

THIRD COUNTRY STUDY: THE ROLE OF DEGREE-SEEKING INTERNATIONAL
STUDENTS AS STUDY ABROAD PARTICIPANTS

by

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A THESIS

Presented to the Department of International Studies
and the Graduate School of the University of Oregon
in partial fulfillment of the requirements
for the degree of
Master of Arts

March 2017

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Degree awarded March 2017

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THESIS ABSTRACT

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March 2017

Title: Third Country Study: The Role of Degree-Seeking International Students as Study Abroad Participants

This exploratory thesis examines the perspective of graduate and undergraduate matriculating international students at the University of Oregon as they consider, prepare for, reflect on, and participate- or not- in study abroad programs. The three-phase model design of this study assesses the opportunities, obstacles and resources international students experience as they consider or do not consider studying abroad by analyzing online survey responses from University of Oregon international students; quantitative data sets; semi-structured interviews with graduate and undergraduate international students, as well as with staff members from the Office of International Affairs.

Areas of opportunities include receiving academic credit towards degree; practicing a language abroad; learning about new cultures; and developing new friendships. Challenges include difficulty in academic planning; limited financial resources; and lack of family support. Resources include major applicable coursework open through specific study abroad programs; scholarship funding; and receiving support from faculty and staff members.

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ACKNOWLEDGMENTS

I wish to express my sincerest appreciation for the guidance and support my advisor, Dr. Stephen Wooten, provided me with throughout this study; as well as my committee members Dr. Yong Zhao and Assistant Vice Provost and Executive Director, Kathy Poole. I acknowledge and express gratitude to Kathy Poole, International Student and Scholar Services Director, Abe Schafermeyer, and the Office of International Affairs at the University of Oregon, for providing me access to conduct my field research; as well as the students and staff members who participated in this study. Thanks to Global Education Oregon Assistant Director, Luis Ruiz, for inspiring me to conduct this research, and for his continual guidance and encouragement.

I would also like to express appreciation to the International Studies Department for the Conference Travel Grant; and to the Center for Multicultural Academic Excellence for their Conference Travel Grant, both of which supported me as I presented my research at the NAFSA: Association of International Educators Region XII conference.

Lastly, I would like to thank my family and friends for all the ways they encourage and support me, and especially my significant other, Sergio Sanchez, for the countless ways he has supported me on this journey. His experience in the field of education and his analytical skills have contributed to my study; from participating in long, practical and theoretical conversations about my research, to accompanying me while I wrote my thesis- gracias, mi amor.

For my family and friends who encourage, support and inspire me to continuously work towards accomplishing my goals. I love you all.

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CHAPTER I

INTRODUCTION

Overview

A rising number of international students are pursuing degrees at US universities. The number of international students in the US increased by seven percent during the 2015-2016 academic year to a staggering record high of 1,043,839 students (Open Doors Data: Fast Facts, 2016) and as universities continue to internationalize, this trend will likely grow. In addition to welcoming an increasingly international student population, universities are sending more students abroad. In 2014-15, 313,415 US students participated in study abroad programs for academic credit, “an increase of 2.9% over the previous year”; and over the past two decades, study abroad participation has more than tripled amongst US students (Open Doors Data: Fast Facts, 2016).

As a result of increasing international student presence and mounting interest in study abroad programs among university students, it should not be surprising that an emerging recent trend in international education is an increase in international student participation in study abroad programs (including exchange programs and international internships for academic credit) (Potts and Sisson, 2012). As this trend has only recently emerged, there is very little empirical research available on the role international students play in the realm of study abroad and how this new trend may affect the way in which international affairs offices advice students interested going abroad. Furthermore, there is little to no research that examines the supporting role that international offices on university campuses can provide international students interested in participating in a

study abroad program or the challenges those offices face when working with international students interested in going abroad.

Purpose of the Study

As the trend of international students studying abroad rises, it is important that study abroad program providers and universities that provide abroad experiences are well equipped to assist this emerging group. For the purpose of this study I refer to international students pursuing degrees at US institutions who participate in study abroad experiences as *third country study* students. This term defines the concept of students who originate from a country outside of the United States, who then pursue a degree in the US; and while pursuing that degree seek to study in a third culture for a period of time for academic credit at the US institution.

To initiate exploration of the opportunities and challenges facing international students, my research specifically examines the role of international students as study abroad participants at the University of Oregon (UO). This study uses a three-phase model focused on areas of opportunity, obstacles and resources international students experience as they consider studying abroad. Within each step of this three phase-model, I outline three distinct themes focused on academics, finances and social and professional support.

My primary goal in conducting this study is to create a portrait of the trends that are emerging in study abroad for international students. As the US opens its doors to more degree seeking international students, study abroad offices will likely see a rise in the number of international students participating in study abroad programs, and as such it is important to examine how this new group of students is supported by international

affairs offices. It is also crucial for international affairs offices to begin to understand how international student perspectives and development abroad may vary from domestic students. I anticipate that this research will assist international offices at universities by helping them develop better methods of how to assist this emerging group of students.

