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ABSTRACT

A survey of United States students studying and traveling abroad was conducted with a questionnaire distributed in the 1984 and 1985 applications for the International Student Identity Card. In 1984 all applications processed in New York were included in this study; in 1985 one out of every three applications was sampled. The total number of respondents in 1984 was about 3,300; in 1985 the responses of about 1,740 students to a somewhat expanded instrument were included. The study gathered demographic, descriptive, and behavioral information about the intent, content, and (where applicable) the impact of the international experience on the student. The report describes the study's objectives, summarizes the results of the questionnaire, compares profiles of eight types of traveling students, reports the self-assessed impact of students' prior international experience, notes patterns in these results, and in previous traveling student cohorts, and draws conclusions for policy. Based on the survey's results, U.S. institutions should reconsider existing policy on a variety of issues, including allocation of program and financial aid resources for study abroad, orientation and advising services for traveling students, language training, international opportunities for students in the sciences and professions, program length, location of study opportunities, and relative attractiveness of international opportunities to women and men. The complete 1984 and 1985 questionnaires are appended. (MSE)

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A PROFILE OF THE U.S. STUDENT ABROAD -- 1984 and 1985

Jolene Koester

**California State University
Sacramento, California**

November 1987

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FOREWORD

Jolene Koester and I have been colleagues dating back to 1968 at the University of Minnesota. The genesis of our interest in why students went overseas stemmed in part from trying to understand and integrate our own overseas experiences. Our parents did not speak a second language and had not been overseas. We were from small towns where there wasn't a high consciousness about the world and our friends didn't travel. In other words, while we did not believe that we were unique because of our interest in going overseas, we also did not "fit" what appeared to be the prototype of most students who did so.

We were encouraged in our pursuit by the very special environment at the University of Minnesota where the international dimension of higher education was richly supported. As staff members at the International Study and Travel Center we made some minor forays into data collection, while trying to establish a profile of the students who used the services of the Center.

Since then Jolene has gone on to complete her M.A. at the University of Wisconsin at Madison and her Ph.D. at the University of Minnesota at Minneapolis. She was on the faculty of the University of Missouri at Columbia for three years prior to joining California State University at Sacramento, where she is currently an Associate Professor and Chair of the Department of Communication Studies. Circumstance has allowed the Council to apply Jolene's considerable talents as a researcher to this project that establishes a profile of the U.S. student who travels internationally.

Jolene has not received any personal reimbursement in the nearly six years she has worked on this project and we gratefully acknowledge her and her institution's support of this project. The enormous amount of time spent by Jolene has been supplemented by many other individuals who are duly noted in the body of her report.

In completing the third and final year of this study, Jolene has offered several recommendations for members of the international education field to consider. While they reflect her own analyses and opinions, they are at the very least interesting and in some instances contrary to the popular wisdoms. We hope that this study will generate discussion and debate and will serve as the basis for additional research.

Colleen Zarich
Deputy Executive Director
September 1987

ACKNOWLEDGEMENTS

Since 1982, staff members at the Council on International Educational Exchange and I have worked together to establish this statistical profile of the U.S. traveling student. In 1985 CIEE published the report on data collected during the first year (1983) of the project. This current volume reports the analysis of the data collected in 1984 and 1985. A project of this magnitude is possible only through the coordinated efforts of many individuals. At CIEE, Colleen Zarich was instrumental in initiating the research project and supporting it; Mindy Naiman, also, carried much of the individual burden of getting the project off the ground and has since worked on editing the manuscripts; Greg Posey, along with his staff members, Carina Klein and Meredith Goldsmith, worked to prepare this report; and Joe Hickey provided valuable advice, insights and suggestions as the project progressed. At California State University, Sacramento, I received help from several graduate students, Cheryl Imura, Adrienne Downey, and Eve Lance, in pulling apart computer output and constructing tables. My own interest and excitement about studying the U.S. student abroad stems from the rich and varied set of international education opportunities and activities available to me as a student at the University of Minnesota. Those opportunities can be directly traced to the work of Forrest G. Moore and Josef Mesterhauser, who created a university environment that nurtured the salience of the international dimension of undergraduate education. It is my hope that the understandings gained about the U.S. student abroad from this research project will assist those professionals who continue to work to provide intercultural opportunities for our students. It is those traveling students, who took the time and thought to complete the surveys, to whom all of us involved in this research project extend our thanks.

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CHAPTER ONE

DESCRIPTION OF RESEARCH PROJECT

Background

In 1983 the Council on International Educational Exchange began a research project on U.S. students who study, travel and work abroad using a questionnaire inserted within the application for the International Student Identity Card (ISIC). The purpose of this research project was to provide descriptive information about U.S. students who go abroad including background and demographic characteristics, descriptive information about the intended international experience, and motivational and behavioral characteristics of the students. Students purchasing the ISIC in 1983, 1984, 1985, and 1986 have completed questionnaires. A report, Profile of the U.S. student abroad, summarizing the results of the surveys completed by students purchasing the ISIC in 1983 was published by CIEE (Koester, 1985).¹ This current report presents the results of this ongoing research project for the 1984 and 1985 years.

A complete review of previous research on U.S. students who work, study and travel abroad and a thorough discussion of methodological procedures and constraints of the overall research project are presented in the first publication. This chapter provides a brief summary of the purpose of the overall research project and its methodology.

Description and Purpose

The review of research on U.S. students who study, travel and work abroad in the report of the 1983 data (Koester, 1985) argued that there is minimal descriptive information on the traveling U.S. student. There is also a dearth of information on the types of international educational experiences available for those who do not select the study abroad program sponsored by the U.S. educational institution. The purpose of this ongoing research project is to establish a profile of the U.S. student who works, studies, and travels abroad, as well as to provide a statistical description of the nature of that international experience. Specifically, four research questions were addressed: who are the students who travel internationally?; what is the nature of their intended international experience?; what are the motivational and behavioral characteristics of these students?; and, for those who had a prior international experience, how do they assess the impact of that experience?

Method

Student travelers provided answers to these questions through a questionnaire included in the application for the ISIC, which is in the Council's annual Student Travel Catalog. Study respondents are limited to those U.S. students who purchased the International Student Identity Card through mail applications to CIEE's New York office using the application form in the Student Travel Catalog.

In 1984 all applications processed in New York were included in this study; in 1985 one out of every three applications was sampled in order of receipt and included for data analysis. The total number of respondents in 1984 was about 3,300 and in 1985 the questionnaires of about 1,740 student respondents were included.

¹Koester, J. (1985). Profile of the U.S. student abroad. New York: Council on International Educational Exchange.

While the overall research questions remained constant each year from 1933 through 1985, minor changes were made in the wording of specific questions and response choices. In 1985 several new questions were added. The complete 1984 and 1985 questionnaires are reproduced at the end of this report.

Questions used to describe the background and demographic characteristics of students included: gender (1985); year in school; field of study; parental fluency in a second language; second language spoken in the home (1985); respondent fluency in parental second language (1985); parental international residence of at least a year; respondent fluency in any second language; and, change of residence before age 18.

A profile of the student's intended international experience was gathered from responses to questions concerning: descriptions of intended sojourn; length of proposed trip; destination (1985); traveling in a group or alone; financing of trip; and student concerns about the trip.

