

SKILL DEVELOPMENT AND THE CREATION OF THE GLOBAL CITIZEN: AN
ANALYSIS OF STUDENT EXPERIENCES WITH STUDY ABROAD AT
HUMBOLDT STATE UNIVERSITY

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ABSTRACT

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Global citizenship is seen as an emerging necessity as work places are shifting to a more global environment and as challenges we face are becoming more global in nature. This thesis focuses on the creation and nurturing of global citizenship through participation in study abroad programming at Humboldt State University (HSU). Research has shown participation in study abroad has an impact on the participant's skill development (Farraguia and Sanger 2017) and such skill development can be applied to advancement of global citizenship. This thesis utilizes a mixed methodology to develop a thorough understanding of the level of skills associated with studying abroad for HSU students. Spatial data was examined to determine the extent to which HSU students were studying abroad in the same countries as students across the United States. A survey was sent out to 75 recent HSU study abroad participants and a random sample of 350 HSU students to determine global perspectives. Finally, semi-structured face-to-face interviews were conducted with eight students returning from study abroad programs in order to detail how the skills they developed impacted their lives. Europe was the most popular region for both HSU and US study abroad in the 2017/2018 academic year. Survey data

indicated study abroad participation increases identification as a global citizen, and the interviewees commonly referenced food in describing the skills they developed from their study abroad experiences.

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INTRODUCTION

Study abroad experiences have always had a positive and powerful impact in my life. As a high school student, I had the opportunity to travel to Ireland, England, and Wales with a teacher who was adamant the best kind of learning happens outside of the classroom. The following year, the same teacher took a smaller group of students to France and Spain. This trip was different than the first, as I had just graduated from high school and was looking forward to starting as a college student several states away from my home state, Virginia. This trip was also different as the new high school principal did not appreciate the benefits of these experiences and this would be the last international trip at my high school. I began to question how this principal, as a high school educator, did not see how these high school study abroad experiences were beneficial. I wondered how the principal could not see the value in these experiences given how they had such a profound impact on my life. From my experiences, I possessed a new-found confidence and decided I needed to move away.

From these high school experiences, I knew I wanted to participate in study abroad during my undergraduate career. As an undergraduate, I interned through a third-party study abroad program. This internship took me to Dublin in the summer of 2017 and provided me with academic credit and I was able to receive academic credit, classifying it as a study abroad experience (Baer et al. 2018). As global engagement and learning became a predominant influence in my life, I also conducted an independent study on the benefits of biculturalism in Bangkok, Thailand. This independent research

project was centered on travels I had previously planned, and as only the data collection was done abroad it would not be considered a study abroad venture, as defined for this thesis.

These experiences helped center my research interests on promoting and encouraging global learning through study abroad participation. My personal experiences exemplified how there remains a large disconnect between international experiences and positive outcomes, such as skill development. My personal experiences also demonstrated how study abroad programs would not be encouraged, or even cut off as they were in my high school, because there is still a strong detachment from identifying the ways in which study abroad participation benefits students. The combination of all of these elements were the main component inspiring this thesis project.

The Office of Study Abroad at Humboldt State University (HSU) was interested in my research and served as an invaluable resource throughout the past two years. Our relationship began as I was looking for a community site to complete my service hours in fulfillment of the Practicing Sociology emphasis of this program. I began hosting Information Sessions for interested students, which assisted in becoming familiarized with what study abroad looked like at HSU. Such communication also allowed me better insight into the perspectives of HSU students who were interested in studying abroad, by learning about their questions and concerns as they began their study abroad journeys. In order to make study abroad experiences more accessible, I realized I must first focus on furthering the connection between study abroad and skill development.

The goal of this thesis is to fully assess study abroad experiences at HSU. I begin with a review of existing literature on global citizenship; what is considered a study abroad experience; different types of study abroad programming; study abroad programming at HSU; the association of study abroad participation and skill development by detailing the variety of skills that are linked to study abroad participation; apply Rotter's Social Learning Theory to skill development; and the impact of global citizenship.

The next section highlights the methodological approaches used to conduct this research. In order to thoroughly portray the study abroad experiences of HSU students, I employed three methods. First, I focused on outlining the locations of study abroad programs affiliated with HSU and compared this spatial data to national trends. Next, I distributed an online survey to former study abroad participants and a random sample of HSU students to ascertain global perspectives, from intercultural awareness, being informed on current issues, to explicitly identifying as a global citizen. From there, I conducted semi-structured interviews to obtain a richer description of the study abroad experiences of HSU students. The following section describes my findings for each method, and how these findings build off of one another. I conclude with a discussion of the significance of my findings, study limitations, the implications of my findings for study abroad at HSU and future research.

REVIEW OF LITERATURE

This chapter focuses on defining the many facets of global citizenship, and what it means to identify as a global citizen. While there are many ways to attain the identity of a global citizen, this chapter focuses on how study abroad participation contributes to the development of global citizenship. In order to discuss study abroad participation, a section is dedicated to characterizing what constitutes study abroad. A subsequent section describes the origins, rationale, and evolution of study abroad programs throughout the decades. The next section details the various types of study abroad programs. As this thesis project focuses on the study abroad experiences of Humboldt State University students, the next section describes study abroad program options at Humboldt State University. To draw the connection to study abroad participation and global citizenship, the following section associates study abroad participation with skill development. How these skills are developed are examined through Rotter's social learning theory. The final section of this chapter delves into the impact of global citizenship in order to discuss how global citizenship is becoming increasingly relevant in contemporary society.

Defining Global Citizenship

Education abroad plays an important role in the development of global citizenship through global learning opportunities. However, study abroad serves as only one facet of global education experiences. Specifically looking at study abroad requires separating all global learning and education abroad organizations. Doing so involves focusing solely on

the structure of sending students outside of their home nation for full-immersion learning programs. For the purposes of this project, study abroad programming is distinct from all other global learning opportunities. This project considers only United States based students who are affiliated with some collegiate institution ranging from community colleges to four year institutions, private and public, and encompassing both undergraduate and graduate students.

When thinking of terms like global citizenship, it is important to think of this affiliation as not necessarily citizenship, or an accident of birth, but rather a civic responsibility to an imagined community. Madeline Green notes, “It is useful to consider the term global citizenship as shorthand for the habits of mind and complex learning associated with global education,” (2012: 2). Global citizenship does not come with legal identification, such as a passport, or even official governmental relations such as the European Union, but rather the notion that as someone born on this planet, you have a duty to respect and protect all its other inhabitants (Landorf et al. 2018).

It is important to distinguish global citizenship from a previous incarnation of cosmopolitanism. Some authors define, “Cosmopolitanism, and the global citizenship it infers, requires that an individual be able to negotiate a world full of diverse interests while developing a personal narrative that is inclusive of the ‘other,’ thus internalising a sense of global homogeneity and shared humanity,” (Lyons et al, 2012: 364). The power of switching the conversation from cosmopolitanism to global citizenship is vital to understanding global citizenship as the imagined, yet powerful, community that it is and the potential it possesses. Cosmopolitanism has an association with privilege, in the sense

that being cosmopolitan is something that is not accessible to all groups, because you need to travel frequently in order to be associated with it. Much like study abroad, the idea of cosmopolitanism is tied to a history as an unnecessary extracurricular activity specifically for people who could afford it. Whereas shifting this perspective to an idea of global citizenship helps remake the idea of cultural empathy as not something unnecessary, but rather an experience all humans can share. Reilly and Senders (2009) described how “emphasizing the pedagogical value of the [study abroad] experience, as opposed to its social value,” created a shift in how study abroad is approached (243). The process of emphasizing how study abroad is an important pedagogical tool for cultural immersion can help branch away from the “narrative of class reproduction,” to focus more on the production of social capital (Reilly and Sanders 2009). Ideally, this shift will help change the conversation on how to address study abroad, without connecting it directly to cosmopolitanism and rather as an almost necessary experience to enhance the global awareness of college students.

When describing the many facets of global citizenship, Green (2012) emphasizes,

First, a focus on global citizenship puts the spotlight on why internationalization is central to a quality education and emphasizes that internationalization is a means, not an end. Serious consideration of the goals of internationalization makes student learning the key concern rather than counting inputs. Second, the benefits of encouraging students to consider their responsibilities to their communities and to the world redound to them, institutions, and society. (2)

Global citizenship arises from intercultural awareness, and can be demonstrated in “self-awareness and awareness of others,” and also, “the practice of cultural empathy,” active

“participation in the social and political life of one’s community,” and “as the cultivation of principled decision making,” (Green 2012: 2).

The idea of global citizenship exists to encompass “social responsibility (a concern for humanity and the environment), global awareness (alertness and responsiveness to issues that are global in nature), and civic engagement (active, informed participation in local, national, and global affairs)” (Stoner et al. 2014: 152). The need for individuals who have developed a sense of globally oriented civic responsibility and awareness increases along with global engagement of communities, societies, institutions and workforces. One way for individuals to develop this global awareness is through study abroad participation.

What is Study Abroad?

Study abroad is monitored across universities based on students who attend an international institution and receive academic credit. However, not all students who participate in study abroad seek credit and are therefore not included in records. Examples of study abroad programs that are not credit based include volunteering and service learning, work and internships, research and fieldwork, and other opportunities such as third-party programs that aren’t affiliated with home universities (Baer et al. 2018). As those programs do not involve receiving academic credit, they would not be considered study abroad participation by the home institution. Many third-party study abroad programs do offer a variety of options. However, if students do not explicitly receive academic credit at their home institution, those program participations would be

monitored separately from study abroad. According to Open Doors data collected by the Institute of International Education, overall participation in study abroad for credit across the United States, as in prior years, increased by 2 percent to approximately 332,727 US students in the academic year 2016-2017 (Baer et al. 2018). In addition to the students participating in study abroad for academic credit, there are an estimated 36,975 students across 415 institutions participating in the international activities previously mentioned, and approximately 47,000 US students who pursued their entire degrees abroad (Baer et al. 2018).

History of Study Abroad

Global learning experiences have had many incarnations throughout history, but study abroad, as defined for this project, gained momentum post World War II. Historical engagements of global learning emerged in colonial times, roughly the 18th century or earlier. During this time individuals with the resources to do so would go abroad to immerse themselves in new languages and cultural practices as well as participating in missionary and service work (Twombly et al 2012). Scholars note that the beginnings of study abroad began with “groups of young ladies on educational tours of Europe, visiting museums, cathedrals, and the like” (Bowman 1987: 13) from east coast colleges during the late 19th century (Twombly et al 2012). These practices became institutionalized with the creation of the first organized programs that emerged post World War I (Twombly et al 2012, Hoffa 2007). This shift was possible through the creation of the course credit system in higher education that requires the earning of credits towards a specific major

with elective courses, instead of completing an explicit curriculum (Twombly et al 2012, Hoffa 2007, Lucas 2006).

It was not until the 20th century that study abroad became what it is today, receiving academic credit for participating in education outside the students' home country, and that credit contributing to the progress and production of an academic degree (Twombly et al 2012:10). After World War II, study abroad programs reemerged, as they had been halted during the war. The federal government started to gain interest in study abroad programming as they saw opportunity to promote intercultural relations, which were becoming increasingly relevant with the rise of the Cold War (Twombly et al 2012). Reilly and Senders (2009) elaborate by stating,

The dangers of the Cold War provided a sense of fresh urgency, and many believed that cultural exchange, including study abroad, could succeed where conventional politics had failed; cross-cultural understanding, driven by intimate experience, would ameliorate tensions that appeared to be pushing the world to the nuclear brink. (244)

Diplomacy and national security were seen as positive outcomes of study abroad or educational exchange during the Cold War (Twombly et al 2012).

Study abroad, as it is today, began to take shape in 1965. A combination of significant world events from the Vietnam War to the end of the Cold War influenced how study abroad programs became diversified (Twombly et al 2012). Most notably, the events of 9/11 inspired concentrated government support for increasing culturally competent US citizens with fluency in a second language and interests in intercultural awareness through study abroad participation (Twombly et al 2012). More recently, this

has transferred from diplomacy to being more economically motivated from both private and public institutions to encourage increased competitiveness in this global marketplace (Twombly et al 2012).

Types of Study Abroad Programming

There are many elements of a study abroad program that work together fluidly in order to determine the efficacy of a program. The elements include language of instruction, duration of program, location, program models, and housing options (Norris and Dwyer 2005). One factor that has shown to not influence skill development was the location or destination of the study abroad program (Farrugia and Sanger 2017).

Interestingly, duration and program type have a stronger influence on the skill development of student participants than location of the study abroad experience. However, popular locations are difficult to predict as the types of programs offered across various institutions impact where students visit.

On opposite ends of the program model spectrum are hybrid programs and full, direct enrollment programs (Norris and Dwyer 2005). Hybrid programs are highly structured and have higher levels of support and services provided by the home institutions and generally have a shorter duration whereas full immersion programs require US students to independently apply for other programs and participate in outside extracurricular activities and have minimal support and direction (Norris and Dwyer 2005). Survey data from 2002 indicate that there is no significant difference between program models and reported career development (Norris and Dwyer 2005).

Despite different program structures, the long-term impact of skill development is well established across the literature. However, program types do influence the specific skills developed (Farrugia and Sanger 2017). Program models encompass all aspects of the program type, including length of program, structure of program, type of faculty, and staff assistance provided, as well as varying learning structures. Skills not influenced by program duration include leadership, work ethic, and curiosity (Farrugia and Sanger 2017). Due to the highly structured model of short-term study abroad programs, participants show a higher increase in the development of teamwork compared to more long-term programs (Farrugia and Sanger 2017). Overall, research indicates that participating in any study abroad program model is beneficial to intercultural awareness, personal and social growth, career development, and academic choices and attainment (Norris and Dwyer 2005).

Study Abroad at Humboldt State University

According to Data USA, Humboldt County had an estimated population of 135,490 with a poverty rate of 21 percent and a median household income of \$43,718 in 2017 (2018). Study Abroad at Humboldt State University attempts to bridge existing opportunity gaps in participation in study abroad programs by providing opportunities for financial assistance through financial aid, state-based aid, and scholarship funding, according to the Study Abroad Coordinator at Humboldt State University. There are four main types of programs offered at Humboldt State University: bilateral exchanges, California State University International Programs (CSUIP), faculty-led and other HSU

programs, and third-party programs. The Office of Study Abroad dedicates many resources to maintaining relationships with all types of programs, and only assists students in participating with programs pre-approved by the Office of Study Abroad.

Bilateral exchanges work as a transfer system between Humboldt State University and another partnered university. Essentially, a Humboldt State student would transfer to another university for a semester, or potentially a full year. These relationships are based on an exchange rate between the two universities, Humboldt State sends a certain number of students to their partnered university over a five-year period and the partnered university sends approximately the same number of students to Humboldt State University over the same time period. Based on the design of these programs, students can use all their financial aid as they pay all their tuition and fees to Humboldt State and then only pay to go abroad. This is beneficial because the students from the partnered university pay all their tuition and fees to their home university as well, allowing for optimum financial assistance according to the Study Abroad Coordinator.

California State University International Programs (CSUIP) are similar to bilateral exchanges except the entire California State University system maintains relationships with partnered universities, again allowing for the use of all financial aid and state-based aid. CSUIP programs are full-year programs only, both calendar year and academic year based on the academic cycle of the partnered university in places such as South Africa and Australia, for example. Some of these programs have a language requirement as well, allowing for a year-long full cultural immersion program.

