years of age or older. Click "yes" below to consent to participate in this evaluation and continue with the questionnaire.

Appendix C: Questionnaire

1. How old are you?

2. What is your major? (Participants Selected from a dropdown list)

▼ Accounting ... Other

3. What is your major or majors? (If major was not included on previous list students were asked to write it here)

4. What capstone did you take (select location from a dropdown list)?

▼ Greece ... New Zealand

5. How do you identify your gender?

- ☐ Male
- ☐ Female
- ☐ In another way
- ☐ Prefer not to disclose

6. What year are you at UNI?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate Student

7. How long were you outside the United States this summer?

- ☐ 2 weeks or less
- ☐ 3-4 weeks
- ☐ 5-6 weeks

☐ 6-8 weeks

☐ 8 weeks or more

8. Have you been out of the U.S. before this summer?

☐ Yes

☐ No

9. Where have you been? (Only part of the questionnaire if participants responded "yes" in question 8)

10. For how long?

☐ 2 weeks or less

☐ 3-4 weeks

☐ 5-6 weeks

☐ 6-8 weeks

☐ 8 weeks or longer

11. The political views people might hold can range from extremely liberal to extremely conservative. Where would you place yourself on this scale?

Extremel y liberal	Libera l	Slightl y liberal	Moderat e	Slightly conservativ e	Conservativ e	Extremely conservativ e
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In political matters, people talk of "the left" and "the right." How would you place your views on this scale, generally speaking?

1	2	3	4	5	6	7	8	9	10
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	1	2	3	4	5	6	7	8	9	
Left	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Right

13. Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent, or something else?

- ☐ Republican
- ☐ Democrat
- ☐ Independent
- ☐ Something else (please specify):
-

14. Do you think the number of immigrants from foreign countries who are permitted to come to the United States to live should be

- ☐ Increased a lot
- ☐ Increased a little
- ☐ Left the same as it is now
- ☐ Decreased a little
- ☐ Decreased a lot

15. Would you say that over the past twelve months, the state of the economy in the United States has

- ☐ Gotten much better
- ☐ Gotten somewhat better
- ☐ Stayed about the same
- ☐ Gotten somewhat worse

☐ Gotten much worse

16. People have different views about themselves and how they relate to the world. Would you indicate how strongly you agree or disagree with each of the following statements about how you see yourself?

	Strongly Agree	Agree	Disagree	Strongly disagree
I see myself as a world citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of my local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as an autonomous individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Below is a series of statements concerning communication. Please record the degree to which you agree or disagree with the statement

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree
I enjoy interacting with people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think people from other cultures are narrow minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can be as sociable as I want to be when interacting with people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like to be with people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident when interacting with people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. For each of the following, indicate how important it is in your life.

	Very Important	Rather Important	Not Very Important	Not at all Important
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. People sometimes talk about what the aims of this country should be for the next ten years. Below are listed some of the goals which different people would give top priority. Would you please say which one of these you, yourself, consider the most important?

- ☐ A high level of economic growth
- ☐ Making sure this country has strong defense forces
- ☐ Seeing that people have more say about how things are done at their jobs and in their communities
- ☐ Trying to make our cities and countryside more beautiful

20. Which of these is the next most important?

- ☐ A high level of economic growth
- ☐ Making sure this country has strong defense forces
- ☐ Seeing that people have more say about how things are done at their jobs and in their communities
- ☐ Trying to make our cities and countryside more beautiful

21. If you had to choose, which of these would you say is the most important?

- ☐ Maintaining order in the nation
- ☐ Giving people more say in important government decisions
- ☐ Fighting rising prices
- ☐ Protecting freedom of speech

22. Which would you say is the next most important?

- ☐ Maintaining order in the nation
- ☐ Giving people more say in important government decisions
- ☐ Fighting rising prices
- ☐ Protecting freedom of speech

23. If you had to choose, which of these would you say is the most important?

- ☐ A stable economy
- ☐ Progress toward a less impersonal and more humane society
- ☐ Progress toward a society in which Ideas count more than money
- ☐ The fight against crime

24. Which would you say is the next most important?

- ☐ A stable economy
- ☐ Progress toward a less impersonal and more humane society
- ☐ Progress toward a society in which Ideas count more than money
- ☐ The fight against crime

25. Below is a list of various changes in our way of life that might take place in the near future. Please rate for each one, if it were to happen, whether you think it would be a good thing, a bad thing, or don't you mind?