The motivational and behavioral characteristics of students were determined by questions on: source of interest in international travel; personal goals; number of prior international trips; intention to travel internationally again within the next two years; amount of time spent with people of other cultures; degree to which news of international events is sought; anticipated changes in career plans because of international travel; and, anticipated changes in relationships with family and friends. The latter four statements had different wording in the 1984 and 1985 versions of the questionnaire.

Those students who had previously traveled internationally provided a description of their activities while on the trip and its length. They also indicated their level of agreement with a series of statements gauging the impact of that first international experience. These statements included increased interest in news of international events, increased interest in academic performance (1984), increased interest in improving grades (1985), increased interest in learning (1985), readjustment problems upon return, increased political awareness, changed career plans, problems in relationships with family and/or friends, increased understanding of U.S. culture, increased self-confidence, establishment of long-term relationships with people from other cultures, and intention to live in foreign countries in the future.

Differences in questions and response choices from the 1984 to 1985 year are reflected in the tables summarizing results. Chapter Two presents a narrative description of the statistical summaries of student responses to all questions. Chapter Three provides a narrative profile of students who selected the various alternatives. Chapter Four compares these groups of students to each other. Chapter Five analyzes the self-assessments of the impact of prior experiences. Chapter Six describes overall conclusions about the U.S. student who works, studies, and travels abroad based on a comparison of data from the earlier report (Koester, 1985) and the present findings.

CHAPTER TWO

SUMMARY OF THE RESULTS

This chapter presents summary results of ISIC applications for 1984 and 1985 and is organized by the four major research questions which guide the overall research project.

Student Demographic and Background Information

The first question guiding this research project centers on the background characteristics of the student travelers. Responses allow a description of their gender, year in school, field of study, residential mobility before age 18, parental second language, parental international residence of at least a year and respondent second language fluency.

In 1985 students identified their gender. Females comprised 61% of all respondents.

Respondents' identification of their year in school is summarized in Table 2.1, which shows similar results for 1984 and 1985. A relatively large portion (17% and 15%) of these groups of students were high school students. Students in their first year post-high school traveled significantly less than students at other points in their education. Those in their second-year post-high school also planned international travel less often than fellow students. There is an almost even distribution of students who chose to travel during each of the third, fourth, and fifth years post-high school.

Students also identified their (intended) field of study. The summary of these results, presented in Table 2.2, underscores the association of the foreign language major with international travel, as this group comprised about one-tenth of both years' travelers. Yet, the data indicate a strong interest in study abroad by students pursuing other fields. In 1985 19% of the students identified business as their major. In both years students in professional programs comprised almost one-sixth of the total and engineering/physical science majors about one-tenth. In 1985 7% selected biological sciences/agriculture to describe their major.

Thirty-five percent in 1984 and 29% in 1985 said their parents spoke a second language. In 1984 33%, and in 1985 30% of the parents had resided in another country for at least a year. About one-quarter of the students in both years measured themselves as fluent in another language through formal study (Table 2.3). In 1985 13% of the students indicated their parents spoke a second language at home and 16% said they were fluent in the parental second language.

Table 2.4 shows that applicants had a moderate amount of residential mobility with over one-third never having moved from city to city and another one-third having done so once or twice.

Description of Intended International Experience

A primary purpose of this research project is to develop a picture of the types of international educational experience students pursue. Descriptions of the intended international experience, as well as its geographical location, length, and financial support, were solicited. Personal goals and concerns about the trip were also assessed.

Students were asked to rank up to three descriptors of their intended experience. Table 2.5 shows responses to this query by the 1984 students, and Table 2.6 those in 1985. In both years, the largest number of students selected as their first-ranked choice "participation in a program sponsored by a U.S. educational institution" (33% and 35%). Recreational travel was selected as the first choice by the next largest group with 22% in 1984, and 24% in 1985. Twelve percent in 1984 and 9% in 1985 were pursuing educational travel, with 10% in 1984, and 12% in 1985 visiting or living with family or friends. In 1984 9% were going to do voluntary or paid work, with 8% selecting that option in 1985.

Because of difficulties in the questionnaire, destination was not tabulated for the 1984 results. In 1985 students were asked to select up to three regions they intended to visit. Table 2.7 reports these results which confirm the predominance of Western Europe, which 82% of the students had as their first-ranked choice. Those respondents selecting Western Europe as one of their choices then indicated up to three countries they intended to visit. As Table 2.8 shows, the United Kingdom/Ireland received the most (31%) first-ranked choices. France was the next most popular first-choice destination with 23%. Overall, France seemed to be the most popular destination, with an additional 35% ranking it second and 18% ranking it third.

Most student travelers planned trips of 1-3 months, with 45% in 1984 and 51% in 1985 going for that duration, as Table 2.9 indicates.

Table 2.10 summarizes applicant responses to the question concerning travel companions. While most students were traveling with others, it is interesting to note the significant percentage in both 1984 and 1985 (31% and 25%) that were planning to travel alone.

Financial support for both sets of students came overwhelmingly from personal savings, as Table 2.11 attests. Forty-one percent in 1984 and 46% in 1985 were depending on personal savings as the primary support for their intended trip. A sizable number of students, however, were going to travel with the assistance of scholarships, grants, and loans.

Applicants were asked to rank in order of importance up to three concerns they had about their trip. Their responses, presented in Tables 2.12 and 2.13, indicate a strong concern about having sufficient money, with 23% in 1984 and 24% in 1985 selecting that option first, and an additional 16% and 20% having it as the second-ranked choice. Language was selected next most often by students in both years. Interestingly, 18% in 1984 and 17% in 1985 indicated they had no concerns.

Motivational and Behavioral Characteristics

Another question guiding this research focuses on the motivations of these student travelers and the influences which generate their interest in international travel. Additionally, interests and behaviors often associated with those who travel were assessed by having respondents give their level of agreement with a series of topical statements often associated with interest in international travel.

Students were asked to identify their personal goals for the trip by ranking three choices. In 1984, as Table 2.14 attests, 42% of the students chose as their first-ranked personal goal "to gain knowledge of the country(ies) visited" with 31% of the 1985 group selecting this option, as Table 2.15 indicates. In 1984 the option selected by the next largest group was to "improve foreign language performance" (19%) and to "have fun" (19%), and then to "improve their academic performance" (10%). In 1985 25% selected "improve my education" (note change in response wording), 16% said they wanted to

"have fun," and 14% wanted to "improve their foreign language ability."

Respondents were asked to rank the most important source of their interest in international travel. In 1984 (Table 2.15) "a desire to travel" was chosen by 41% of the students as their first-ranked choice, followed by 18% selecting the "influence of family/friends." The 1985 questionnaire deleted the response choice of "desire to travel." Consequently, 24% of the respondents selected the influence of family and an additional 13% selected "the influence of friends." In 1985 21% said "an interest in international events" was their first-ranked choice for major influence. "Language courses" were selected by 9% in 1984 and 13% in 1985 (Table 2.17).

Applicants were asked to respond by giving their level of agreement to a series of statements representing attitudes and behaviors germane to expressions of interest in international travel. Responses are summarized in Tables 2.18 (1984) and 2.19 (1985). Statements were worded differently in these two versions of the questionnaire. In the 1984 version 51% strongly agreed they "try to meet people of cultural backgrounds different than my own." In the 1985 questionnaire, the statement "I spend time with people of cultural backgrounds different from my own," produced a 29% "strongly agree" response. Thirty percent in 1984 and 22% in 1985 strongly agreed they sought out news of international events. In 1984 48% and in 1985 33% strongly agreed with "I believe my international travel experience will influence my career plans." The expectation of change in relationships with family and friends was strongly agreed to by 21% of the 1984 students. In 1985 12% strongly agreed to a statement about change in relationships with friends and 8% strongly agreed with a statement about change in relationship with family.