Faculty Led/HSU Programs are the most popular at Humboldt State University, with the majority of students who participate in study abroad programming utilizing a faculty led program. Faculty led programs are typically summer only programs, ranging anywhere from four to ten weeks. These programs involve enrolling in a course at Humboldt State and traveling abroad and taking the course with an HSU faculty and other HSU students. Some programs are offered annually based on established departmental relationships, such as the program in Oaxaca, Mexico (2020b). Other program offerings vary year-to-year based on faculty and student interest.

Third party programs provide the most flexibility in location selection, duration of program, and course material. For these programs, HSU maintains a relationship with a third-party provider who themselves have a myriad of relationships with a variety of schools across the globe. Third-party programs were the second most popular amongst HSU students in the academic year 2017/2018. These programs also provide additional support and resources for students who use them.

Each program type offers a variety of location choices. Faculty led HSU Programs are the most restrictive when it comes to location selection because each program is in a specific, designated location. Destinations provided by colleges and universities vary by the types of programs offered, the availability and interest of faculty, as well as the passion and enthusiasm of the students. Consequently, there is substantial variation in the destinations compared to the national average distribution of popular locations. The major and courses offered at Humboldt State heavily influence the types of faculty led Programs provided to students, which can dictate where HSU study abroad

students choose for their study abroad experience. Program type is an integral consideration for students in deciding which location to select. Students must also consider anticipated program duration as well as time of year. Some students also intentionally select programs based on the specific location where they wish to study abroad.

Study Abroad and Skill Development

A vital component of study abroad is defining and describing how the experience benefits the participants. Study abroad is generally understood as an important way to introduce international education and cultural experiences to college students (Farrugia and Sanger 2017). As workplaces are shifting to encompass a global work space, study abroad provides the opportunity for students to gain experience and familiarity with different languages, gain intercultural awareness and tolerance, and allow for human capital formation within the global sphere (Schmidt and Pardo 2017). Participation in study abroad is also believed to influence what Farrugia and Sanger identify as tolerance for ambiguity and curiosity (2017). The development of curiosity and its multiple definitions appear in much of the existing research. Research has shown that participation in study abroad has a long-term impact on the future career path of students (Franklin 2010). This is due, in part, to study abroad participation being directly linked to the development of skills highly sought after by 21st century employers (Farrugia and Sanger 2017).

Skills associated with study abroad participation includes increasing professional competencies. Twombly et al. (2012) view study abroad as a means to increase student global awareness and intercultural competency for professional success. Farrugia and Sanger (2017) provide a robust list of skills associated with study abroad participation including: intercultural skills, flexibility/adaptability, self-awareness, tolerance for ambiguity, work ethic, curiosity, confidence, problem solving, language skills, course/major knowledge, technical/software skills, interpersonal skills, communication, teamwork skills, and leadership skills.

Wright and Larsen discuss how study abroad participation “fundamentally affects [students] when they return” (2012: 121). They describe the many impacts of study abroad programs specifically for business students, particularly the ways in which study abroad programs serve to prepare students to work “in a global and multicultural work environment” (Wright and Larsen 2012: 121). In order to attain such preparation, Wright and Larsen illustrate the “emotional intensity” of study abroad participation and how these programs provide “extraordinary experiences [that] are spontaneous, authentic, and lead to intense satisfaction and delight. They are life-changing, self-defining episodes that are interpreted within the broader context of the consumers’ lives” (2012: 123). These inherently personalized experiences contribute to their development by “[marking] students’ lives more profoundly than anything else they have done as undergraduates,” (Wright and Larsen 2012: 123).

Others have similarly categorized these skills in terms of personal growth. For Ingraham and Peterson’s (2004) study they categorize personal growth in terms of nine

separate factors. Personal growth encompasses independence, self-reliance, problem solving skills, leadership skills, ability to cope with unfamiliar situations and increasing comfort levels with individuals who are different, becoming increasingly open-minded, and personal feelings of effectiveness (Ingraham and Peterson 2004). Ingraham and Peterson also focused on defining intercultural awareness as curiosity and understanding of other cultures, academic performance as improved academic scores, professional development as impacting career and professional goals, and language learning as learning and speaking a foreign language (2004).

Farrugia and Sanger (2017) associate participation in study abroad programming with the development of intrapersonal, cognitive, and interpersonal competencies. They define intrapersonal competencies as the development of intercultural skills, flexibility and adaptability, self-awareness, and tolerance for ambiguity and work ethic. Intercultural skills show the most significant development for intrapersonal competencies, whereas work ethic has the least significant development (Farrugia and Sanger 2017). Following the pattern of descending order of significance, cognitive competencies include curiosity, confidence, problem solving, language skills, course/major knowledge and technical/software skills. Interpersonal competencies include interpersonal skills, communication, teamwork skills, and leadership skills (Farrugia and Sanger 2017). Other research has mainly focused on the development of intercultural communication as the primary outcome from participation in study abroad (Williams 2005).

While short-term benefits of study abroad participation are embedded in memories of well-rounded experiences, there are many long-term benefits to study abroad that are overlooked. When focusing on assessing the impact of study abroad in post college life, research has shown participation in study abroad programs influences engaged involvement in global volunteering or working globally for international organizations (Norris and Gillespie 2008). One study of individuals who studied abroad while attending Dickinson College, class of 1998, indicated majority of respondents, 58 percent, reported working in some international capacity (Franklin 2010). Perry et al. (2013) add:

the opportunity for a student to frame their existence within a global context can promote deeper understanding of cultural differences and provide a counterpoint for juxtaposing their personal beliefs with those of others. Internationalization and globalization are fundamental components of the learning process; to live and reflect upon the experiences a student has with these phenomena can increase action and bring about transformation of perspective. (186)

With the emergence of a more global workspace, especially in the context of a post 9/11 world, researchers have claimed a need for “culturally sensitive” Americans to work at the global level (Norris and Gillespie 2008). This period marked a reprioritization of the need for international education through the desire for “internationalized” institutions with an emphasis on learning foreign languages (Twombly 2012). Study abroad programs also began to have other implications, such as how individual intercultural awareness provides better understanding of other cultures which is becoming increasingly relevant in security studies (Reilly and Senders 2009). Furthermore, through this reiteration of the importance of study abroad, “the government stressed the need for

highly educated experts in the diplomatic and intelligence corps and Area Studies” (Reilly and Senders 2009: 245). These combined notions can be interpreted as “idealistic internationalization,” “political internationalization,” and illustrate how the long-term benefits of study abroad participation can be centered around political interests of home nations while advertising towards “international understanding and peace building” (Reilly and Senders 2009: 244).

Research shows study abroad exposure has a major influence over participants' personal lives and 62 percent of respondents noted a significant impact on the direction of their future career path (Norris and Norris 2005). In the Norris and Norris (2005) survey distributed to study abroad alumni, 48 percent of respondents reported working and/or volunteering in some international capacity post-graduation. Similarly, of study abroad alumni of Dickinson College who graduated in 1998, approximately 43 percent of respondents reported having worked for some form of multinational corporation or organization (Franklin 2010).

In 2008, Norris and Gillespie utilized data collected by the Institute for the International Education of Students (IES) in 2002. The survey was a longitudinal study which involved a 50-year survey sent out by IES, that consisted of 28 questions and was distributed to IES alumni who participated in programs from 1950-1951 or 1999-2000 with the intent to assess the career paths of the respondents. The International Education of Students sent out 17,000 surveys to their alumni and had a response rate of 25 percent.

In order to analyze the longitudinal IES survey, Norris and Gillespie focused on 10 of the existing 28 questions that were specifically geared towards careers or had some relation to careers. The results indicated a majority of the respondents believe their participation in study abroad was influential in shaping their career paths (Norris and Gillespie 2008). Earlier research utilizing the same data found that 77 percent of respondents reported acquiring skills during their study abroad experience that had an impact on their career path (Norris and Norris 2005).

Williams (2005) sought to quantify the connection between studying abroad and the development of intercultural communication skills. In order to find the association between study abroad participation and the development of intercultural skills, Williams used respondents' age, gender, academic level, hometown, religion, and previous intercultural exposure as predictors to study abroad participation (2005). This particular study found that age wasn't an accurate predictor due to the lack of diversity in age amongst their sample population (Williams 2005). Another study conducted by Schmidt and Pardo examined how study abroad impacts the formation of human capital, using income as the dependent variable (2017). They found age and gender were substantive predictors of respondent income. They also observed respondents whose parents were college graduates served as a substantive indicator of participation in study abroad (Schmidt and Pardo 2017).

While study abroad contributes to the development of the previously mentioned skills, there are also existing opportunity gaps in participation in study abroad programs for minority groups (Brux and Fry 2010). Brux and Fry (2010) discovered the major

challenges minority students face in study abroad are existing institutional constraints, the financial component, and the fear of discrimination in the country of their program. A common assumption regarding study abroad includes it only being an opportunity specifically for wealthy students as an extraneous activity not relevant to educational attainment (Williams 2005). However, with an increased connection to the role study abroad participation plays in skill development, more students, institutions, and families could see how participation in study abroad is an emerging necessity for globally informed college graduates. Brux and Fry (2010) suggest how institutions can address the constraints and encourage more multicultural students to get involved with study abroad programming because of the many benefits discussed. Their research and recommendations should be adapted at the institutional level in order to boost minority involvement and also to uncover and address existing misconceptions regarding study abroad programming. For example, many students believe they will never be able to study abroad because of the financial restrictions. However, a majority of universities and study abroad programs now accept financial aid and have scholarship opportunities.

Due to the lack of connecting study abroad participation to positive skill development, study abroad has an over-generalized perception of not having any long term and/or intrinsic benefits. This barrier results in study abroad cohorts who are not diverse and serves to further create opportunity gaps by dissolving association between study abroad participation and positive outcomes. As long-term benefits to participation are not at the forefront of discussion for those interested in participating in study abroad,

study abroad remains an idealized extracurricular experience, rather than a pedagogical tool instrumental to education in this increasingly globalized world.

While much research is focused on defining the skills developed through participation in study abroad and how to make study abroad more accessible to all populations, there is also an existing gap in providing participants with the language to capitalize on the skills they develop through study abroad (Farrugia and Sanger 2017). Most participants notice their study abroad experiences as either coming up during, or being a focal point of the interview process for jobs and internships because a handful of employers are beginning to be able to draw the connection between desirable skills and participation in study abroad (Farrugia and Sanger 2017). Future research should be done within and in conjunction with offices of study abroad at home institutions to assist students in making the connection between their study abroad participation and the development of skills. This will aid in furthering the association between study abroad experiences and the development of highly sought-after skills.

Social learning and skill development

In order to situate how study abroad participation actively contributes to skill development, it's important to discuss Rotter's social learning theory. Social learning theory focuses on an individual's locus of control; how a person perceives a connection between their actions and outside consequences (McLeod & Wainwright 2009). McLeod and Wainwright also note,

...according to social learning theory, individuals bring their locus of control perspectives with them into the new experience of traveling abroad; these, along

with the specific expectancies they learn while being part of the program, will determine how they behave and how much they enjoy their experience. (2009: 68)

There are two sources of control, the internal locus of control versus the external locus of control. However, it's important to remember these factors are not necessarily dichotomous categories, but rather create a continuum on which individual personalities can lie. Individuals with more internal locus of control draw direct connections between how their actions impact what happens to them whereas individuals with an external locus of control believe an external force, such as fate, luck, or other powerful entities are the cause of what happens to them (McLeod & Wainwright 2009). For example, say a student abroad decided to travel right before a big exam and their plane was delayed coming back, causing them to miss the exam. If the student had an internal locus of control they would connect how their choice to travel resulted in missing the exam. If the individual had an external locus of control, they would believe that perhaps the universe, or more likely the airline or airport is what caused them to miss the exam as they cannot see the active role their choices play in their life events.

The skills we associate with study abroad participation can show different levels of development based on the individual participant's locus of control. McLeod and Wainwright (2009) point out that "internal controlled persons do better in unstructured situations in which they are left to their own devices to solve problems...On the basis of social learning theory, we predict that students with a more internal locus of control would have a more positive personal and academic experience in more unstructured situations than students with external locus of control," (67-68). However, study abroad

program types have a variety of structures that are appealing to individuals with both sources of control. Individuals who identify with an external locus of control could seek out more short-term study abroad programs as these are definitely more structured with more areas and opportunity of support. To assist students finding a study abroad program that best matches their personality type, they would have to maintain a personal relationship with their study abroad office when seeking assistance from study abroad offices across the United States (McLeod and Wainwright 2009).

Study abroad experiences can also impact an individual's personal identification with their locus of control, or how they view the role their own decision-making plays in shaping life events. When compared to college students who did not participate in study abroad programming, study abroad alumni showed a significant increase in shifting from an external locus of control to an internal locus of control as well as increased self-esteem, which could also be perceived as taking more responsibility for their actions (McLeod et al 2015). Through this practice of skill development associated with all types of study abroad programming, there is a positive impact in participants internalizing their locus of control and drawing connections between how their actions impact their outcomes. Reilly and Sanders (2009) describe how study abroad can be used to “empower students to take responsibility for their own learning,” or internalizing their locus of control (255).

The independence uncovered and developed through study abroad participation assists in shifting the source of control to an internal sense of responsibility. This intrinsic

responsibility allows for more thorough skill development, such skill development leads to the creation of global citizenship.

The Impact of Global Citizenship

Drawing connections between study abroad participation and career-related skill development are a vital component of higher education institutions as “today’s globalized economies and societies require leaders able to embrace cross-cultural differences,” (Martinez 2011: 25). Study abroad participants actively develop intercultural competencies as well as exposure to events that inspire personal growth which allow them to be “more culturally aware and possess the adventurous spirit that lends to the productive, creative thinking necessary to excel in any organization or company,” (Martinez 2011: 25). Orahood, Kruze and Pearson (2004) note that developed interpersonal skills are the most important prerequisite for individuals during the hiring process. As noted, interpersonal skills are most strongly associated with study abroad participation. This connection demonstrates the long-term career impact for study abroad participants without focusing on international exposure and increased intercultural competencies.

Stoner et al. (2014) notes in order to, “adequately prepare their graduates for real-world challenges, higher education institutions arguably have a responsibility to develop international curricula and programs that foster a global citizenry. In order to fully address and meet the demand of increased public interest in global issues, a massive increase in “global literacy” is required (Perry et al. 2013). This is increasingly important

as access to technology has created bonds across cultures and societies, and even institutions, and because of its increasing accessibility, individuals who have competent global citizenry are necessary (Perry et al. 2013).

In order to nurture a sense of global citizenship amongst Americans who do not typically have access to international experiences and exposure, study abroad participation becomes an increasingly relevant necessity to foster a larger community of global citizens. The skills developed through study abroad participation assist in refining the three main components of global citizenship: social responsibility, global awareness, and civic engagement. Social responsibility is advanced through open-mindedness, independence and other experiences that contribute to personal growth. Global awareness is developed through hands-on experiences increasing intercultural awareness and skills. Finally, civic engagement is refined through increased critical thinking skills and curiosity. Taken together, exposure to different countries, societies, and ways of thinking strengthens study abroad students not only academically but also creates and reinforces a sense of belonging to a community larger than one's nation and cultivates a connection to an inclusive globalized community.

This globalized community can work hand in hand as societies begin to face challenges across borders. Reilly and Senders (2009) summarize,

For study abroad students to respond effectively to global crisis, it cannot be tied to rubrics of national dominance, whether defined as military power, business success or even cultural influence. Critical Study Abroad works to educate global citizens who have the skills and understandings of the 'globally competent,' but who frame them with respect to the values of local community and human solidarity. (258)

As we start to see challenges that threaten humans globally, such as unprecedented pandemics, the necessity for globally engaged individuals increases. One way to encourage such global responsibility is to promote the development of global citizenship through study abroad participation.