	Good	Don't mind	Bad
Less importance placed on work in our lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More emphasis on the development of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater respect for authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Below some problems are listed. Please indicate which of the following problems you consider the most serious one for the world as a whole?

- ☐ People living in poverty and in need
- ☐ Discrimination against girls and women
- ☐ Poor sanitation and infectious disease
- ☐ Inadequate education
- ☐ Environmental pollution

27. Indicate your views on various issues. How would you place your views on this scale? 1 means you agree completely with the statement on the left; 10 means you agree completely with the statement on the right; and if your views fall somewhere in between, you can choose any number in between.

	1	2	3	4	5	6	7	8	9	10	
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	1	2	3	4	5	6	7	8	9	
Incomes should be made more equal	(((((((((We need larger income differences as incentives for individual effort
Private ownership of business and industry should be increased	(((((((((Government ownership of business and industry should be increased
Government should take more responsibility to ensure that everyone is provided for	(((((((((People should take more responsibility to provide for themselves
Competition is good. It stimulates people to work hard and develop new ideas	(((((((((Competition is harmful. It brings out the worst in people
In the long run, hard work usually brings a better life	(((((((((Hard work doesn't generally bring success- it's more a matter of luck and connections

People only
get rich at
the expense
of others

(((((((((((

Wealth can
grow so
there's
enough for
everyone

28. How much do you trust people from various groups. Could you indicate for each whether you trust people from this group completely, somewhat, not very much or not at all?

	Trust completely	Trust somewhat	Do not trust very much	Do not trust at all	None at all
Your Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People you know personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People you meet for the first time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of another religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of another nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Demographic Results

Majors

Major	Pre Test Results N (Percentage)	Major	Post Test Results N (Percentage)
Accounting	6 (7.06)	Accounting	7 (5.74)
Anthropology	1 (1.18)	Anthropology	1 (.82)
Art and Graphic Design	1 (1.18)	Art and Graphic Design	1 (.82)
Biology	4 (4.71)	Biology	5 (4.10)
Business	11 (12.94)	Business	9 (7.38)

Communication Studies	5 (5.88)	Communication Studies	8 (6.56)
Counseling	3 (3.53)	Counseling	6 (4.92)
Criminology	2 (2.35)	Criminology	2 (1.64)
Early Childhood Education	1 (1.18)	Early Childhood Education	2 (1.64)
Elementary Education	12 (14.12)	Elementary Education	16 (13.11)
English	1 (1.18)	English	3 (2.46)
Environmental Science	1 (1.18)	Environmental Science	0 (0)
Family Services	0 (0)	Family Services	1 (.82)
Finance	5 (5.88)	Finance	4 (3.28)
Gerontology	2 (2.35)	Gerontology	1 (.82)
Health Promotion and Education	1 (1.18)	Health Promotion and Education	3 (2.46)
Leisure, Youth, and Human Services	0 (0)	Leisure, Youth, and Human Services	1 (.82)
Marketing	5 (5.88)	Marketing	6 (4.92)
Middle Level Education	1 (1.18)	Middle Level Education	2 (1.64)
Movement and Exercise Science	3 (3.53)	Movement and Exercise Science	4 (3.28)
Nursing	1 (1.18)	Nursing	1 (.82)
Physics	0 (0)	Physics	1 (.82)
Political Science	4 (4.71)	Political Science	6 (4.92)
Psychology	3 (3.53)	Psychology	3 (2.46)
Social Work	3 (3.53)	Social Work	5 (4.10)
Sociology	0 (0)	Sociology	2 (1.64)
Spanish	1 (1.18)	Spanish	1 (.82)
Supply Chain Management	1 (1.18)	Supply Chain Management	10 (8.20)
TESOL	2 (2.35)	TESOL	1 (.82)
Theatre	0 (0)	Theatre	1 (.82)
Other	5 (5.88)	Other	6 (4.92)

Age

Pre-Test Age	N (Percentage)	Post Test Age	N (Percentage)
18	1 (1.19)	18	1 (0.82)
19	7 (8.33)	19	1 (0.82)
20	32 (38.10)	20	36 (29.51)
21	28 (33.33)	21	48 (39.34)
22	9 (10.71)	22	18 (14.75)
23	3 (3.57)	23	9 (7.38)

24	0 (0)	24	1 (0.82)
25	2 (2.38)	25	2 (1.64)
26	1 (1.19)	26	3 (2.46)
27	0 (0)	27	2 (1.64)
36	1 (1.19)	37	1 (0.82)