A large portion (71% in 1984 and 67% in 1985) expected to travel internationally again in the next two years. About one-third had never traveled internationally before (35% in 1984 and 39% in 1985), with 19% and 17% having four or more prior trips. Table 2.20 summarizes these responses.

Assessment of the Impact of First International Experience

Over 60% in both years had previously traveled internationally and answered an additional set of questions. Students ranked up to three descriptors of their first international experience and, as Tables 2.21 and 2.22 show, about one-third in each year selected recreational travel and visit/live with family/friends, making these the predominant choices.

These trips were predominantly less than one month, with 49% in 1984 selecting that length and 54% in 1985, as Table 2.23 shows.

Students were asked to give their level of agreement to statements reflecting commonly hypothesized outcomes of the international educational experience. The 1984 results are reported in Table 2.24 and 1985 results are in Table 2.25. Students in both years identified some common self-assessments of the impact of their experience. They expressed greater interest in news of international events, greater interest in learning and their academic performance, a better understanding of the U.S. and the foreign cultures they visited, and an improved sense of self-confidence. These students did not express difficulty in readjusting to the U.S., nor did they experience difficulties in their relationships with family and friends.

A more complete discussion of the study results on the self-assessment of impact of the first international experience is presented in Chapter Five.

SUMMARY STUDENT INFORMATION

Table 2.1
Year in School
(In Percentages)

	<u>1984</u>	<u>1985</u>
High school	17	15
First-year post-h.s.	7	6
Second-year post-h.s.	14	13
Third-year post-h.s.	23	25
Fourth-year post-h.s.	19	21
Fifth-year post-h.s.	20	20
	N = 3278	1937

Table 2.2
Field of Study
(In Percentages)

	<u>1984</u>	<u>1985</u>
Foreign Language	11	10
Humanities		19
Fine Arts	10	
Social Science	13	14
Other Liberal Arts	21	
Education	5	5
Engineering/Physical Science	11	9
Preprofessional	7	
Professional	13	15
Business		19
Vocational	1	2
Graduate	6	
Bio. Sci./Agriculture		7
	N = 3178	1865

Table 2.3
Parents' and Respondents' Language and International Residence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Parents speak second language	35	29
Parents do not speak second language	65	71
	N = 3300	1963
Parents have lived abroad	33	30
Parents have not lived abroad	67	70
	N = 3300	1954
Respondent fluent in second language	28	24
Respondent not fluent in second language	76	76
	N = 3286	1944

Table 2.4
Change of City/Residence
(In Percentages)

	<u>1984</u>	<u>1985</u>
None	36	36
One-two	36	36
Three-four	17	16
Five +	11	12
	N = 3306	1958

Table 2.5
Type of International Experience Planned
1984 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Program sponsored by U.S. educational ins.	33	3	2
Direct enrollment in foreign program/ins.	6	2	1
Independent study for credit	4	5	4
High school exchange	4	1	1
Performance arts/ sports exchange	1	1	2
Paid work	7	5	3
Voluntary service/ internship	2	2	2
Visit/live with family/friends	10	15	16
Recreational travel	22	26	36
Educational travel	12	40	34
	N = 3256	3071	2680

Table 2.6
Type of International Experience Planned
1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Program sponsored by U.S. educational ins.	35	3	2
Direct enrollment in foreign program/ins.	6	2	2
Independent study for credit	3	4	2
High school exchange	3	1	0
Paid or voluntary work/ internship	8	4	3
Visit/live with family/friends	12	18	22
Recreational travel	24	26	43
Educational travel	9	43	27
	N = 1926	1486	959

Table 2.7
Destination
 1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Africa	1	6	20
Asia	2	3	7
Australia/N.Z./S. Pacific	1	3	10
Canada	0	2	7
Central/South America/ Caribbean/Mexico	2	2	7
Eastern Europe/USSR	9	50	18
Middle East	3	9	19
Western Europe	82	26	14
	N = 1953	707	248

Table 2.8
Specific Destinations in Western Europe
 1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Austria/Switzerland	11	13	17
Belgium/Netherlands/Luxembourg	3	6	9
France	23	35	18
Germany	11	14	16
Ireland/U.K.	31	12	10
Italy	11	12	19
Portugal/Spain	5	5	7
Scandinavia	4	3	5
	N = 1813	1558	1370

Table 2.9
Length of Trip
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Less than one month	15	15
1-3 months	45	51
3-6 months	17	17
6-12 months	19	14
1-3 years	5	4
More than 3 years	1	0
	N = 3295	1944

Table 2.10
Traveling Companions
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Alone	31	25
With a few friends	40	46
With a group	29	29
	N = 3247	1938

Table 2.11
Financial Support
(In Percentages)

	1984 Data			1985 Data		
	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Scholarships/Grants	9	6	11	7	8	12
Loans	8	11	24	9	10	18
Personal savings	41	41	23	46	40	22
Family/Friends	38	31	25	35	34	20
Work while abroad	4	11	18	4	8	18
N =	3257	2703	1655	1923	1372	608

Table 2.12
Concerns About Trip
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Housing	13	16	12
Food	2	7	10
Language	20	18	12
Adjustment	9	15	13
Sufficient money	23	16	14
Meeting people	11	15	13
Health	1	3	5
Political unrest	1	2	4
Homesickness	2	4	8
No concerns	18	5	10
N =	3233	2480	2013

Table 2.13
Concerns About Trip
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Housing/Food	13	16	15
Language	19	17	13
Adjustment	5	8	9
Sufficient money	24	20	17
Meeting people	12	13	13
Health	1	2	5
Political unrest	2	2	4
Getting around	8	18	17
No concerns	17	5	7
N =	1906	1436	1111

Table 2.14
Major Personal Goal
 1984 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Improve academic performance	10	6	6
Improve foreign language	19	13	9
Gain knowledge of country	42	29	15
Have fun	19	21	24
Meet people	6	24	31
Improve self-confidence	4	8	15
	N = 3240	3112	2927

Table 2.15
Major Personal Goal
 1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Improve education	25	11	9
Improve foreign language	14	14	7
Gain knowledge of country	31	26	17
Have fun	16	19	20
Meet people	4	20	26
Improve self-confidence	10	10	20
	N = 1901	1847	1735

Table 2.16
Principle Sources of Influence for International Travel
 1984 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Influence of family/friends	18	15	11
Contact with foreign students in h.s.	5	5	4
Contact with foreign students in college	3	6	8
Language course	9	10	8
Other academic courses	5	8	10
Interest in intl. events	9	19	17
Career goals	8	13	12
Get away from family/friends	2	4	7
Desire to travel	41	22	23
	N = 3252	3123	2856

Table 2.17
Principle Sources of Influence for International Travel
 1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Influence of family	24	10	10
Influence of friends	13	16	11
Influence of teacher/advisor	3	5	6
Contact with foreign students	9	13	12
Language course	13	11	7
Other academic courses	6	9	9
Interest in intl. events	21	18	18
Career goals	9	14	16
Get away from family/friends	3	4	11
	N = 1880	1707	1458