Study abroad, as it exists today, is rooted in idealistic internationalization promoted by political and economic advancement. However, on the individual level, participation in study abroad increases innate and personal development of skills such as curiosity, independence, and intercultural awareness (Farraguia and Sanger 2017). These skills help each individual create a sense of social responsibility and civic engagement through the adoption of the identity as a global citizen. This global citizenship is a powerful tool in an ever-increasing global society and market. Global citizens are necessary to address issues challenging the world, such shared social responsibility and intercultural awareness are developed and encouraged throughout study abroad programs. Increasing access to study abroad participation would provide more individuals the opportunity to gain such skills which would lead them to identify as global citizens and part of the community preparing to address global challenges.

Conclusion

This research attempts to assess the study abroad experiences of students at Humboldt State University through geospatial analysis, survey responses, and semi-structured interviews. Comparative spatial analysis will allow the opportunity to interpret regional trends of HSU study abroad students compared to the average regional trends of

all study abroad students throughout the United States for the 2017/2018 academic year. The goal of this research is to determine if study abroad alumni identify as global citizens and whether or not they show increased skill development when compared to a random sample of Humboldt State University students who did not participate in study abroad programming. This was done by employing three methodological approaches in an attempt to unpack what study abroad looks like at Humboldt State University, and how participation in study abroad programming impacts students.

METHODS

This thesis project utilized a mixed methodology in order to unpack the study abroad experiences of students from Humboldt State University (HSU). First, I created geospatial data based on location reports of HSU study abroad students and the most popular locations of all study abroad students across the United States for the academic year of 2017/ 2018. The academic year of 2017/2018 was specifically chosen as it consisted of the most robust and thorough data set available for US study abroad. This data allowed for a comparative spatial analysis in which regional trends of HSU students could be compared to the national patterns to answer the question of whether or not HSU students go to the same places as students nationally. Next, I distributed a survey to study abroad alumni currently enrolled at HSU and a random sample of HSU students to measure the impact of study abroad by comparing outcomes for study abroad students to non-study abroad students. I used the Global Perspective Inventory (GPI) with permission from Iowa State University to assess the global attitudes and perspectives of HSU students, both those who have studied abroad and those who have not studied abroad. As the GPI was intended to assess study abroad offices, I selected appropriate sections to be sent out to students through Qualtrics. I also conducted semi-structured interviews in Fall 2019 to determine more about the individual experiences of HSU study abroad students. The research protocol was approved by the Humboldt State University Institutional Review Board (IRB 18-209).

Spatial Analysis

Humboldt State University is located in Arcata, California, as seen in Figure 1, and is part of the California State University system. In Fall 2017, the Office of Institutional Effectiveness reported 8,347 students in attendance, 93.1 percent of which were undergraduate students. The two largest ethnicity groups on campus were White (42.8 percent) and Hispanic/Latino (33.7 percent) (Office of Institutional Effectiveness). The largest college on campus is the College of Natural Resources & Sciences with 37.8 percent of students on campus and the smallest college on campus, consisting of 24.5 percent of the student population is the College of Arts, Humanities & Social Sciences (Office of Institutional Effectiveness). In the 2017/2018 academic year, 251 HSU students participated in study abroad programming, approximately three percent of the student population.

Comparative spatial analysis

Spatial awareness is becoming increasingly relevant in global learning experiences, such as study abroad. Historically, maps have allowed researchers an opportunity to apply spatial thinking in order to better assess and understand social processes (Janelle and Goodchild 2011). When promoting maps in global learning exercises, it is important to note how we both culturally and socially construct place and how it is rooted in the idea of geocriticism. Geocriticism relies on how individuals see themselves in places they occupy based on social activities such as cultural practices and critical literature such as written histories, traditions, and expectations of a given place

(Walonen 2015). This is relevant when considering the importance of conceptualizing what creates separate places, especially study abroad experiences that focus on individuals having an experience of transformation by going to a separate culturally constructed place (Walonen 2015). These spaces are then produced on maps that allow individuals to learn and visualize the world based on perceived relationships and existence of other places (Landorf et al 2018). Maps are symbolic in regards to global learning opportunities, especially study abroad, as they allow us to focus on portraying individual country identity while simultaneously demonstrating the role of the individual in the broader perspective of the world (Landorf et al 2018; Edsall, 2007). While maps are subject to various levels of distortion for the sake of being user friendly, the ability to emphasize local importance on a global scale remains relevant. What is identified as locally important provides insight into the connections drawn by map creators between the local and the global, which is the focus of global learning (Landorf et al 2018).

The Institute for International Education's (IIE) Open Doors Report collected data with support from the United States' Department of State's Bureau of Educational and Cultural Affairs. This nationally representative data of study abroad destination trends was retrieved online for analysis using Microsoft Excel to compare with Humboldt State University's (HSU) records of student participation in study abroad programming for the academic year of 2017/2018. The top 25 countries for US Study Abroad were chosen to compare to HSU's records as they comprised approximately 75 percent of student study abroad participation. Global data was downloaded from multiple online sources that

provide accessible geographic information systems (GIS) data. The data was manually input into Environmental Systems Research Institute's (ESRI) ArcMap 10.6.1 for analysis and map creation. The top 25 countries for all US study abroad students and HSU students in 2017/2018 were then projected separately into a Robinson projection in order to minimize global distortion. When incorporating the graticules in ArcMap 10.6.1 a separate background color was necessary to distinguish the projection from the background. As this was not permitted in ArcMap 10.6.1, a shapefile was created in BlueSpray by SchoonerTurtles to disconnect the global projection from the white background in the Robinson projection.

Natural Earth's Populated Places shapefile was downloaded and defined into the appropriate spatial reference, World Geodetic System (WGS) 1984. The country boundaries were incorporated from ArcGIS Online and brought directly into ArcMap 10.6.1 by ESRI. Based on reported city locations of students provided by the Office of Study Abroad at Humboldt State University, individual shapefiles were created from the Populated Places data by extracting individual city names from the attribute table. Cities not included in the Populated Places shapefile were then visually estimated based on their Google Earth location. However, a few cities were not able to explicitly be located by the same Natural Earth data layer that isolated the majority of locations.

Cities were extracted based on being considered "populated places" by this Natural Earth data set. Cities not filed in the populated places were manually input based on their approximate locations. These cities include: Tuebingen, Germany; Ambleside,

United Kingdom; Canterbury, United Kingdom; Lüneburg, Germany; Nijmegen, Netherlands; and Preston, United Kingdom. The faculty led program in Poland was located in the Warmian-Masury province, and since a specific location was not identified, the data point represents the location of Elk, the capital of the Warmian-Masury province. There was a study abroad program in Sophia Antipolis, France but since that location was not included in the Natural Earth data set, the closest populated place of Nice, France was used for the data point.

Individual countries were also manually selected and transformed into separate shapefiles based on the Open Doors Report and HSU's documentation. Each country was then color-coded based on the percentage of students who studied abroad at that location ranging from highest visitation rate (10 percent or more) to lowest visitation rate (less than three percent). These comparable figures allow for regional trend analysis to distinguish if HSU study abroad students have a unique location distribution when compared to the national average and provide visual representation of the global involvement of study abroad participants. In order to determine how these experiences impact participants on a personal level, a survey was administered to HSU students who did study abroad as well as HSU students who did not partake in study abroad programming.

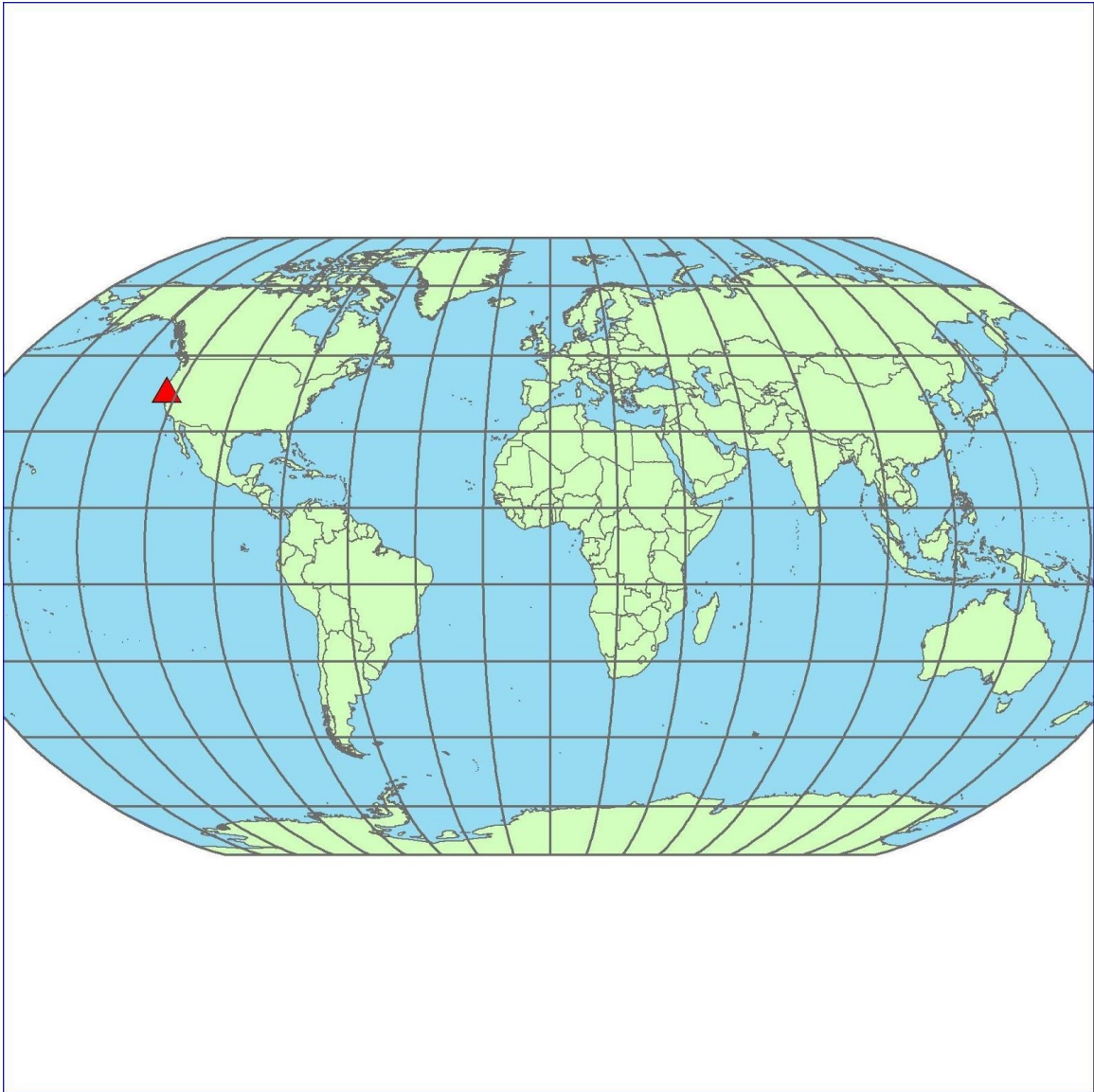


Figure 1: Location of Humboldt State University in Arcata, California

Survey Distribution

An existing survey instrument was used to assess student skill development and global identity. The Global Perspective Inventory (GPI) was developed in 2018 and consists of 35 questions with sections allowing for comparison of attitudes over time

through pre- and post- testing (Global Perspective Inventory). The majority of the questions exist in a matrix format and use a Likert scale to measure level of agreement ranging from Strongly Agree to Strongly Disagree. Based on the time constraints of this thesis timeline, rather than comparing study abroad student results before they go abroad and upon their return, these comparison ready questions were sent to study abroad alumni currently enrolled at HSU and a random sample of HSU students in order to determine if study abroad participation is related to increased global awareness and competency or if HSU students are already pre-exposed to a globally centered curriculum.

Specific sections of the GPI were selected to inform the design of two versions of the survey; one targeting study abroad alumni and the other targeting HSU students in general. These sections included intercultural awareness, global competencies, and enhanced skill development along with demographic questions. Additionally, questions addressing the study abroad experience from pre-departure sessions to courses learned and interactions abroad were added to the version of the survey sent explicitly to study abroad alumni. Both versions were converted from the accessible Portable Document Format (PDF) version of the GPI to an online version using Qualtrics for easily accessible distribution and data analysis. The selected matrices were separated in order to enhance readability, and the direction of the Likert scale shifted depending on the questions asked.

Each version of the survey was emailed link twice: one initial contact and one follow-up. Each contact was made at the beginning of the workday at the beginning of the work week in an attempt to increase response rates (Dillman 2014). The version

dedicated to study abroad alumni was sent to 75 former study abroad participants who were still enrolled at HSU. The list of recent participants was provided by the Office of Study Abroad on campus. The study abroad coordinator actively attempted to recruit participants by encouraging responses through the follow-up email message. Nineteen former study abroad participants completed the survey, with a response rate of approximately 25 percent. Participant demographics are noted in Table 1. The majority of students were between the ages of 20 to 21 years of age, females, seniors, and were affiliated with the College of Arts, Humanities & Social Sciences.

A modified version of the questionnaire was sent to a comparison group of HSU students. A random sample of HSU students including email addresses was provided by the Office of Institutional Effectiveness. Sampling criteria excluded first time undergraduate students in order to better match study abroad returnees. Students who requested confidentiality were also excluded. From there, the list of 750 students was randomized and sent to me. I invited the top 350 students to solicit participation in my study. Thirty-eight students responded, yielding a response rate of approximately 11 percent. Due to the low response rates of each survey, the analysis focuses on descriptive statistics to characterize the participant population of study abroad returnees. Of the random sample of HSU students who did not study abroad, the majority were affiliated with the College of Natural Resources, white, 18 year olds, and females.

Table 1: Participant Demographics of Study Abroad Returnee Survey Respondents

Age	N=19
20-21	12
22-25	3
26-32	3
Missing	1

Gender	N=19
Male	4
Female	13
Prefer Not to Say	1
Missing	1

Class Standing	N=19
Junior	3
Senior	13
Graduate Student	2
Missing	1

Country	N=19
Australia	1
Costa Rica	1
England	2
France	1
Germany	1
Ghana	1
Ireland	1
Italy	1
Mexico	6
South Korea	1
Spain	1
Missing	1

Major	N=19
College of Arts, Humanities & Social Sciences	15
College of Natural Resources & Sciences	1
College of Professional Studies	3
Missing	1

*4 double majors

Survey data were exported from Qualtrics into the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics were produced to identify any differences between the study abroad returnees and those HSU students who did not participate in study abroad programming. As study abroad participants had a higher response rate, the majority of the analysis consists of unpacking and describing their responses to questions related to global citizenship. This was addressed in two ways. First, the existing survey asked the respondents to rate their level of agreement to this statement, “I see myself as a global citizen.” Next, an index was created consisting of agreement with behaviors and attitudes that contribute to the identity of a global citizen. As the existing variables were on a Likert scale, they were collapsed into Agree, Neutral, and Disagree. Those who agreed to the chosen variables were counted in this new index, created to measure whether or not the respondent agreed to personally exhibit global citizenship behavior. This was done in an attempt to determine not if the respondent identifies as a global citizen but if they agree to attitudes and behaviors that define and exemplify global citizenship. This index consists of six variables, all of which ask the participant to rank their agreement to the listed statements. The statements chosen to illustrate global citizenship behavior are:

As a result of my study abroad experience, I plan to get involved in professional and/or personal activities related to global issues

My study abroad experience taught me what it means to be a globally competent person

I have a better understanding of what skills and competencies are required in the global workplace

I am informed of current issues that impact international relations

I can discuss cultural differences from an informed perspective

The experiences in my study abroad classes helped me learn more effectively

These statements were chosen as they centered being actively involved and informed on a global scale as well as certain skills that contribute to the development of globally centered civic responsibility, such as intercultural awareness and curiosity based on improved, active learning habits. Respondents who selected Strongly Agree or Agree to these original statements were included in the index. This index attempts to address whether or not individuals exhibit global citizenship related behavior and may or may not consider or define themselves as a global citizen.