Table 2.18
Agreement With Attitudinal Questions
 1984 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Try to meet people from different cultures	51	38	9	1	0	3081
Regularly seek out intl. news	30	43	19	8	1	3069
Expect intl. travel will influence career plans	48	29	15	7	2	3631
Expect intl. travel will change relationships with family/friends	21	30	23	18	8	3041

Table 2.19
Agreement with Attitudinal Questions
 1985 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Spend time with people from other cultures	29	45	13	10	3	1888
Regularly seek out intl. news	22	48	17	12	2	1888
Expect intl. travel will influence career plans	33	35	19	10	3	1885
Expect intl. travel will change relationship with family	8	24	22	30	16	1885
Expect intl. travel will change relationships with friends	12	28	24	25	12	1876

Table 2.20
Prior Travel Experiences
(In Percentages)

	<u>1984</u>	<u>1985</u>
None	35	39
One	22	22
Two-three	24	22
Four +	19	17
	N = 3251	1915

Table 2.21
Nature of First International Experience
1984 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Program sponsored by U.S. educational ins.	11	3	1
Direct enrollment in foreign program/ins.	3	2	1
Independent study for credit	3	3	1
High school exchange	6	1	1
Performance arts/ sports exchange	2	1	2
Paid work	1	1	2
Voluntary service/ internship	1	1	2
Visit/live with family/friends	33	15	14
Recreational travel	33	43	26
Educational travel	7	31	49
	N = 1935	1410	922

Table 2.22
Nature of First International Experience
1985 Data (In Percentages)

	<u>Ranked First Choice</u>	<u>Ranked Second Choice</u>	<u>Ranked Third Choice</u>
Program sponsored by U.S. educational ins.	15	2	4
Direct enrollment in foreign program/ins.	2	2	2
Independent study for credit	1	1	1
High school exchange	6	3	0
Paid or voluntary work/ internship	3	2	1
Visit/live with family/friends	30	17	13
Recreational travel	35	40	47
Educational travel	9	34	32
	N = 1134	693	347

Table 2.23
Length of First International Experience
(In Percentages)

	<u>1984</u>	<u>1985</u>
Less than 1 month	49	54
1-3 months	32	30
3-6 months	5	5
6-12 months	6	4
More than 1 year	8	5
More than 3 years		4
	N = 1924	1148

Table 2.24
Self-Assessment of Impact of First International Experience
1984 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
More interest in news of intl. events	34	42	18	6	1	1845
Improve academic performance	12	27	42	15	3	1964
Improved self-confidence	29	39	24	6	1	1964
Difficulty in readjusting to U.S.	6	15	18	35	26	1952
Better understanding of U.S. culture	22	45	22	8	2	1838
More politically aware	21	39	27	11	2	1839
Changed career plans	9	15	34	29	13	1839
Established long-term relationships	23	27	19	23	8	1839
Difficulty in relationships with family/friends	2	7	13	35	42	1834
Host country members asked about U.S.	34	42	14	7	3	1825
Able to answer these questions about U.S.	25	49	20	4	2	1805

Table 2.25
Self-Assessment of Impact of First International Experience
 1985 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
More interest in news of intl. events	30	42	18	8	2	1116
More interest in improving grades	7	18	48	20	7	1102
Improved self-confidence	28	45	20	6	1	1112
Difficulty in readjusting to U.S.	6	13	14	36	31	1109
Difficulty in relationships with family	1	4	14	35	47	1105
More interest in learning	22	45	24	7	2	1110
Better understanding of U.S. culture	22	46	23	8	1	1113
Difficulty in relationships with friends	1	5	17	36	41	1103
Better understanding of foreign countries visited	54	40	5	1	0	1113
More politically aware	25	41	24	9	2	1106
Changed career plans	10	14	33	28	16	1103
Established long-term relationships	22	24	20	24	10	1107
Think intl. experience changed me	32	40	17	8	3	1108
Would like to live in another country	47	35	13	4	2	1108

CHAPTER THREE

PROFILES OF THE TRAVELING STUDENT

This chapter presents "Profiles" of students who chose the different types of international experiences. Respondents indicated their first-, second-, and third-ranked choices to describe their intended international experience (question 7 in the 1984 questionnaire and question 12 in 1985). Using the respondents' first-ranked choice, cross-tabulations were done with questions describing the students' backgrounds, attitudes and other characteristics of the proposed international experience. These cross-tabulations generated the profiles of student travelers presented below.

Profile of the Student who Participates in a Program Sponsored by a U.S. Educational Institution

The student sojourn experience most widely studied, and certainly the type of sojourn corresponding most closely to stereotypical notions of the "study abroad year," is the program sponsored by a U.S. educational institution. In 1984 1,072 respondents selected this as their first-ranked choice and in the 1985 sample, 671 students were in this group (both are about one-third of the whole). These programs have a variety of subject emphasis, are distributed globally, and take place within a wide range of time frames including academic years, semesters, summers and even shorter between-semester programs. Work, study, travel abroad: The whole world handbook,¹ published by CIEE, an excellent reference to these U.S. educational institution-sponsored programs, attests to their inherent variety.

The statistical profile of the student who participates in the U.S. educational institution sponsored program is presented in Tables 3.A.1 through 3.A.15. This profile both supports and contradicts commonly held notions about students who select this type of international experience. Table 3.A.1 shows that females overwhelmingly (69%) participated in these programs in greater numbers than males.

Table 3.A.2 indicates that in both years, most students were in their third-year post-high school, matching the traditional notions of these programs as "junior year abroad" programs. However, a significant number of these students were in the fourth- or fifth-year post-high school. Interesting, as well, are the number of high school students selecting this alternative.

While those who studied foreign languages were a major source of these programs' participants, (14% in 1984; 16% in 1985), Table 3.A.3 displays figures demonstrating the importance of other fields of study. It is not surprising to see large numbers of humanities, fine arts, and social science students who selected this option. More interesting was the relatively large number of students from business (17% in 1985) and other professional majors (17% in 1985) going on the U.S. sponsored programs.

Table 3.A.4 summarizes responses to background questions concerning parental second language fluency, home use of a second language, parental international residence, and respondent second language fluency. These figures are consistent with parental second language fluency and international residence of at least a year at about 25% in both years. Respondent language fluency because of formal study of that language is also

¹Cohen, M. A. (1985). Work, study, travel abroad: The whole world handbook 1986-1987 (8th ed.). New York: Council on International Educational Exchange.

about 25%. Twelve percent of the 1985 sample were fluent in their parents' second language.

The preferred length of time for participation in these programs was 1-3 months, as Table 3.A.5 attests, with 36% in 1984 and 40% in 1985 selecting that option.

Table 3.A.6 and Table 3.A.7 display information concerning destination. Overwhelmingly, the destination preferred by these students was Western Europe (85%) and in Western Europe, the specific destinations ranked first were Ireland/United Kingdom (31%) and France (23%).

About one-fourth of each year's travelers on U.S. sponsored programs selected the 3-6 month and 6-12 month durations (Table 3.A.8). The majority in both years saw themselves as traveling with a group (Table 3.A.9).

Family or friends served as the primary source of financial support for these students with 46% in 1984 and 45% in 1985 ranking them first. Table 3.A.10 illustrates that a large number of these students was going to depend on scholarships and grants (17% in 1984; 14% in 1985) and loans (13% in both 1984 and 1985). The contribution of personal savings to finance the international study experience also argues for strong student motivation.

"Language" and "having sufficient money" were most often the first-ranked choice in response to the query, "What aspects of this trip concern you most?", as Table 3.A.11 demonstrates. These categories received about 25% in each year. Interestingly, when given the option of "no concerns," 16% of both year's students ranked that first.

The 1984 participants cited "desire to travel" and "family/friends" as major sources of their interest in international travel. In 1985, when given separate options for the influence of family and friends, 18% selected the influence of family and 8% the influence of friends. Table 3.A.12 also shows that language courses were a major influence for both groups with 15% in 1984 and 18% in 1985. Interest in international events for the 1985 travelers was also important, with 20% choosing this option.

Response choices for the question "what are your personal goals in taking this trip?" were slightly different in the 1984 and 1985 questionnaires. In 1984 38% selected "gain knowledge of country," 29% "improve foreign language ability," and 18% "improve academic performance." In 1985 the option selected most often was "improve my education," followed by "improve foreign language ability" with 22%, and "improve knowledge of country(ies)" with 21%. Both sets of data confirm a generalized educational goal for these students, but not necessarily one tied to improvements in formal academic measurements of learning. Table 3.A.13 displays all results to this question.

When asked to respond to statements describing attitudes and behaviors often linked to international travel, students responded similarly in the two years as Tables 3.A.14 and 3.A.15 show. In 1984 about half strongly agreed that they tried to meet people of different cultures; in 1985, with a rephrased statement, 26% strongly agreed that they spent time with people from cultural backgrounds different than their own. Twenty-six percent in 1984 and 20% in 1985 strongly agreed they seek out news of international events. A significant number in both years (58% in 1984; 41% in 1985) expects that international travel will influence their career plans. In 1984 23% said they strongly agreed that their international travel experience will cause changes in their relationships with family/friends. In 1985, respondents were able to differentiate between expectations of change with family (10%) and friends (13%).

Prior travel experience is summarized in Table 3.A.16 with 38% and 37% in the two years having no previous international travel experience, but 15% in both years had four or more prior trips. In 1984 69% and in 1985 66% responded positively to the question about their intentions to travel internationally again in the next two years.

**PROFILE OF THE STUDENT WHO PARTICIPATES IN PROGRAMS
SPONSORED BY U.S. EDUCATIONAL INSTITUTIONS**

Table 3.A.1
Gender
1985 Data (In Percentages)

Male	31
Female	69
N = 679	

Table 3.A.2
Year in School
(In Percentages)

	<u>1984</u>	<u>1985</u>
High school	8	10
First-year post-h.s.	5	4
Second-year post-h.s.	19	15
Third-year post-h.s.	37	42
Fourth-year post-h.s.	18	14
Fifth-year post-h.s.	13	15
N = 1063		671

Table 3.A.3
Field of Study
(In Percentages)

	<u>1984</u>	<u>1985</u>
Foreign Language	14	16
Humanities		23
Fine Arts	12	
Social Science	14	17
Other Liberal Arts	28	
Education	5	4
Engineering/Physical Science	6	4
Preprofessional	6	
Professional	9	17
Business		17
Vocational	1	1
Graduate	4	
Bio. Sci./Agriculture		5
N = 1047		643

Table 3.A.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Parents speak second language	30	24
Parents do not speak second language	70	76
N = 1070		574
Parents have lived abroad	28	26
Parents have not lived abroad	72	74
N = 1065		674
Respondent speaks second language	26	24
Respondent does not speak second language	74	76
N = 1052		671
Second language spoken at home		9
Second language not spoken at home		91
		N = 591
Respondent fluent in parents' second language		12
Respondent not fluent in parents' second language		87
		N = 591

Table 3.A.5
Length of Trip
(In Percentages)

	<u>1984</u>	<u>1985</u>
Less than 1 month	2	5
1-3 months	36	40
3-6 months	26	28
6-12 months	31	23
1-3 years	5	4
More than 3 years	0	0
N = 1063		676

Table 3.A.6
Destination
1985 Data (In Percentages)

Africa	1
Asia	2
Australia/N.Z./S. Pacific	1
Canada	0
Central/South America/ Caribbean/Mexico	2
Eastern Europe/USSR	7
Middle East	3
Western Europe	85
	N = 677

Table 3.A.7
Specific Destinations in Western Europe
1985 Data (In Percentages)

Austria/Switzerland	13
Belgium/Netherlands/Luxembourg	2
France	23
Germany	10
Ireland/U.K.	31
Italy	11
Portugal/Spain	8
Scandinavia	4
	N = 640

Table 3.A.8
Length of Trip
(In Percentages)

	<u>1984</u>	<u>1985</u>
Less than 1 month	2	5
1-3 months	36	40
3-6 months	26	28
6-12 months	31	23
1-3 years	5	4
More than 3 years	0	0
	N = 1067	676

Table 3.A.9
Traveling Companions
(In Percentages)

	<u>1984</u>	<u>1985</u>
Alone	29	26
With 1-3 friends	21	21
With a group	50	53
N =	1062	674

Table 3.A.10
First Choice Financial Support
(In Percentages)

	<u>1984</u>	<u>1985</u>
Scholarship/Grant	17	14
Loan	13	13
Personal savings	23	27
Family/Friends	46	45
Work while abroad	1	1
N =	1049	669

Table 3.A.11
Major Concern
(In Percentages)

	<u>1984</u>	<u>1985</u>
Housing	8	
Food	1	
Housing/Food		8
Language	25	23
Adjustment	12	7
Sufficient money	22	25
Meeting people	10	11
Health	1	1
Political unrest	1	2
Homesickness	3	
Getting around		9
No concerns	16	16
N =	1048	658

Table 3.A.12
Major Influence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Influence of family/friends	16	
Influence of family		18
Influence of friends		8
Influence of teacher/advisor		3
Contact with foreign students in h.s.	5	
Contact with foreign students in college	4	
Contact with foreign students in h.s./college		8
Language course	15	18
Other academic courses	9	10
Interest in intl. events	10	20
Career goals	12	13
Get away from family/friends	1	1
Desire to travel	29	
	N = 1055	653

Table 3.A.13
Major Personal Goal
(In Percentages)

	<u>1984</u>	<u>1985</u>
Improve academic performance	18	
Improve education		38
Improve foreign language	29	22
Gain knowledge of country	38	21
Have fun	8	7
Meet people	4	3
Improve self-confidence	4	9
	N = 1054	660

Table 3.A.14
Agreement with Attitudinal Questions
1984 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Try to meet people from different cultures	49	41	8	1	0	1010
Regularly seek out intl. news	26	46	19	9	1	1009
Expect intl. travel will influence career plans	58	27	11	3	1	1006
Expect intl. travel will change relationships with family/friends	23	31	21	18	8	998

Table 3.A.15
Agreement with Attitudinal Questions
 1985 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Spend time with people from other cultures	26	43	17	10	3	653
Regularly seek out intl. news	20	47	18	13	2	656
Expect intl. travel will influence career plans	41	38	13	5	2	659
Expect intl. travel will change relationship with family	10	26	22	28	15	656
Expect intl. travel will change relationships with friends	13	31	21	24	10	655

Table 3.A.16
Prior Travel Experiences
 (In Percentages)

	<u>1984</u>	<u>1985</u>
None	38	37
One	24	24
Two-three	23	23
Four +	15	15
N =	1072	667

Profile of the Student who Enrolls Directly in a Foreign University

Direct enrollment in a foreign university, as either a degree seeking or non-degree seeking student, is another alternative available to U.S. students. Additionally, foreign universities often sponsor programs specifically for international students and some U.S. students enroll in these. Approximately 198 students in 1984 and 118 in 1985 identified this as the primary descriptor of their sojourn.