This survey also served as a recruitment tool for the semi-structured interviews. At the end of the survey sent to study abroad returnees, they were asked if they would like to participate in an interview to talk about their study abroad experience. Those who were interested submitted their emails to be contacted at a later date in order to set up an interview time.

Semi-Structured Interview

Having the survey instrument serve as the recruitment tool removed the potential for anonymity amongst the interview participants. Due to the circumstances of participant recruitment, anonymity becomes impossible to achieve. In order to protect their confidentiality for this portion of this thesis project, each participant has been assigned a pseudonym. The pseudonym serves to provide confidentiality to the

participants while humanizing their active role in this research. The randomly assigned pseudonym serves to attempt to anonymize participants by concealing their identity. A demographic distribution of interview participants is depicted below in Table 2.

Table 2: Interviewee Study Abroad Program Participation

Name*	Major (Minor)	Program Type	Program Location	Program Length
Tyler	Political Science	California State University International Programs (CSUIP)	Italy	Full year
Jessica	Political Science	Third Party Program	Spain	Summer
Trevor	International Studies	Faculty-Led Program	Mexico	Summer
Jordan	Geography (Geospatial Science)	Bilateral Exchange	United Kingdom	Full year
Victoria	Kinesiology	Bilateral Exchange	United Kingdom	Semester
Elizabeth	English (German)	CSUIP	Germany	Full year
Vanessa	Anthropology & Religious Studies	Third Party Program	Ireland	Full year
Samantha	Environmental Science & Native American Studies	CSUIP	Ghana	Full year

*Pseudonyms assigned to protect confidentiality of participants

Interview participants were pre-exposed to the topic of connecting study abroad to skill development and the ideas of global citizenship as they had already participated in the survey. I used purposive sampling methods and as my population of interest was a specific group of HSU students I was able to conduct total population sampling by intentionally reaching out to all current HSU students who had studied abroad at some point during their collegiate career (Etikan et al. 2016). I reenlisted the participation of the same group of students in the hopes that the survey would ignite an interest to have someone new to talk to about their study abroad experience or a sense. Luckily, I was

able to interview eight of the 19 survey respondents, all of whom were excited to discuss their time abroad.

I chose to conduct face-to-face semi-structured interviews as study abroad experiences exist on a variety of levels and I wanted to specifically address how each participant's study abroad experience has impacted them over the long run. Before conducting these interviews, I researched the connection between study abroad and skill development. I created an interview guide focused on finding themes related to long term impacts of study abroad experiences. Had the interviews been unstructured, it would have been difficult to determine themes related to my specific research interests based on the multitude of directions conversations could have gone. Semi-structured interviews allowed me to direct the flow of conversation while still providing the opportunity to hear individual experiences and provide probing questions specific to my topic of interest (Rabionet 2009).

Twelve participants responded to the survey stating they would be interested in participating in an interview. Meetings were arranged through email addresses left by survey respondents, and eight out of 12 scheduled interview times. I conducted the interviews in person on HSU's campus in order to provide an accessible place for my research participants. These interviews ranged anywhere from about 20 minutes to one hour and were recorded using a "Voice Memo" application on my phone. These recordings were then sent through Otter.ai for initial transcription, and each transcription was edited manually. These transcriptions were then manually coded based on emergent themes arising across interview participants.

Conducting a mixed methodology study involves choosing methods that build on one another. The first fragment of my analysis involved situating HSU study abroad in a global context by creating spatial data to better understand the processes of international learning exchanges of study abroad as a whole. The next segment sought to define how study abroad contributes to individual global perspectives by comparing the perspectives of study abroad students to non-study abroad students. The survey also serves as a recruitment for interested participants to talk in more detail about their personal study abroad experiences. This leads directly to the final segment of my research, the interview portion. This interview section allows for a micro perspective, it assists in individualizing each study abroad experience and how a student's participation impacted their lives in different ways.

DATA ANALYSIS

The previous chapter detailed the three methods used to approach this research: comparative spatial analysis, survey data collection and semi-structured interviews. This analysis section is trifold, unpacking the findings of each separate methodological tool used in the development of this thesis project. First, I will describe the comparative spatial analysis to assist in visualizing where HSU students are travelling to during their study abroad experiences in comparison to the national trends of where study abroad students across the entire United States travelled to in the same academic period. Next, I will report analyses of the survey data describing the attitudes of study abroad participants at HSU. To conclude this chapter, I report themes that emerged from my analysis of the semi-structured interviews. These themes highlight examples of how HSU students develop skills associated with study abroad participation and the creation of global citizenship.

HSU Study Abroad Programs

In the 2017/2018 academic year, 251 HSU students participated in study abroad programming, representing an estimated three percent of all enrolled HSU students¹. This is slightly above the average of 1.9 percent of all undergraduates in the United States who participated in study abroad during the same academic year (Open Doors Report 2018).

¹ According to Humboldt State University's Office of Institutional Effectiveness, there were approximately 8,347 students enrolled in Humboldt State University in fall 2017.

Of the four study abroad program types at HSU, Faculty Led programs were the most popular in the 2017/2018 academic year (see Table 3).

Faculty led programs involve students enrolling in an HSU course, with an HSU faculty member and taking that course abroad. Faculty led programs are typically in the summer only, ranging anywhere from four to ten weeks. The second most popular program type during the 2017/2018 academic year was third party programs. Third party programs offer the most variability in location, duration and field of study of the study abroad experiences. These programs are based on an existing relationship with HSU study abroad and a third-party program. Third party programs can range anywhere from a summer abroad, to a semester abroad, to a full year abroad. The third most popular program was the bilateral exchange. Bilateral exchanges involve a transfer agreement between HSU and a partnered university, particularly in an English-speaking country with similar majors to HSU for easy transfer. These programs can be either a semester or a full year abroad at the partnered university but have limited location options. The least popular program was CSUIP, or California State University International Programs. These programs are for a full year and are in conjunction with all of the California State University (CSU) campuses, which increases the competitive aspect of the application process as there are only a certain number of available spots for all 23 campuses associated with the CSU system.

Program type can influence the countries selected by HSU study abroad students. Specifically, faculty led and bilateral exchanges have the strongest influence on country selection. Faculty Led programs involve HSU professors selecting a specific location in

which they offer their program, therefore a participant would be selecting the course of interest rather than a location of interest. However, the location of the program could also influence the student's participation. Third party programs involve the most variation in student country locations. It is important to recognize the types of programs offered when discussing the global distribution of HSU study abroad students, as the program type can influence the most popular countries. As a majority of study abroad participants were involved in faculty led programs, we can anticipate countries that hosted a faculty led program to have a higher percentage of visitation due to the higher volume of HSU students who choose to participate in the given program.

Table 3: Humboldt State University Study Abroad by Program Type, Academic Year 2017/2018

Program Type	Number of Students (N)	Percent of Students (%)
Bilateral Exchange	37	14.7
CSUIP	31	12.4
Faculty Led/HSU Programs	136	54.2
Third Party Programs	47	18.7
Total	251	100.0

Study Abroad Destinations in a Comparative Perspective

The 251 students who studied abroad were dispersed across 29 countries. These countries were divided into three levels of visitation. Countries that hosted at least 10 percent of HSU study abroad students were defined as having the highest visitation rank. The most popular countries for HSU study abroad students in the 2017/2018 academic year were Poland, Costa Rica and Spain. These top three countries of HSU study abroad

hosted 37 percent of participants in 2017/2018. Countries that had mid-rank visitation rates hosted anywhere from three to nine percent of HSU study abroad students. In 2017/2018, those countries with mid-rank visitation rates were Mexico, France, Australia, United Kingdom, Belize and Germany. Those six countries combined hosted approximately 37 percent of HSU study abroad students. Any country with less than 3 percent of participants was defined as having a low visitation rate. These countries were China, South Korea, Czech Republic, Senegal, Thailand, Greece, India, Italy, Japan, Ireland, Netherlands, New Zealand, Switzerland, Nepal, Bolivia, Brazil, Chile, Finland, Ghana and Uruguay (see Figure 2).

The remaining 20 countries hosted 26 percent of HSU students who studied abroad in 2017/2018. All 29 countries that HSU study abroad students visited in 2017/2018 are described in Figure 2 and illustrated in Figure 3. In order to adequately compare HSU study abroad trends to national study abroad trends, these 29 countries are separated into six regions. The most popular region for HSU study abroad was Europe, with approximately 51 percent of students studying in that region (see Table 4). Latin America, North America and South America are all combined into one region titled “Latin & Central America” in the spatial data.

Specific city locations where HSU students studied abroad are illustrated in the regional analysis. Students who studied abroad in multiple locations are represented by one data point based on their initial arrival location.

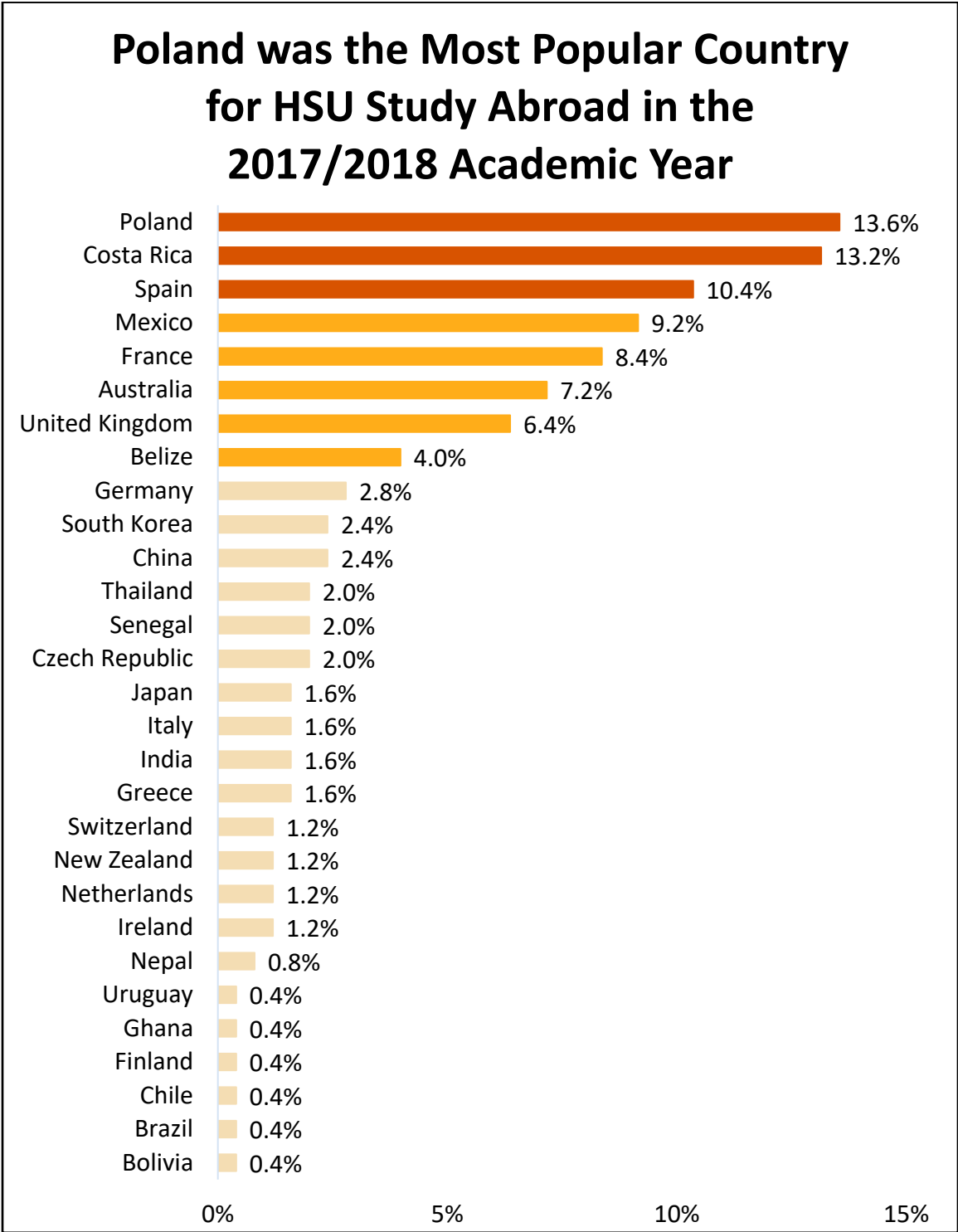


Figure 2: Country Destinations for Humboldt State Study Abroad in 2017/2018

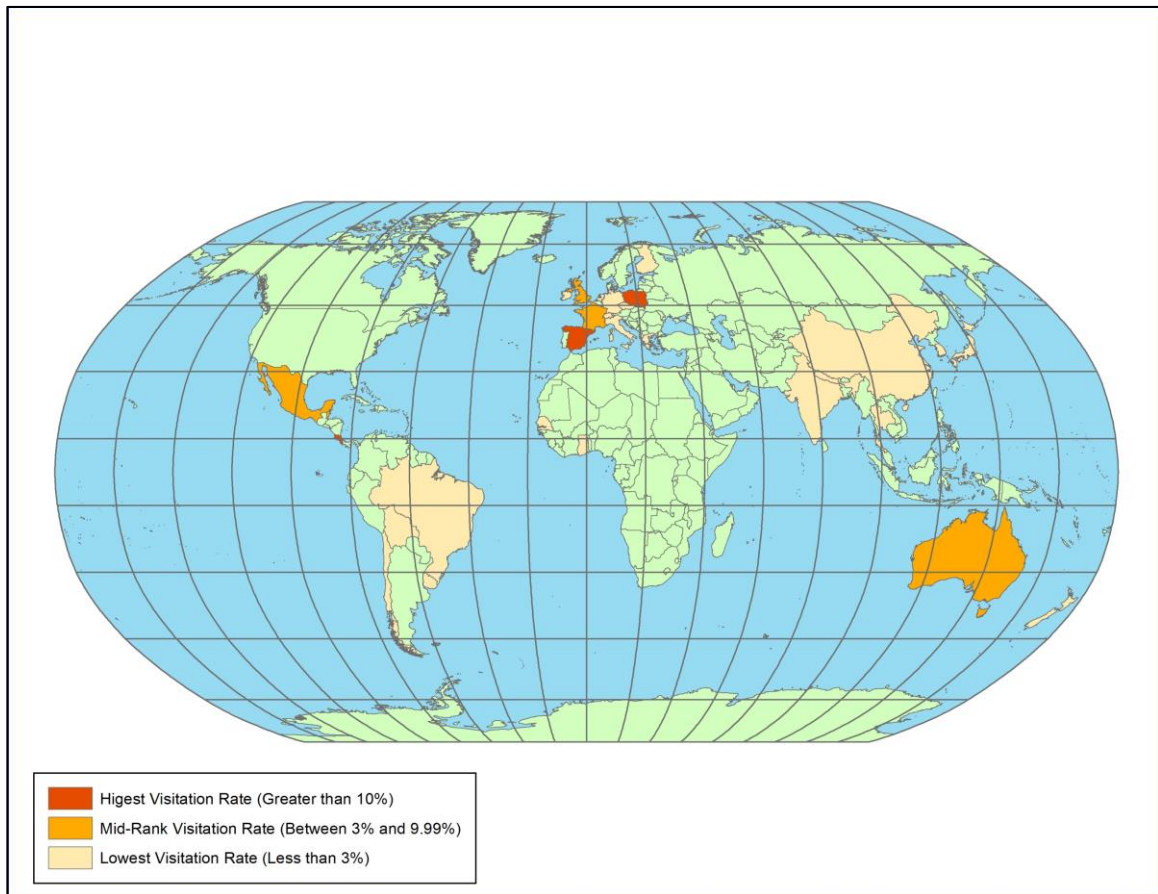


Figure 3: Destinations of Humboldt State University Study Abroad in the 2017/2018 Academic Year

Table 4: Regional Destinations of Humboldt State University Students for 2017/2018

Region	Count (N)	Percent (%)
Europe	127	50.6
Central American	43	17.1
Asia	27	10.8
Australia/Pacific Islands (Oceania)	21	8.4
Latin America	20	8.0
Africa	6	2.4
South America	4	1.6
North America	3	1.2
Total	251	100.0

These regions were then compared to the top 25 countries United States (US) undergraduates chose to study, which accounted for nearly 75 percent of all students who participated in study abroad programming for 2017/2018. In order to conduct a reasonable comparison, it was necessary to have a similar number of countries. As these 25 countries represented three quarters of all US study abroad participants were selected for comparison. Unlike destinations chosen by HSU students, the top three countries, representing 33 percent of US study abroad destinations in 2017/2018 were the United Kingdom, Italy and Spain (see Figure 4). The countries that represent mid-rank level destinations for students nationally were France, Germany, Ireland, China, Australia, Costa Rica and Japan. Those seven countries represent 26 percent of all US study abroad participants. The remaining 15 countries comprising 16 percent of all US study abroad destinations were South Africa, Mexico, Czech Republic, Greece, Denmark, Ecuador, India, Netherlands, Peru, South Korea, New Zealand, Argentina, Israel, Austria and Chile. All 25 countries are visually illustrated in Figure 5.