Of the students directly enrolling in a foreign institution, 56% were female and 44% were male (Table 3.B.1). They were predominantly in the third- (29% in both years) and fifth-year post-high school (21% and 20% respectively) as Table 3.B.2 indicates.

Foreign language majors, with 19% in 1984 and 16% in 1985, represented a significant portion of these adventurers, while humanities and social science majors were also important. As Table 3.B.3 shows, business students comprised 12% of the total in 1985 and professional program students were 10% in each year.

Responses to questions concerning parental international residence, language background and respondent second language fluency are displayed in Table 3.B.4. About one-third of the parents spoke a second language, had lived in another country for at least a year and for the 1985 group, 16% spoke a second language in the home. Slightly more than one-third of the respondents considered themselves fluent in a second language because of formal study and 23% of the 1985 sample said they were fluent in the parents' second language.

For this group of students, trips lasted for primarily 1-3 months, (38% in 1984; 36% in 1985) and 6-12 months (32%; 29%). Relatively few selected the less than one month trip, as Table 3.B.5 notes.

While most were going to Western Europe (77%), 10% were headed for Eastern Europe/USSR (Table 3.B.6). Ireland/United Kingdom (34%) and France (31%) were the primary Western European destinations as Table 3.B.7 shows.

The majority of these students in both years were embarking on their own, as Table 3.B.8 shows, with 50% and 42% in the two years, respectively.

The financial support for the trip came primarily from family/friends, with 44% in 1984 and 38% in 1985 having this as their first-ranked choice. Interesting was the use of personal savings (about one-third) and scholarships/grants (11%; 12%) to finance these trips (Table 3.B.9).

The most significant concern (first-ranked choice) expressed by these individuals, and displayed in Table 3.B.10, was having sufficient money (25% in 1984 and 22% in 1985) and language ability (23% and 20%). A fairly sizable portion, 10% in 1984 and 15% in 1985, selected "no concerns" as their first-ranked choice.

The source of influence selected most often by the 1984 respondents was a desire to travel (34%) followed by the influence of family/friends (17%). In 1985 22% identified their family as the major influence, followed by 18% for both language courses and interest in international events. These results are presented in Table 3.B.11.

Identification of personal goals in 1984 included 34% for "improvement of foreign language ability," and 31% "to improve knowledge of country." These responses, as well as the 1985 choices, are summarized in Table 3.B.12. In 1985 42% of the students selected "improve my education" and an additional 24% chose "improve foreign language ability."

The response of this group to the attitudinal statements are presented in Tables 3.B.13 and 3.B.14. In 1984 56% saw themselves as "trying to meet people of different cultures," and in 1985 37% said they "spent time with people from different cultures." About one-third in both years said they "regularly sought out news of international events." Sixty-four percent in 1984 and 42% in 1985 "expected their international travel experience to influence their career plans." About one-fourth in both years expected changes in relationships with family and friends.

About one-fourth had never traveled before (Table 3.B.15) and about one-fourth to one-fifth had four or more prior international travel experiences. In 1984 76% and in 1985 67% anticipated an international travel experience again in the next two years.

PROFILE OF THE STUDENT WHO ENROLLS DIRECTLY IN A FOREIGN UNIVERSITY

Table 3.B.1
Gender
 1985 Data (In Percentages)

Male	44
Female	56
	N = 119

Table 3.B.2
Year in School
 (In Percentages)

	<u>1984</u>	<u>1985</u>
High school	14	9
First-year post-h.s.	5	8
Second-year post-h.s.	16	20
Third-year post-h.s.	29	29
Fourth-year post-h.s.	15	15
Fifth-year post-h.s.	21	20
	N = 196	118

Table 3.B.3
Field of Study
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Foreign Language	19	16
Humanities		27
Fine Arts	6	
Social Science	13	23
Other Liberal Arts	22	
Education	5	4
Engineering/Physical Science	9	3
Preprofessional	9	
Professional	10	10
Business		12
Vocational	1	2
Graduate	7	3
Bio. Sci./Agriculture		3
	N = 194	116

Table 3.B.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Parents speak second language	34	29
Parents do not speak second language	66	71
N = 195		119
Parents have lived abroad	33	34
Parents have not lived abroad	67	66
N = 196		119
Respondent speaks second language	34	
Respondent does not speak second language	66	63
N = 197		116
Second language spoken at home		16
Second language not spoken at home		84
		N = 111
Respondent fluent in parents' second language		23
Respondent not fluent in parents' second language		77
		N = 104

Table 3.B.5
Length of Trip
(In Percentages)

	<u>1984</u>	<u>1985</u>
Less than 1 month	2	1
1-3 months	38	36
3-6 months	14	23
6-12 months	32	29
1-3 years	13	11
More than 3 years	1	1
N = 198		119

Table 3.B.6
Destination
 1985 Data (In Percentages)

Africa	0
Asia	6
Australia/N.Z./S. Pacific	1
Canada	0
Central/South America/ Caribbean/Mexico	2
Eastern Europe/USSR	10
Middle East	5
Western Europe	77
N = 119	

Table 3.B.7
Specific Destinations in Western Europe
 1985 Data (In Percentages)

Austria/Switzerland	9
Belgium/Netherlands/Luxembourg	1
France	31
Germany	9
Ireland/U.K.	34
Italy	5
Portugal/Spain	5
Scandinavia	7
N = 103	

Table 3.B.8
Traveling Companions
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Alone	50	42
With a few friends	27	31
With a group	24	26
N = 192		118

Table 3.B.9
First Choice Financial Support
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Scholarship/Grant	11	12
Loan	10	13
Personal savings	34	36
Family/Friends	44	38
Work while abroad	1	1
N = 193		118

Table 3.B.10
Major Concern
(In Percentages)

	<u>1984</u>	<u>1985</u>
Housing	15	
Food	1	
Housing/Food		9
Language	23	20
Adjustment	13	9
Sufficient money	25	22
Meeting people	12	15
Health	0	1
Political unrest	0	0
Homesickness	2	
Getting around		10
No concerns	10	15
	N = 198	117

Table 3.B.11
Major Influence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Influence of family/friends	17	
Influence of family		22
Influence of friends		9
Influence of teacher/advisor		7
Contact with foreign students in h.s.	8	
Contact with foreign students in college	4	
Contact with foreign students in h.s./college		7
Language course	12	18
Other academic courses	5	7
Interest in intl. events	8	18
Career goals	13	11
Get away from family/friends	1	2
Desire to travel	34	
	N = 195	117

Table 3.B.12
Major Personal Goal
(In Percentages)

	<u>1984</u>	<u>1985</u>
Improve academic performance	19	
Improve education		42
Improve foreign language	34	24
Gain knowledge of country	31	17
Have fun	4	3
Meet people	7	3
Improve self-confidence	5	10
N =	191	116

Table 3.B.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Try to meet people from different cultures	56	32	10	3	0	182
Regularly seek out intl. news	29	45	20	6	1	179
Expect intl. travel will influence career plans	64	21	11	3	1	179
Expect intl. travel will change relationships with family/friends	24	32	21	20	3	179

Table 3.B.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Spend time with people from other cultures	37	41	8	11	4	115
Regularly seek out intl. news	29	44	12	13	3	115
Expect intl. travel will influence career plans	42	37	18	2	1	115
Expect intl. travel will change relationship with family	15	31	24	20	10	115
Expect intl. travel will change relationships with friends	10	18	24	33	15	115

Table 3.B.15
Prior Travel Experiences
(In Percentages)

	<u>1984</u>	<u>1985</u>
None	30	34
One	25	18
Two-three	25	21
Four +	20	28
	N = 198	116

Profile of the Student who Studies Independently for Credit

Students who develop their own education abroad agenda for credit are included in this group. In 1984, there were 132 independent study students and in 1985 there were 63.