The most popular region for all US study abroad participants in 2017/2018 was Europe with 55 percent of students choosing to study abroad in European countries (see Table 5). Open Doors (2018) separates the Caribbean, Central America, North America and South America but those four regions were combined for regional analysis to represent Latin and Central America. The regional distribution of US study abroad students includes all available data, not just the top 75 percent. This results in Antarctica being listed in Table 5, but is not shown in Figure 4 and Figure 5.

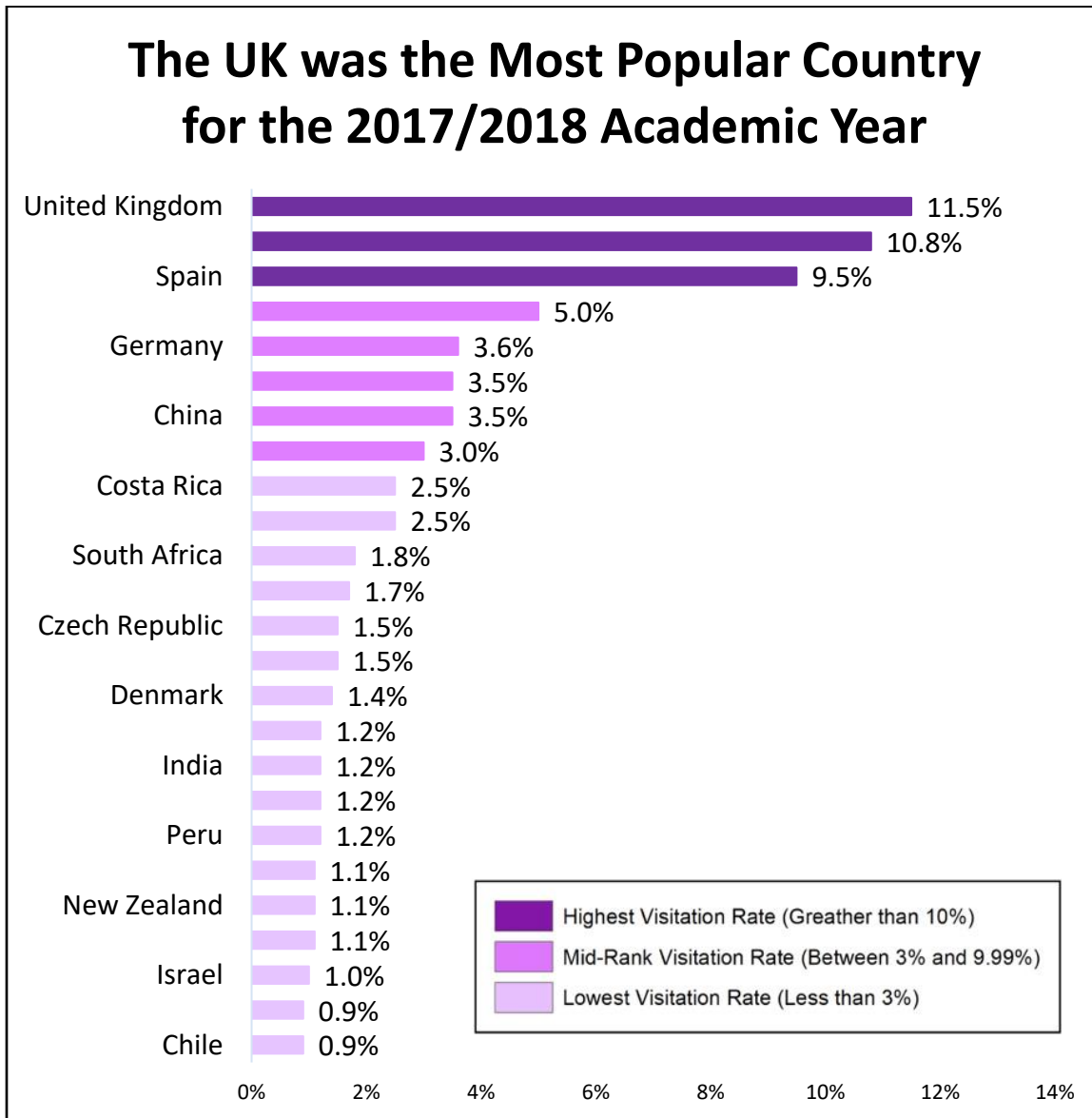


Figure 4: Top 25 Destinations of US Study Abroad in 2017/2018

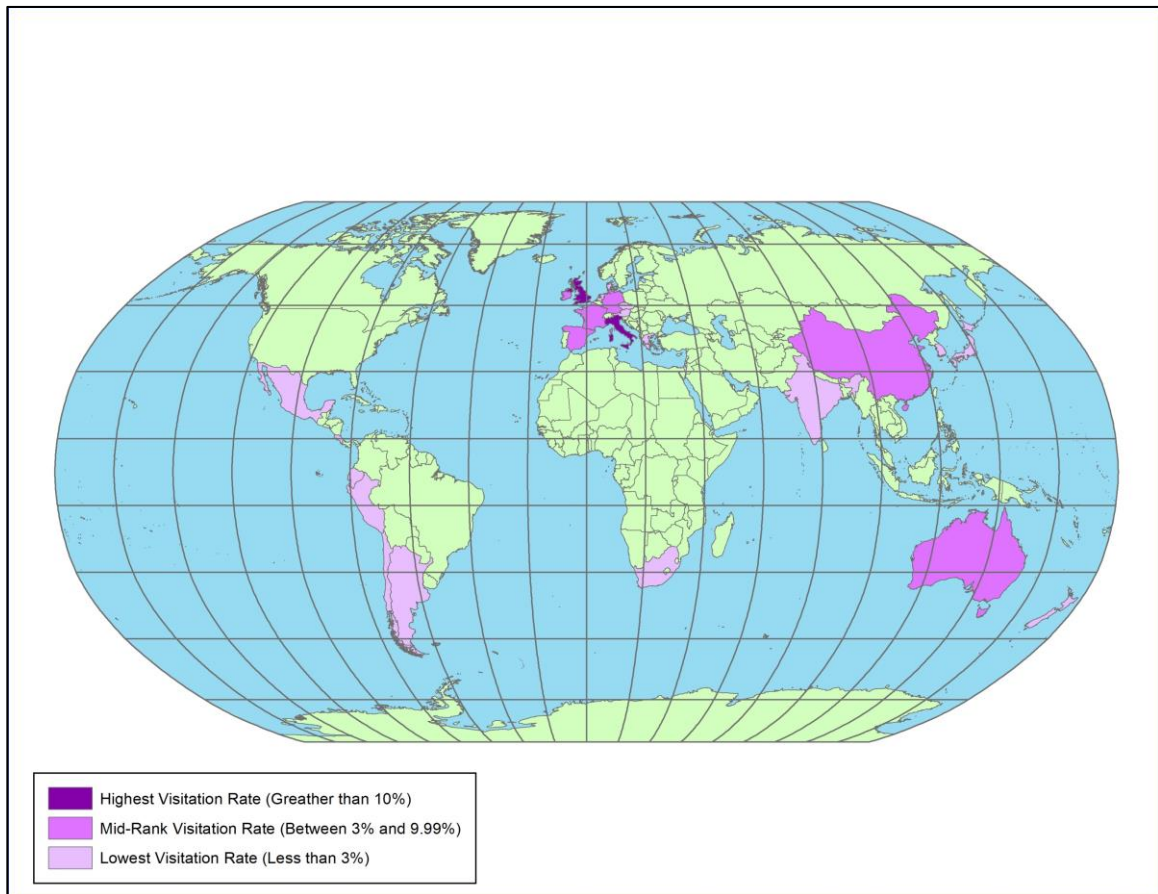


Figure 5: Most Popular Destinations for US Study Abroad in the 2017/2018 Academic Year

Table 5: Regional Destinations of US Study Abroad Students for 2017/2018

Region	Count (N)	Percent (%)
Europe	187,534	54.9
Asia	38,408	11.2
Central America	23,315	6.8
South America	19,076	5.6
Australia/Pacific Islands (Oceania)	14,692	4.3
Africa	14,416	4.2
Caribbean	8,416	2.5
Middle East & North Africa	7,207	2.1
North America	1,786	0.5
Antarctica	10	0.0
Total	314,860	100.0

** 7.9 percent of US Study Abroad Students went to multiple destinations in 2017/2018

The regional analysis is organized by the most popular regions, also described as the regions with the highest visitations, for HSU students compared to all US study abroad in the same region. Europe was the most popular region for HSU study abroad, with 51 percent of HSU students studying there and it was also the most popular region overall, with 55 percent of all US study abroad students travelling there (see Figure 6). The darker the color, the more popular the location was. On the right side of Figure 6, each dot represents a specific city location that hosted HSU study abroad students.

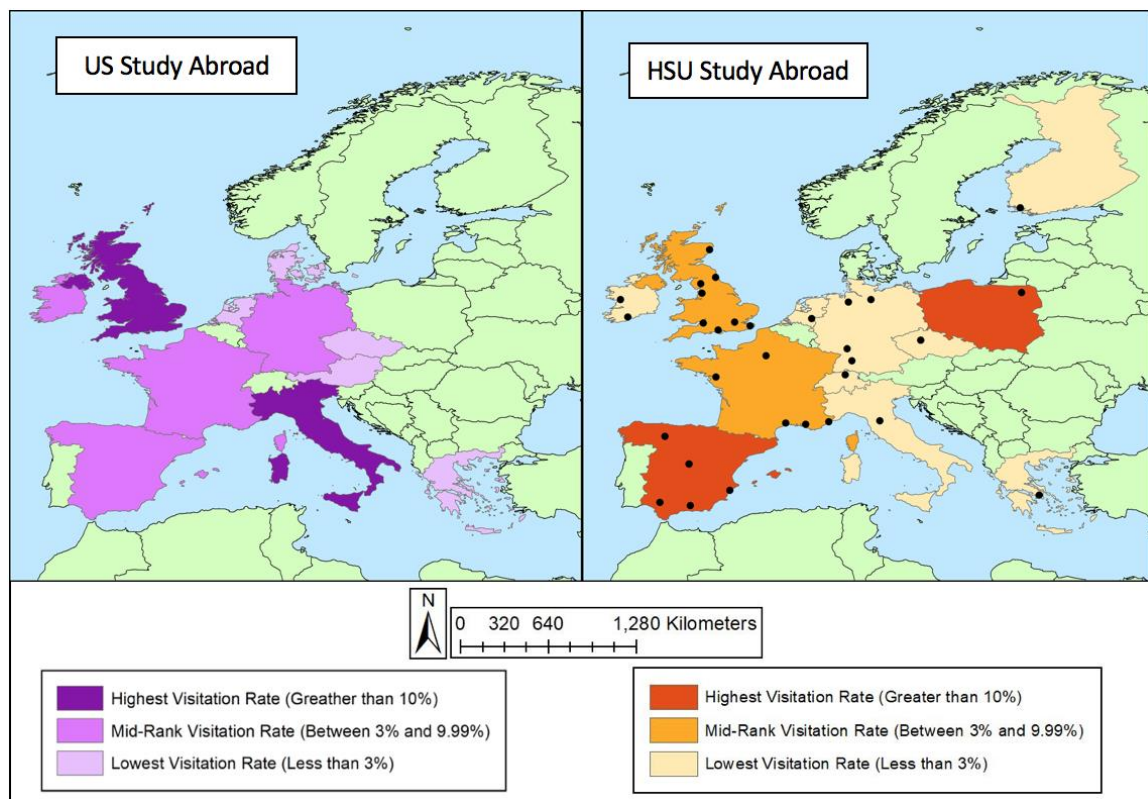


Figure 6: Top Countries in Europe for US Study Abroad Students in 2017/2018 (Left) & Specific Locations in Europe for HSU Study Abroad Students in 2017/2018 (Right)

The Euro-centric focus of study abroad students is illustrated by the fact that Europe remains the most popular region for US study abroad and HSU study abroad. With the majority of students studying abroad in Europe, the assumption of easier language transitions could be made. However, the most popular countries in Europe HSU students travelled to were not predominantly English-speaking countries. In fact, California State University International Programs (CSUIP) were the only program type offering the most variety in full immersion language programs. Yet in the 2017/2018 academic year, only 12 percent of students participated in CSUIP and not all of those

were language-based programs. The remaining 88 percent of programs are mainly taught in English, so the fear of language barriers is not as relevant.

The United Kingdom was the most popular study abroad country nationally and Poland was the most popular country for HSU study abroad. Twelve percent of all US study abroad students chose the United Kingdom for their study abroad, whereas 13.6 percent of HSU students studied in Poland. In the summers of 2017 and 2018, HSU offered a Faculty led program in Warmian-Masury, Poland that was a Medieval Bioarcheology Field Program (HSU 2020a) and extremely popular amongst students. This field program opportunity contributed to the predominance of Poland as the most popular country in Europe for HSU students.

The second most popular region for HSU study abroad in 2017/2018 was Latin and Central America, with 28 percent of HSU students studying abroad in this region (see Figure 7). The data point for San Ramón, Costa Rica was not included in the populated places data file, so this data point was visually estimated. The top three countries for HSU students in this region were Costa Rica, Mexico and Belize. Thirteen percent of HSU students studied abroad in Costa Rica, ten percent in Mexico and four percent in Belize. The most popular countries for US study abroad overall were Costa Rica, Mexico and Ecuador. However, only three percent of US study abroad participants studied in Costa Rica, which is ten percent less than HSU.