Three-fifths of these students were female as Table 3.C.1 shows, with the largest percentage in 1984 in the fifth-year post-high school (32%). The complete breakdown by year in school of the independent traveler is displayed in Table 3.C.2.

In 1984 the liberal arts, fine arts, foreign language, and professional majors were identified by at least 14% of the students, as Table 3.C.3 shows. Interestingly, when given the choice of business as a major in 1985, 23% of the students selected that option with foreign languages selected next at 17%.

Forty-one percent of the 1984 sample and 35% of the 1985 sample said their parents spoke a second language. Table 3.C.4 also indicates that 42% in 1984 and 29% in 1985 said one of their parents had lived in another country for at least a year. The portion of students judging themselves to be fluent in another language was 43% in 1984 and 25% in 1985.

Generally, the largest number of independent travelers was going for 1-3 months with 28% in 1984 and 46% in 1985 choosing that period. Table 3.C.5 also shows, however, that in 1984 30% were going for a 6-12 month period.

The destination for these individuals is presented in Table 3.C.6. While most were going to Western Europe (70%), 14% were going to Eastern Europe/USSR. For those selecting Western Europe as their primary destination, Ireland/United Kingdom (35%), France (25%), and Austria/Switzerland (16%) were important destinations (Table 3.C.7).

Table 3.C.8 shows that the majority were setting out on their own with 52% choosing that in 1984 and 40% in 1985.

Personal savings accounted for the primary means of financial support of this group. In 1984 57% and in 1985 48% identified this source, as Table 3.C.9 illustrates. Interestingly, about 15% in both years said that scholarship/grant funds were going to be their major fiscal support.

Table 3.C.10 demonstrates that having sufficient money and language were the primary concerns of these students. Twenty-six percent in 1984 and 21% in 1985 were concerned about money, but 15% and 16% in the two years said they had no concerns.

Responses to the question concerning the major source of influence creating interest in international travel are summarized in Table 3.C.11. The response choice "desire to travel" was selected by 26% in 1984, followed by interest in international events and career goals, both with 15%. In 1985 27% identified an interest in international events and 23% the influence of family as the major stimulus for their interest.

Major personal goal responses are portrayed in Table 3.C.12. In 1984 34% said "improve knowledge of country(ies) to be visited" was their major personal goal, followed by 28% who wanted to "improve foreign language ability," and 21% who wanted to "improve their academic performance." In 1985 45% identified "improve their education" as their major personal goal, and 19% selected "improve foreign language ability."

Sixty-six percent in 1984 said they "tried to meet people of different cultural backgrounds" while in 1985, 34% said they "spent time with people of different cultural backgrounds." Tables 3.C.13 and 3.C.14 present results to the attitudinal statements. In 1984 48% strongly agreed that they "regularly seek out news of international events"; the figure was 25% in 1985. In both years, students expected their international travel to influence their career plans (68% and 51%). At least one-fourth anticipated changes in their relationships with family and friends.

In 1984 22% and in 1985 36% had never traveled internationally before, but sizable numbers had taken two to three trips (about one-third) and four or more previous trips (Table 3.C.15). Eighty-five percent in 1984 and 89% in 1985 responded affirmatively when asked if they planned to travel again within the next two years.

PROFILE OF THE STUDENT WHO STUDIES INDEPENDENTLY FOR CREDIT

Table 3C.1
Gender
1985 Data (In Percentages)

Male	40
Female	60
	N = 63

Table 3C.2
Year in School
(In Percentages)

	<u>1984</u>	<u>1985</u>
High school	10	6
First-year post-h.s.	4	5
Second-year post-h.s.	15	21
Third-year post-h.s.	21	33
Fourth-year post-h.s.	19	18
Fifth-year post-h.s.	32	18
	N = 127	63

Table 3C.3
Field of Study
(In Percentages)

	<u>1984</u>	<u>1985</u>
Foreign Language	14	17
Humanities		13
Fine Arts	14	
Social Science	12	10
Other Liberal Arts	20	
Education	0	3
Engineering/Physical Science	4	8
Preprofessional	6	
Professional	14	15
Business		23
Vocational	2	3
Graduate	12	
Bio. Sci./Agriculture		7
	N = 125	60

Table 3.C4
Parents' and Respondents' Language and International Residence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Parents speak second language	41	35
Parents do not speak second language	59	65
	N = 131	63
Parents have lived abroad	42	29
Parents have not lived abroad	58	71
	N = 131	63
Respondent speaks second language	43	25
Respondent does not speak second language	57	75
	N = 131	63
Second language spoken at home		15
Second language not spoken at home		85
		N = 59
Respondent fluent in parents' second language		25
Respondent not fluent in parents' second language		75
		N = 57

Table 3.C.5
Length of Trip
(In Percentages)

	<u>1984</u>	<u>1985</u>
Less than 1 month	10	8
1-3 months	28	46
3-6 months	21	19
6-12 months	30	14
1-3 years	9	11
More than 3 years	2	2
	N = 131	63

Table 3.C.6
Destination
 1985 Data (In Percentages)

Africa	2
Asia	0
Australia/N.Z./S. Pacific	3
Canada	0
Central/South America/ Caribbean/Mexico	6
Eastern Europe/USSR	14
Middle East	5
Western Europe	70
	N = 63

Table 3.C.7
Specific Destinations in Western Europe
 1985 Data (In Percentages)

Austria/Switzerland	16
Belgium/Netherlands/Luxembourg	2
France	25
Germany	5
Ireland/U.K.	35
Italy	11
Portugal/Spain	5
Scandinavia	2
	N = 57

Table 3.C.8
Traveling Companions
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Alone	52	40
With 1-3 friends	35	32
With a group	13	27
	N = 128	62

Table 3.C.9
First Choice Financial Support
 (In Percentages)

	<u>1984</u>	<u>1985</u>
Scholarship/Grant	15	15
Loan	4	5
Personal savings	57	48
Family/Friends	23	29
Work while abroad	2	3
	N = 129	62

Table 3.C.10
Major Concern
(In Percentages)

	<u>1984</u>	<u>1985</u>
Housing	16	
Food	2	
Housing/Food		10
Language	15	24
Adjustment	8	7
Sufficient money	26	21
Meeting people	9	10
Health	2	0
Political unrest	3	5
Homesickness		5
Getting around		8
No concern	15	16
	N = 127	N = 62