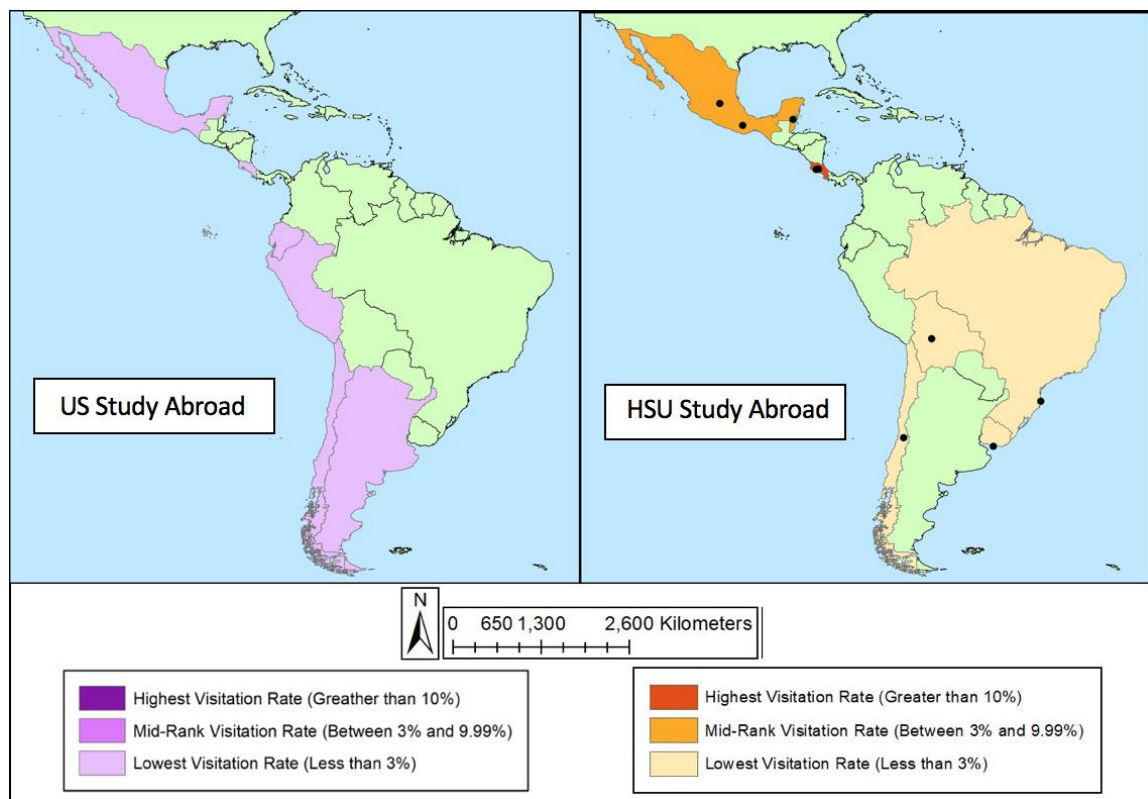


Figure 7: Top Countries in Latin and Central America for US Study Abroad Students in 2017/2018 (Left) & Specific Locations in Latin and Central America for HSU Study Abroad Students in 2017/2018 (Right)

HSU and the Open Doors report label this region differently. The map (see Figure 7) produced reflects a combination of what HSU calls North America, Central America, Latin America and South America. Approximately 28 percent of HSU students studied in this combined region, compared to the national figure of about 15 percent. The national combined region consists of the Caribbean, Central and South America. Most HSU students studying in this region studied in Mexico, due in part to the summer Oaxaca Program (HSU 2020b) based on HSU faculty relations at the University of Oaxaca and

HSU. Unlike the national locations in Latin and Central America, students at HSU also studied in Bolivia and Uruguay but did not study in Argentina.

The third most popular region for HSU study abroad in 2017/2018 was Asia, with about 11 percent of HSU students studying abroad in this region (see Figure 8). This is actually representative of national data, as a little more than 11 percent of US study abroad overall also studied in Asia. The most popular countries in Asia for HSU study abroad students were China, South Korea and Thailand. These destinations individually were selected by less than three percent of HSU study abroad students. All countries in this region, for HSU study abroad, were considered in the lowest visitation rank. The most popular countries for US study abroad in 2017/2018 were China, Japan and India. China and Japan fell into the mid-rank visitation rate for national US study abroad trends.

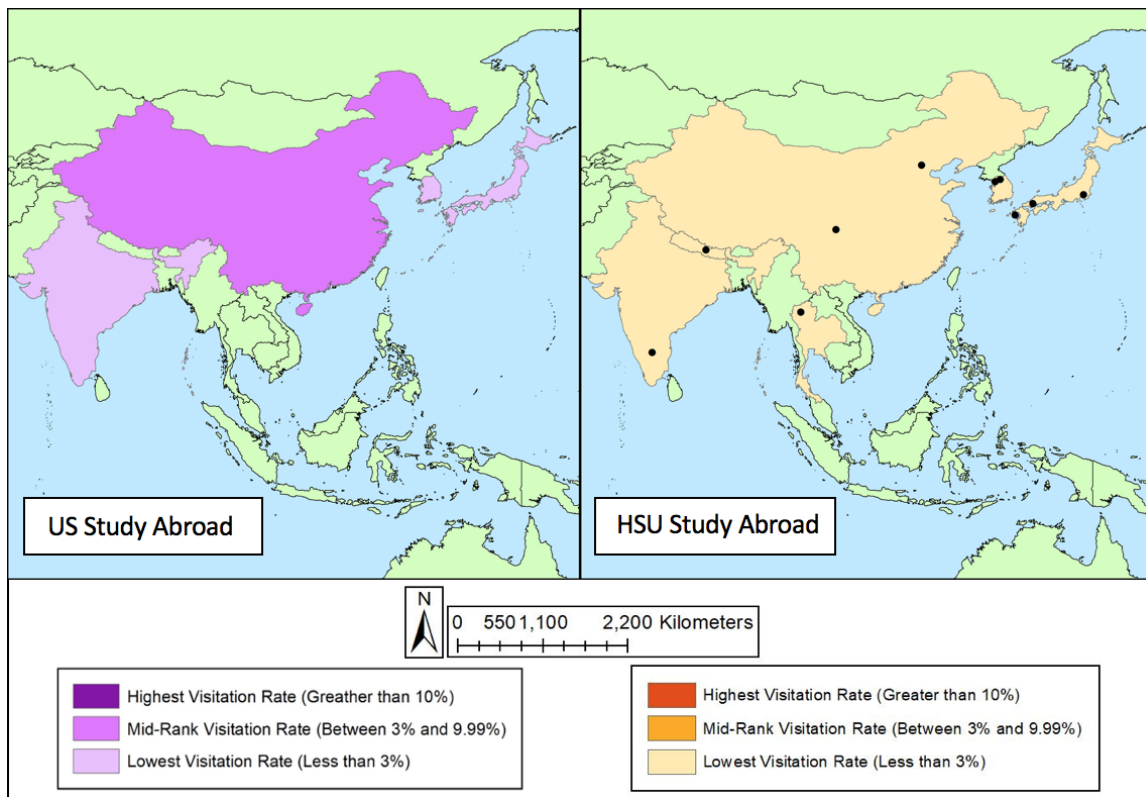


Figure 8: Top Countries in Asia for US Study Abroad Students in 2017/2018 (Left) & Specific Locations in Asia for HSU Study Abroad Students in 2017/2018 (Right)

Consistent with national study abroad trends in Asia, the most popular country in that region for HSU students was China. While China remains the most popular country in the region for both HSU and all US study abroad, it was more popular for US study abroad, at four percent compared to two percent of HSU study abroad students. South Korea was a more popular destination for HSU students than for US students overall. HSU students also chose to study in Chiang Mai, Thailand as well as Kathmandu, Nepal which were both not popular destinations nationally.

The fourth most popular region for HSU study abroad in 2017/2018 was Australia and the Pacific Islands (see Figure 9), representing eight percent of HSU study abroad students. The most popular country in this region was Australia, with seven percent of HSU students studying abroad there. The next most popular country, with one percent of HSU study abroad students, was New Zealand. Three percent of US study abroad students were based in Australia and one percent studied in New Zealand. The exact city HSU students studied in Tasmania was not specified, so the capital, Hobart, was used for visual representation.

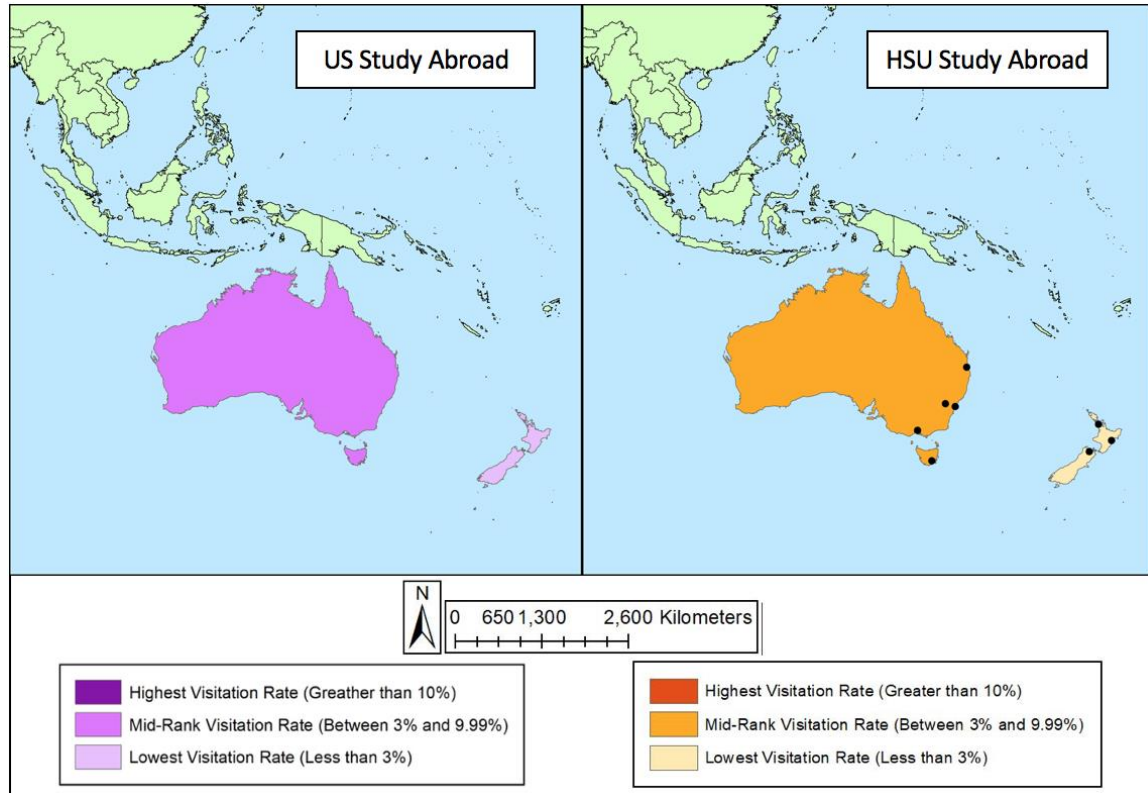


Figure 9: Top Countries in Australia and the Pacific Islands for US Study Abroad Students in 2017/2018 (Left) & Specific Locations in Australia and the Pacific Islands for HSU Study Abroad Students in 2017/2018 (Right)

Australia and the Pacific Islands were less popular destinations, for both US study abroad students and HSU study abroad students. Of the four percent of HSU students who studied abroad in this region, some were involved in multi-destination study abroad programs. Those programs that visited multiple destinations remained in the same region. Interestingly, Tasmania was not mentioned as a popular destination nationally but a few students studied in Tasmania from HSU. Also, Tasmania was not possible to separate

from Australia, so both appear to have mid-rank visitation rates but Tasmania was only explicitly mentioned for HSU study abroad.

The least popular region for HSU study abroad, at two percent, was Africa (see Figure 10). The only countries in this region HSU students visited in 2017/2018 were Senegal and Ghana, with each representing about one percent of students. HSU provides a faculty led program during the summer to Senegal (HSU 2020c). The national data combines this region as Africa and the Middle East and Africa and consisted of six percent of all US study abroad in 2017/2018, consistent with HSU study abroad. The most popular countries in this region for US study abroad were South Africa, at two percent and Israel, at one percent.

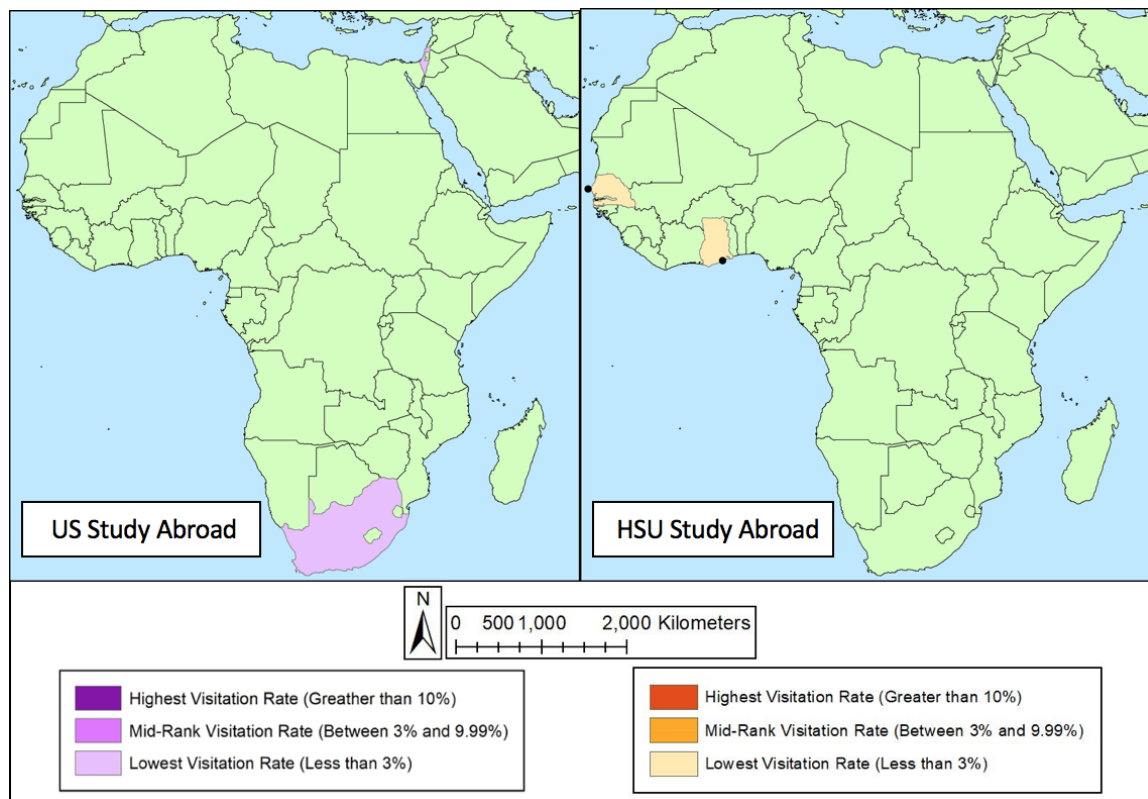


Figure 10: Top Countries in Africa and the Middle Easter for US Study Abroad Students in 2017/2018 (Left) & Specific Locations in Africa and the Middle East for HSU Study Abroad Students in 2017/2018 (Right)

Nationally, South Africa and Israel were more popular but for HSU students who studied in Africa, West Africa was a more popular destination. While this region had the same approximate popularity for both US study abroad and HSU study abroad, the specific countries selected were different.