Table 3.C.11
Major Influence
(In Percentages)

	<u>1984</u>	<u>1985</u>
Influence of family/friends	12	
Influence of family		23
Influence of friends		8
Influence of teacher/advisor		0
Contact with foreign students in h.s.	5	
Contact with foreign students in college	6	
Contact with foreign students in h.s./college		10
Language course	12	15
Other academic courses	9	7
Interest in intl. events	15	27
Career goals	15	10
Get away from family/friends	1	2
Desire to travel	26	
	N = 127	62

Table 3.C.12
Major Personal Goal
(In Percentages)

	<u>1984</u>	<u>1985</u>
Improve academic performance	21	
Improve education		45
Improve foreign language	28	19
Gain knowledge of country	34	16
Have fun	4	3
Meet people	9	6
Improve self-confidence	4	10
	N = 127	62

Table 3.C.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Try to meet people from different cultures	66	26	6	2	0	121
Regularly seek out intl. news	48	36	10	6	0	121
Expect intl. travel will influence career plans	68	21	6	0	1	121
Expect intl. travel will change relationships with family/friends	24	29	21	15	11	120

Table 3.C.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N =</u>
Spend time with people from other cultures	34	48	12	3	3	59
Regularly seek out intl. news	25	49	19	5	2	59
Expect intl. travel will influence career plans	51	29	14	3	3	59
Expect intl. travel will change relationship with family	14	22	19	17	29	59
Expect intl. travel will change relationships with friends	14	24	25	14	24	59

Table 3.C.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	22	36
One	16	18
Two-three	33	27
Four +	29	19
	N = 130	62

Profile of the Student who Works

Students can participate in a variety of work programs in other countries. Some of these programs allow the student to find a job in the economy of the foreign country and to receive a wage for their work. For example, the Council on International Educational Exchange administers work programs in Great Britain, France, Germany, Costa Rica, Ireland and New Zealand through which students receive a work permit and then find jobs usually working as unskilled laborers. Some 3031 students participated in this program in 1984 and 4015 participated in 1985. Other students who work abroad do so on a voluntary basis working in a variety of service projects and work camps. Usually these students receive their room and board, but no salary. Still other students seek out professionally-related internships working for businesses and other organizations. Other organizations also facilitate student participation in such internships. In 1984, approximately 230 students identified working with financial remuneration as their first-ranked choice for description of intended experience, and 60 said they were going to do voluntary work/internships. In 1985 respondents were provided with one work descriptor (paid or voluntary work/internships) and about 152 students selected that choice. Data for both 1984 and 1985 options are presented in Tables 3.D.1 to 3.D.16.

In 1985, 65% of the working students were female (Table 3.D.1). Students in the later post-high school years were more likely to work overseas with the largest concentration in the fourth and fifth post-high school years, as Table 3.D.2 attests.

The fields of study for these students remain largely in the liberal arts, humanities, and social sciences, as Table 3.D.3 shows. Foreign language students do not comprise a major portion of this group of travelers. Business students, interestingly in 1985 form a significant portion with 17% of the total.

Table 3.D.4 summarizes results of the questions related to parental second language and international background and respondents' language capabilities. Again, about one-third said their parents spoke a second language and had lived in another country for at least a year. Their assessment of personal second language fluency because of formal study ranged from 30% for the 1984 paid worker, to 28% for the 1985 worker, to 22% for the 1984 voluntary worker. Fourteen percent in 1985 said a second language was spoken at home and 16% said they were fluent in that second language.

For all three groups of students, the 1-3 month time frame characterized their trips. Table 3.D.5 presents information on length of trip. Of the 1984 paid workers, 36% were going for 1-3 months, for the 1984 volunteers 53%, and in 1985 the figure was 49%. It is interesting to note, however, that at least one-fifth in each sample planned a 6-12 month trip.

The impact of the CIEE work program is evident in the destination of these students. Table 3.D.6 and Table 3.D.7 show the popularity of Western Europe (84%) and Ireland/United Kingdom (67%) for this type of traveling student.

Information on traveling companions is presented in Table 3.D.8. About two-thirds set out on their own.

The financial support for these students came principally from personal savings with 41% of the 1984 paid workers, 35% of the 1984 voluntary workers and 48% of the 1985 workers identifying this source. Table 3.D.9 indicates that income earned while abroad was also identified as an important source of fiscal support.

The major concerns of these students focus not only on having enough money (Table 3.D.10), but also housing and food. Thirty-one percent of the 1984 paid workers and 20% of the 1985 workers were concerned about housing and food. About 13% of both groups of 1984 students had no concerns and 11% of the 1985 group expressed no concerns.

The choice "desire to travel" in the 1984 questionnaire was selected by the largest portion of both 1984 sets of workers. Without that choice in 1985, 30% indicated that an interest in international events was the major influence. The influence of family (14%) and friends (13%) was also important to the 1985 student workers. Table 3.D.11 presents this information.

The major personal goal for these individuals in both years was to improve their knowledge of the country(ies) they would visit, as Table 3.D.12 documents. Interestingly, for 23% of the 1985 sample, improving self-confidence was a major personal goal.

Respondent descriptions of various attitudes and behaviors are shown in Tables 3.D.13 (1984 paid workers), 3.D.14 (1984 voluntary workers), and 3.D.15 (1985 workers). In 1984 60% of the paid workers and 49% of the voluntary workers strongly agreed they tried to meet people of different cultures, while in 1985 37% strongly agreed they spent time with people of different cultures. Thirty-nine percent of the 1984 paid workers, 16% of the 1985 volunteers, and 26% of the 1985 sample strongly agreed they regularly sought out news of international events. All three groups thought their international experience would affect their career plans (about 50%). About 25% of each group anticipated a change in relationships with family and friends because of their sojourn.

Similarity characterizes their prior travel experiences. While 36% of the 1985 students had no prior travel experiences, Table 3.D.16 indicates about one-fourth of the 1984 groups had no previous international travel. Nevertheless, from one-fifth to almost one-third had traveled internationally four or more times.

In response to the question concerning future travel plans, 79% of the 1984 paid workers, 57% of the 1984 voluntary workers and 80% of the 1985 workers said they would travel again.

PROFILE OF THE STUDENT WHO WORKS

Table 3.D.1
Gender
1985 Data (In Percentages)

Male	36
Female	65
	N = 152

Table 3.D.2
Year in School
(In Percentages)

	1984		1985
	<u>Paid Work</u>	<u>Voluntary Work/ Internship</u>	<u>Work</u>
High school	2	12	3
First-year post-h.s.	10	7	9
Second-year post-h.s.	15	14	15
Third-year post-h.s.	16	27	18
Fourth-year post-h.s.	29	17	26
Fifth-year post-h.s.	27	24	30
	N = 228	N = 59	N = 152

Table 3.D.3
Field of Study
(In Percentages)

	1984		1985
	<u>Paid Work</u>	<u>Voluntary Work/ Internship</u>	<u>Work</u>
Foreign Language	9	2	6
Humanities	26		26
Fine Arts	11	9	
Social Science	17	14	20
Other Liberal Arts	31	23	
Education	5	11	5
Engineering/Physical Science	10	11	7
Preprofessional	7	4	
Professional	4	18	10
Business			17
Vocational	0	4	1
Graduate	5	7	
Bio. Sci./Agriculture			8
	N = 227	57	144