Program location serves to describe the student population, rather than serve as an assessment tool for skill development. Location choice is indicative of the home institutions preferences and program opportunities. However, location does not impact

the development of skills associated with the formation of global citizenship and adopting a global responsibility. As Faculty led programs are the most popular program type for students at HSU, with 54 percent of students selecting these program types, location selection is limited. However, as the majority of students participate in these short-term study abroad programs, they are exposed to the development of increased teamwork skills (Farrugia and Sanger 2017). This is due to the structure of these programs that encourage a team environment. Their participation in any program assists in the development of intercultural awareness (Norris and Dwyer 2005). This exposure to developing intercultural skills and understanding provides the platform for developing global citizenship. Green describes global citizenship as “a choice and way of thinking,” (2012: 2). Through the increasing intercultural awareness provided by study abroad participation in any region, a sense of global citizenship and global responsibility is created through the formation of awareness of others, empathy across cultures and “the cultivation of principled decision-making,” (Green 2012: 2).

While location may not directly impact the development of global citizenship, study abroad participation, wherever it may be, does increase the potential for students to identify as a global citizen. The next section focuses on describing the population of students at HSU and whether or not these students see themselves as global citizens.

Global Citizenship

Survey findings revealed a majority of HSU study abroad participants affiliate with a global mindset by incorporating global competencies into their lives and attitudes.

HSU study abroad participants had an overall interest in being involved with global issues and intended to remain informed in international relations and understand the requirements needed to succeed in a global workplace. Most notably, when compared to non-study abroad HSU students, study abroad participants are more likely to describe themselves as global citizens.

This response indicates that while more than half of all HSU students identify with global citizenship, study abroad participation increases one's affiliation with the term, global citizen. The participants in both groups were asked to rank their level of agreement, from strongly agree to strongly disagree, with the following statement, "I see myself as a global citizen." This variable was collapsed from five categories into three categories. Strongly agree and agree were combined to represent agree, neutral was left to represent neutral standing and disagree and strongly disagree were combined to represent disagree. Of students at HSU who did not study abroad, 60 percent agreed with the statement, "I see myself as a global citizen" (see Table 6). When responding to the same question, 78 percent of students who studied abroad agreed that they saw themselves as global citizens.

While the majority of both groups identified as global citizens, an index was created to encompass global citizenship behavior. These behaviors include global competencies, interest in international relations and curiosity in learning. A total of six variables were combined into this index and then collapsed for easier interpretation (see Table 7). Seventy-seven percent of survey respondents identified as exhibiting global citizenship behavior. This is consistent with those who identify as global citizens, which

suggests that not only do HSU study abroad participants identify as global citizens, HSU study abroad participants also actively engage in global citizenship behavior.

Of the 19 study abroad participants who responded to the survey, 47 percent either agreed or strongly agreed that their study abroad experience “changed their life.” This is consistent with the notion that many students lack the ability to draw connections between their study abroad participation and the long-term benefits of said participation. However, the impact of study abroad on the personal level is more fully addressed in the interview findings. This survey data is instead more centered on describing the attitudes of study abroad participants in comparison to HSU in general. Approximately 78 percent of study abroad participants stated that they either often, or very often, intentionally pushed themselves outside of their comfort zone. Ingraham and Peterson (2004) detail how personal growth emerges from being open-minded and adapting to coping with unfamiliar or uncomfortable situations. This can be inferred as an opportunity for increased skill development occurring as a result of intentionally pushing oneself outside of one’s comfort zone.

Part of the survey was intended to assess student experiences in feeling prepared to go abroad. While the process of adapting to uncomfortable situations increases skill development and a majority of study abroad participants at HSU intentionally expanded their comfort zone, only 29 percent agreed that their pre-departure orientation prepared them to go abroad. Pre-departure orientations are designed to diminish negative impacts of culture shock and to best help logistical preparations for their term abroad. While none of the interview respondents noted experiences of culture shock, 41 percent of the

broader survey population was neutral on how prepared they felt for their time abroad due to their pre-departure session.

Over half of all study abroad participants either agree or strongly agree with statements encompassing global involvement (see Table 6). This table represents study abroad student responses to statements on the survey, from strongly disagree to strongly agree. Strongly disagree being the lower end, with a possible score of five for those who strongly agree. On average, most students were either neutral, agree, or strongly agree (see Table 6).

Table 6: Study Abroad Skill Development

Statement	Disagree (%)	Neutral (%)	Agree (%)	Mean (SD)
I have a better understanding of what skills and competencies are required in the global workplace	0.0	5.9	94.1	4.2 (0.6)
I see myself as a global citizen	11.1	11.1	77.8	3.9 (1.1)
As a result of my study abroad experience, I plan to get involved in professional and/or personal activities related to global issues	17.6	23.5	58.8	3.8 (1.3)
The experiences in my study abroad classes helped me learn more effectively	11.8	23.5	64.7	3.8 (1.0)
My study abroad experience taught me what it means to be a globally competent person	0.0	41.2	58.8	3.8 (0.8)
I can discuss cultural differences from an informed perspective	11.1	5.6	83.3	3.8 (0.8)
I am informed of current issues that impact international relations	16.7	22.2	61.1	3.7 (1.1)
I consciously behave in term of making a difference	33.3	27.8	66.7	3.7 (0.8)

Table 7: Global Citizenship Behavioral Index

Statement	Disagree (%)	Neutral (%)	Agree (%)	Mean (SD)
I have a better understanding of what skills and competencies are required in the global workplace	0.0	5.9	94.1	4.2 (0.6)
As a result of my study abroad experience, I plan to get involved in professional and/or personal activities related to global issues	17.6	23.2	58.8	3.8 (1.3)
The experiences in my study abroad classes helped me learn more effectively	11.8	23.5	64.7	3.8 (1.0)
I can discuss cultural differences from an informed perspective	11.1	5.6	83.3	3.8 (0.8)
I am informed on current issues that impact international relations	16.7	22.2	61.1	3.7 (1.1)

The vast majority of students reported that they “have a better understanding of what skills and competencies are required in the global workplace.” Ninety-four percent of study abroad students either agreed or strongly agreed with that statement and the mean score was 4.2 on a five-point scale forty-one percent were neutral on the statement, “My study abroad experience taught me what it means to be a globally competent person.” This could mean that students were already previously exposed to global engagement and such prior experience could have inspired their participation in study abroad. However, the majority of responses, 59 percent, agreed or strongly agreed that their study abroad participation expanded their understanding of what it means to be

globally competent. Finally, almost 1 in 5 (18%) students disagreed with the statement, “As a result of my study abroad experience, I plan to get involved in professional and/or personal activities related to global issues.” This could potentially be a result of the statement design, as activities related to global issues are not defined or explicit. However the majority, nearly 60 percent, remained in agreement with this statement.

Study abroad students were no more likely than HSU students to identify as global citizens (see Table 8). While the mean level of agreement with the statement, “I see myself as a global citizen,” was slightly higher for study abroad students (Mean=3.9) than for HSU students (Mean=3.6), the difference was not statistically significant, likely due to the small sample size ($p=0.295$). This shows, however, that HSU students, whether or not they study abroad, see themselves as global citizens. While global citizenship can be a result of study abroad participation, it can also be a result of other global learning experiences. Landorf et al. (2018) describe global learning as “the process that enables and prepares students to fulfill their roles and responsibilities as local and global citizens (14). Global learning can exist in many forms, it is not strictly tied to study abroad. The concept of global learning involves preparing students to better understand the interconnectivity of nations across the world, in order to create solutions to global challenges (Landorf et al. 2018, Hovland 2006). Integrating a curriculum dedicated to diversifying perspectives and producing a global awareness allows for the creation of a strong coalition of global citizens who are qualified collaborative learners inclined to assist issues across borders (Landorf et al. 2018). What these findings do illustrate is that HSU students, whether as a product of a sense of shared, global

responsibility integrated into the curriculum across the colleges or as a result of study abroad participation, typically describe themselves as global citizens.

Table 8: Skill Development Comparison between Study Abroad and HSU Students

	Study Abroad Student (n=19)	HSU Student (n=38)	t Value
Statement	Mean (SD)	Mean (SD)	
I consider different cultural perspectives when evaluating global problems	4.4 (0.5)	3.9 (0.7)	2.62*
I often get out of my comfort zone to better understand myself	4.3 (0.8)	3.6 (0.9)	2.61*
I see myself as a global citizen	3.9 (1.1)	3.6 (0.8)	1.06
I am informed of current issues that impact international relations	3.7 (1.1)	3.6 (0.9)	0.55
I consciously behave in terms of making a difference	3.7 (0.8)	3.8 (0.8)	-0.23

*p<0.05

Study abroad participation has the most significant impact ($p=0.012$) on agreement with the statement, “I consider different cultural perspectives when evaluating global problems.” This is indicative of the exposure to different cultures associated with study abroad participation. While the majority of both groups agree or strongly agree with the statement, study abroad participation increases the level of agreement. As study abroad is generally the first opportunity for many students to be exposed to different cultures, this increased agreement is expected. Considering a variety of cultural perspectives is an important aspect of the intercultural awareness required of global citizens. Study abroad experiences serve as a method to expose individuals to a variety of cultures. This exposure can be seen as having a critical influence on their intercultural awareness.

Participating in study abroad programming can also increase one's desire to branch outside of their comfort zone. Students who participated in study abroad were significantly ($p=0.013$) more likely to agree or strongly agree to the following statement, "I often get out of my comfort zone to better understand myself." By intentionally pushing oneself outside of their comfort zone, they create the potential to increase their curiosity and adaptability (Farraguia and Sanger 2017). Finding comfort outside of one's comfort zone allows individuals to learn how to adapt to difficult or unusual situations. Curiosity comes out as being the inspiration for the reason they choose to push themselves outside of their comfort zone, asking questions in order to better understand themselves. Again, a majority of both groups were in agreement with this statement. However, the act of participating in study abroad is itself about pushing outside of one's comfort zone. This could be another factor contributing to this observed relationship.

Being "informed of current issues that impact international relations," and "consciously behaving in terms of making a difference," were also not significantly impacted by study abroad participation. Study abroad participation appears to slightly increase agreement with being informed in international relations, but this increase was not significant ($p=0.552$). Being actively engaged in local and global issues is a facet of global citizenship and both groups remain at the approximate level of neutral or agree (Stoner et al. 2013). Interestingly, HSU students who did not study abroad appeared to agree to being active in making a difference, although the difference in means was not significant ($p=0.823$). This statement was not related to making a difference globally, but instead represented active involvement in behaviors dedicated to improving social and

environmental issues, which are also an important facet of global citizenship (Stoner et al. 2013). Perhaps if this term was more explicitly focused, it would have produced different results.

This survey served to describe global perspectives of HSU study abroad students and to compare these perspectives to HSU students who did not study abroad. The results indicated strong intercultural awareness and global competency for HSU students. The findings show HSU student respondents identified as global citizens who are informed on issues that influence international relations and who neither agree nor disagree to engaging in behaviors revolving around making a difference. However, study abroad participation did specifically increase understanding of the interconnectedness of various cultural perspectives when applied to addressing global issues and increased student desire to intentionally step outside of one's comfort zone.

Skill Development

This final section focuses on unpacking individual experiences through themes that emerged through eight semi-structured interviews with former HSU study abroad participants. These students talked about the impact study abroad has had in their life, their cultural connection to food abroad and experiences of reverse culture shock. While all students talked about the different ways their study abroad participation positively impacted their lives, there was also reference to the cultural significance of food in many forms as well as some difficulties associated with reintegration to their home country.

Of the 19 study abroad participants who responded to the survey, eight of them participated in semi-structured interviews. Five of the interviewees were female and all were either juniors or seniors. Two participants were Political Science majors, one was an International Studies major, with four more also remaining in the College of Arts, Humanities and Social Sciences. The only individual not affiliated with the College of Arts, Humanities and Social Sciences was a Kinesiology major. Six of the eight participants studied abroad in Europe in one of the following countries: Italy, Spain, German, or Ireland, with two participants who studied in the United Kingdom. The remaining two studied in Latin and Central America and Africa. Three participants were in full year California State University International Programs (CSUIP). Two participated in either a semester long or full year bilateral exchange. One participated in a summer long third party program and another participated in a full year third party program. The last participant engaged in a summer, faculty led program.

All eight of the participants described how their time studying abroad represented a positive aspect of their collegiate career. When beginning each interview, all participants reminisced with fondness over their experiences. I could tell by the nostalgia in their voice how much they enjoyed and missed their time abroad and when discussing anecdotes, they spoke with a smile on their face. All participants said if given the chance, they would study abroad again. Vanessa (pseudonym) began by saying how excited she was for this research project and to have the opportunity to talk about her time abroad. By this point all of her friends were no longer interested in hearing her tales and she was excited to revisit her experiences abroad.

Some participants discussed how participation in study abroad personally impacted their lives. One participant, Tyler, discussed how he wasn't anticipating study abroad to change who he was and how he saw himself:

It's impacted me a lot. It's like I was joking with my roommates, early on, [when I was abroad] that I feel like I am the person I'm gonna be like the rest of my life and then like, when we left I was like I was dead wrong. I totally changed while I was over. I definitely changed.

To expand on how study abroad impacted him, another student discussed how learning to adapt helped him upon return. Trevor noted that before studying abroad, he lived with a lot of anxiety and after his participation, he saw a decrease in the anxiety he previously experienced:

I definitely worry a lot less. I used to have some of the worst anxiety. I used to worry about everything and after spending all this time in Oaxaca I just kind of like "go with the flow." I don't try to plan everything out. I just kind of know vaguely what I'm doing. and I just kind of go from there and I let things play out. I just try not to stress about all the little things in life anymore.

Increased adaptability is an important skill associated with study abroad participation and Trevor exemplifies how adaptability assists in personal growth and not just as a marketable skill. Ingraham and Peterson (2004) discuss personal growth in terms of increased independence, self-reliance, problem-solving and coping skills. Farrugia and Sanger (2017) then argue how these skills associated with personal growth, as well as adaptability itself, are becoming increasingly sought after by employers.

Food as a metaphor for skill development

One surprising theme that emerged was the cultural connection to food. Food became the vehicle by which a majority of students described the skills they developed. As such, the theme of food as a metaphor emerged. While the interview was semi-structured and no prompt was given to discuss food and all but one participant mentioned food.

The first connection to food being indicative of skill development came during Tyler's interview. Tyler noticed increased responsibility in himself through his actions of buying food and choosing to make food at home rather than eating out. By itself, it would not necessarily stand out as increased independence. However, later in his interview, Tyler mentioned how upon return from his study abroad experience, he noticed he had gained a sense of independence. This connection between food and skill development begins with Tyler, as he explicitly noted his increased independence and also used anecdotal evidence of this skill development through expanding his responsibility by grocery shopping and cooking at home more frequently.

One participant detailed how while she did not necessarily experience culture shock, the biggest shock to her system was food. This signified the cultural relationship students had with food since what was available for consumption was different when abroad. In everyday conversation, food is a more direct and easily discussed topic. However, food could have more significance than originally anticipated or expected. Adaptability and flexibility were the most common skills that emerged through this metaphor. Particularly, increased adaptability and flexibility for self-identified "picky

eaters.” Two students noticed increased adaptability through accepting whatever food was available. Farrugia and Sanger define flexibility and adaptability as “the ability to adjust one’s own behavior to changing circumstances and to work in ambiguous environments. This skill includes the ability to learn and be teachable,” (2017: 7). This behavior modification, learning to readjust or acclimate to new situations and new norms, is a common skill associated with study abroad participation.

This behavioral shift was exhibited in terms of students letting go of picky eating habits and adjusting to changing circumstances by eating food they would not normally try. Rather than being extremely picky, they learned to be more flexible in regards to food they were eating. When discussing her newfound flexibility, Jessica said,

Going into the unknown was kind of cool. Since me and my mom only spoke Spanish, there were a couple [countries] that were only [speaking] French or Italian so that was difficult for us. Since we couldn’t read a lot of the menus, we just ended up eating a lot of food that we probably would have never eaten if we were to look at a menu in English and choose it for ourselves. So for me, when I came back, a lot of the pickiness was just like gone. I still have preferences, but if I were to order something [now], I probably wouldn’t eat like two or three things. But if somebody was like here is this meal, I’m still going to eat it. So that was, like, a really big thing for me where I kinda learned to let go of some of those preferences that I had... I’m okay with not being comfortable in this anymore. I’m okay with going out and being like I may have this and I may absolutely not like it, but at least I tried it.

Jessica drew an active connection between her relationship with food and skill development. In regards to letting go of her pickiness, she acknowledged that it arose due to a language barrier and she had to learn to be more accepting of whatever food was available. She also had to accept that a language barrier prevented her from being picky with her food choices. Her acceptance of barriers to intercultural communication

translated into increased intercultural awareness, adaptability and flexibility. Again, these skills were demonstrated in reference to food. Intercultural awareness is exhibited through the language barrier when ordering food, by accepting the fact that there were items on the menu she would not be able to understand. Flexibility and adaptability manifest through the action of trying foods she previously would not and discovering there were more types of foods she enjoyed than what she previously thought.

Another participant echoed the emergence of flexibility and adaptability through progressing from being a picky eater. Victoria went in to her study abroad program with the intention of letting go of her picky eating:

I've always been a picky eater. ... My main worry is food because I'm such a picky eater and I know it's gonna be harder [for me] to find ingredients I like or certain foods [I like]. So my main goal was trying to give the opportunity [to] be open to try new foods and stuff like that. So when I was going to different countries, I really forced myself to try out [traditional food]. Like [seeking out a] traditional dish in Germany. Or [finding] a traditional dish in Portugal and I tried to find that [traditional] food. I [would] really put myself out there to try it. Most of the time I didn't like it, but I was like, okay, I tried it. I can say I've tried this food, so that's what I carry here now that I'm back. I'm open to trying new food, just being open to other cultures and other kinds of things around here.

Victoria adds a unique perspective to increased skill development from food, by emphasizing her newly developed open-mindedness. This open-mindedness allowed for increased intercultural awareness, as well as increased flexibility and adaptability.

This notion of food as a metaphor is extremely important as it can be easily integrated into post-study abroad discussions. For example, HSU hosts a returnees workshop that is dedicated to welcoming students back to HSU. Conversations revolving around what food they ate abroad could be utilized as a segway to discussing their skill

development. This research began with the goal of connecting study abroad and skill development and finding food as a platform for skill development is relevant to making that connection. Learning to use conversations around food as applying skills in everyday life will be a valuable resource for students. This will allow them to better address relevant skills in appropriate arenas such as job interviews, if they learn to apply their skills. A common conversation with a student who has gone abroad or who is planning to go abroad is centered around food. This mainly has to do with what food they are willing and expect to try as well as what foods are culturally significant in the place they are going.

Reverse culture shock

Another unexpected theme that emerged was related to struggles students had with reintegration upon return to HSU. Four out of the eight participants described how reverse culture shock was more impactful for them than initial culture shock. Reverse culture shock is a common term in regards to study abroad and is described as the process of reintegrating into an individual's home cultural setting and is a process of readjustment (Gaw 2000). Like food, reverse cultural shock, was not a term I specifically asked about. All four students who mentioned struggles with reintegration explicitly defined it as reverse culture shock, as this is a common term for those who participate in study abroad programming.

Victoria described how her experience of reverse culture shock was due to a lack of preparation, "[I] feel like I prepared more for the culture shock and ... I didn't prepare to come back." Jordan described how he was still in the process of adjusting to being

back in the states and noted that it was a personal balance he was reconciling. Jordan said he didn't really experience culture shock upon going abroad but stated, "I do remember when I came back I had reverse culture shock. I'm still trying to cope with it because I just got back three months ago, [maybe] four months ago."

Reverse culture shock can occur internally. Similar to Jordan's personal struggle with readjustment, Vanessa attempted to describe how reverse culture shock felt for her. Vanessa studied abroad during her high school career and noticed that upon her return from that program, she experienced severe reverse culture shock. For Vanessa that experience helped better prepare her for readjustment when coming back from her year abroad. In describing her first experience with reverse culture shock, Vanessa stated,

It wasn't even like I tried to like, open doors with the wrong hand or something. It was like I felt physically [different].... It was like a weird feeling of jet lag...It was like this weird, mind-altery, I don't know, like [a] dissociative thing.

Vanessa's description illustrates the many ways reverse culture shock could emerge. This might reflect feeling out of place, as if something has changed in you but the place you left remaining unchanged. Reverse culture shock could range from feeling as if something is off, or dealing with the change of patterns, for example, a shift in daily routines. A students' daily routine in Europe can revolve around public transportation, when they get back it could revolve around driving their car. Some individuals have reintegration problems with average everyday tasks, such as getting used to not using public transportation, or adjusting to which side of the road cars drive on, or even fashion expectations. All of these challenges were mentioned by participants in this study. Yet

Vanessa adds another dimension to how we can think of reverse culture shock insofar as she described how it can occur intrinsically, a feeling as though something is different inside oneself. Vanessa also described how the shift in everyday life could have a negative impact, similar to the negative impact Jordan experienced.

While not all students mentioned reverse culture shock, the fact that half mentioned struggles with reintegration is notable. Reverse culture shock and other difficulties with reintegration, are not often mentioned in understanding study abroad experiences. Most of the prior literature focuses on the positive long-term impacts of study abroad, rather than the negative short-term impact of reintegration. This highlights the need to better prepare students to reestablish themselves on their home campuses. While the survey data did not reveal a substantial improvement in how prepared their pre-departure session made them feel, it would be an interesting study to assess how offices of study abroad can best prepare students to readjust upon return.

Open-mindedness

When asked if there was any advice they would give to students interested in study abroad, the majority of interviewees encouraged participation and encouraged keeping an open-mind. Five out of eight of the interviewees described how as a result of their study abroad they became more open to new experiences, to new types of food and different cultures. Elizabeth described this sense of open-mindedness by how she made a pact with her friend in her program to say yes to trying new things:

We made a pact that we would say yes to every opportunity that was presented

to us...We're not gonna say no, just because we don't feel like it right now, or just because we're tired or we'd rather just watch TV. We're just going to say yes to everything and I think that was something that shaped my experience a lot.

Students also noted how as a result of their study abroad experience they intended to be more mindful of other cultures. Going into a study abroad experience with an open mind allows students to fully embrace their curiosity and engage in positive skill development. This idea of open mindedness can be described as a tolerance for ambiguity, which scholars define as, “the ability to be comfortable with uncertainty, unpredictability, conflicting directions and multiple demands,” (Farraguia and Sanger 2017: 7).

And while study abroad impacts individuals in a variety of ways, from being more independent and being more open-minded, to identifying as a global citizen and even negative struggles with reintegration, all students reported that if they had the chance they would do it all over again.

Summary

This research described what study abroad programming looks like at HSU, how the program compares with other programs across the US, how study abroad impacts the attitudes of students and the skills developed through experiences with food. I found HSU study abroad trends were comparable to national trends of study abroad. The major differences, however, occurred in the preferred countries in each region. I also found that participating in study abroad increases individual identification with global citizenship, as well as actively participating in global citizenship behavior. The last set of findings

detailed how skill development during study abroad can emerge through relationships and interactions with food. It also showed that though half of the respondents mentioned struggles with reintegration, all of them would take the chance again because they appreciated the impact study abroad had in their lives, from the everyday to the long term.

DISCUSSION

Study abroad participation has a long-term impact in the lives of students from increased skill development to interest in intercultural issues and advanced intercultural awareness (Farrugia and Sanger 2017; Twombly et al. 2012). This research applied these outcomes to the notions of global citizenship. This idea of global citizenship can also be seen as a direct outcome of global learning, such as study abroad experiences (Green 2012). However, it is important to find the relationship between skill development and global citizenship, specifically the active role the development of these skills play into the creation of global citizenship. Global citizenship involves a sense of shared responsibility for issues that challenge humanity and the environment; active engagement in civic discourse and decision-making; as well as an overall global awareness (Stoner et al. 2014). Global awareness can emerge through increased intercultural awareness, a common skill associated with study abroad participation. This intercultural or global awareness then contributes to securing a shared social responsibility across the world, which ultimately encourages active civic engagement.

The research reported in this thesis found that Humboldt State University (HSU) students who participated in study abroad programming chose locations representative of US study abroad students overall. The most popular region for both HSU and US study abroad was Europe, with over half of both groups electing to study in that region. However, popular countries in each region varied. This research also found that the majority of HSU students surveyed, both who studied abroad and those who did not,

identify as global citizens. Study abroad participation significantly impacts intercultural awareness and desire to branch outside of one's comfort zone. Students also described individual skill development through stories involving food and identified troubles with reverse culture shock.

One of the things I have focused on is attempting to separate my own biases from this research. I have found as I am a strong advocate for study abroad, I focused on finding positive outcomes. This attitude could have shifted the majority of my findings to being centered around a specific perspective. However, two of my methods limit the ways in which my own attitude could bias the findings. Spatial analysis and survey distribution provided a barrier between myself and the participants in which my reactions could not influence their response. My comfort and personal familiarity with study abroad also served to create comradery between myself and my interview participants. While I was afraid of positively influencing the interviews, I felt it was all the more powerful when conversations took the unexpected turn towards the negative experiences of reverse culture shock. By establishing the connection of shared experiences of study abroad, participants were actually more comfortable and felt safe in sharing their personal, adverse experiences.

This thesis does not come without limitations. The biggest limitation involved time and the size of my research methods. I attempted to comprehensively examine all aspects of the study abroad experience within the time limit of a two-year master's program. With more time, I could have constructed a more meticulous approach to each method. Another limitation was the low survey response rate for both study abroad

participants and the random sample of HSU students. My survey results would have had greater statistical power with a higher response rate.

For future research, I would like to focus on the themes that emerged from my interviews. The idea of food as a metaphor needs to be unpacked, in order to fully address the multitude of arenas in which our cultural connection to food can serve as a metaphor for the many aspects of the study abroad experience. The accessibility of certain types of food, traditional dishes, the habits of how we consume food from making it at home, to consuming someone else's home cooked meal, or eating out are all various aspects of our cultural connection to food. The connection continues to include expectations of relationships to food, such as preferred meal types and etiquette. The metaphor begins by analyzing how our stories involving food, from conversations over coffee to a three-course meal, are indicative of various experiences. Future research should also identify methods to best prepare students for experiences of reverse culture shock. This might be first accomplished by defining what reverse culture shock feels like for students and the specific contexts from which it emerges.

It is important to continue examining the association between study abroad, skill development, and global citizenship. In order to increase accessibility to study abroad programs, individuals must first understand the powerful impact of study abroad participation. Such research is necessary to shift the discussion into a shared understanding of the positive benefits of study abroad participation so that it may become more accessible. Once widespread interest is solidified, challenges to accessibility can be fully addressed. This connection could emerge as a result of understanding the increasing

need for individuals who identify as global citizens. In order to prepare for global challenges, we must first encourage a globalized community and global literacy (Perry et al. 2013).

Study Abroad and COVID-19

As this thesis was being produced during such an unprecedented global pandemic, I felt it was important to address how HSU study abroad was prepared to protect student safety as well as any implications this situation might have on future study abroad experiences. I conducted a separate, semi-structured interview with the current Study Abroad Coordinator at HSU in order to identify the ways in which the office of study abroad was prepared for such a global emergency as well as the lessons gleaned from our experience responding to the global pandemic.

The office had an emergency management plan in place should extraction become necessary. However, this management plan was focused mainly on preparations for extraction in a specific area, rather than across the entire globe. Part of the pre-departure orientation, a session providing helpful tips before embarking on their study abroad journey and encourages students to enroll in the US State Department's Smart Traveler Enrollment Program (STEP). This allows students to notify the local embassy or consulate in their study abroad country of their presence, and provides them direct alerts about safety, emergencies, or even natural disasters (<https://step.state.gov/>).

This program serves as an important layer of support for students as the local embassies are then able to search for anyone registered and notify them of situations that

would require Americans to be brought back to the US. Additionally, all HSU programs have onsite directors who are responsible for enacting the emergency management plans and having direct contact with students. Not all decisions came directly from Humboldt. For California State University International Programs (CSUIP), decisions were being made in the Chancellor's office, and for those in third-party programs, the third-party program provider was also making decisions about how to best handle the situation of COVID-19. The State Department in Washington DC was also making statements about protecting US citizens abroad. The office of study abroad involved managing the multiple channels of communication and ensuring student safety.

As the situation unfolded, decisions were being made rapidly. This spring, there were no students studying in China. Students studying abroad in South Korea were evacuated first, followed closely by students studying abroad in Italy. The main difficulty involved fielding incoming questions, while waiting to make statements until official decisions were being made. With frequent new announcements, they were focused on remaining organized for the students and compiled as much information as possible. The extraction process remained on a rolling basis, only withdrawing students in high risk areas, until the State Department's Travel Warning increased to a Level Four on March 27. Once the travel warning reached Level Four globally, all students were recalled home. By April 1, all HSU students had been accounted for.

This rapid response demonstrates how successful the hands-on involvement of the office truly was. Since COVID-19 was so unprecedented, it will be important to see how it impacts existing emergency management plans to become more accommodating. For

example, onsite directors really focused on providing a safe and stable environment for all students. This raises questions if it would have been better for students to have stayed abroad rather than being exposed through international travel. However, with no existing experience to compare this situation to, it was vital to ensure the safety of all students by requiring them to return home. The questions then remain in potential changes to emergency management plans. Will such plans be modified to describe how to protect students by letting them shelter in place at the site of their study abroad? Is that a better protection plan and what would that look like?

Finally, we discussed how this was impacting future study abroad applications. Those interested in studying abroad in Summer or Fall 2020 would have been in the process of finalizing their applications. At the time of this interview, April 1, 2020, all Summer I programs were cancelled. Those enrolled received a full refund and were aware with uncertain times, their safety was put above all else. The study abroad coordinator mentioned how they were still receiving applications and planning for fall, but the reality of the experiences remains unknown. Will students be allowed to travel internationally in the fall of 2020 or will COVID-19 still be widespread? If there are protections in place to shield travelers from contracting the disease, will nations even be open to allowing entry to non-citizens? The office continues to actively make decisions as more information becomes available as well as when other countries will begin allowing international visitors. The impact of COVID-19 on study abroad will be an extremely interesting assessment in the years to come. Future research should be specifically dedicated to tracking US study abroad enrollment, something that has

continuously been increasing, at least up until this point (Baer et al. 2018). Will numbers go down or completely cease? Will this situation ignite student interest? Will students who participate in study abroad be interested in public health? Will public health departments intentionally promote study abroad to understand the impact of global pandemics?

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