Defining Terms

- Study abroad- Students who study (from two weeks to an academic year) in a foreign country (or countries) for academic credit through their university or a program provider. For this study, I include exchange programs and academic credit bearing international internships. *Note: This definition does not include any travel for non-students, alternative breaks, or non-credit bearing volunteer abroad programs.*
- International students- Degree seeking students who pay international tuition fees to attend university outside of the country where they declare residency.
- Third country study- Refers to matriculating international students at U.S. institutions who have participated in study abroad programs.

In addition to the terms defined above, I will use several acronyms in this study:

- UO: University of Oregon
- OIA: Office of International Affairs; this specifically refers to OIA at the University of Oregon
- GEO: Global Education Oregon; this specifically refers to the study abroad program provider at the University of Oregon
- ISSS: International Student and Scholar Services
- AEI: American English Institute

Motivation & Experience in the Field

My motivation to conduct this study originates from three sources. The first motivation is derived from my two previous experiences as a study abroad participant. In 2006 I participated in a short-term summer exchange program to Prachinburi, Thailand. Though short-term, this exchange program exposed me to the basic concept of intercultural communication and provided me the space to begin understanding how citizens around the world connect to one another despite potential linguistic and cultural barriers. It is from this experience that I developed a strong-rooted passion for intercultural exchange and international education. My second study abroad experience took place in 2008 when I participated in a semester-long program in Salamanca, Spain, where I cultivated an interest in Spanish language. My interactions with other international citizens and with the local culture sparked in me an interest to continue learning from diverse populations.

The second motivation is consequential from my experiences working as a program manager for AFS, an international exchange nonprofit organization. As a program manager, I worked closely with diverse groups of international students who participated in short-term summer and winter study abroad programs in the US, which focused on fostering intercultural awareness, multicultural communication, and community building. As a result of my employment, I began to develop my ability in working with high school and college level international students.

Lastly, as a graduate student at the University of Oregon, I worked as a Graduate Employee (GE) at the Office of International Affairs (OIA) on campus. More specifically, I worked with the Global Education Oregon (GEO) Study Abroad programs

as a Study Abroad programs and Scholarships Advisor. GEO is the name of the study abroad department at the UO, which is housed under OIA. GEO offers study abroad, internships abroad and exchange programs. They also offer multiple study abroad and internship programs through third party program providers including CIEE, SIT and IE3. As a member of the GEO team, I advised both domestic and international students as they consider study abroad programs and funding opportunities. This research evolved organically to intersect my personal and professional interests in study abroad and working with international students. It is thanks to the cooperation of my colleagues and supervisors at OIA that I was able to conduct this study.

CHAPTER II

LITERATURE REVIEW

Review of Relevant Literature

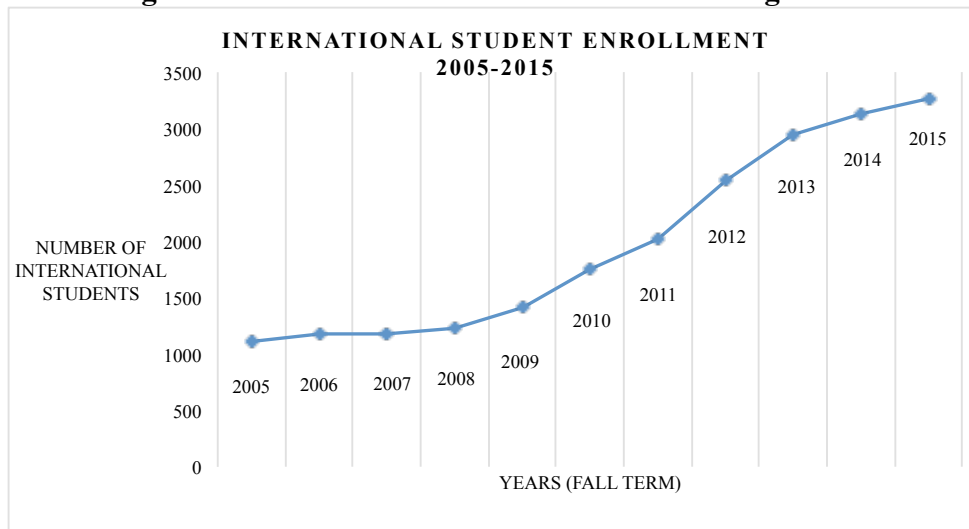
I will position this study in two main bodies of literature: 1) the study abroad experience from an American perspective and 2) international students' experiences at institutions abroad, particularly their experiences in the US. Research indicates that study abroad prepares students to become globally competent leaders in today's globalizing world by preparing students a space for academic, cultural and personal learning (Montgomery & Arensdorf, 2012; *Advocating for Education Abroad: Benefits to Students*, n.d.). NAFSA: Association of International Educators claims that studying abroad enhances global awareness, academic learning, development of leadership skills, career growth, personal growth, and language learning (*Advocating for Education Abroad: Benefits to Students*, n.d.). The skills students develop during their study abroad experiences are therefore invaluable to their development. However, very little research exists regarding the experiences of international students as study abroad participants. Despite the fact that the trend in international student study abroad participation will likely continue to increase, Potts and Sisson (2012) assert that there are no available statistics on the number of international students who participate in study abroad programs across the US (p. 13).

Rising Presence of International Students in the US and Study Abroad

There are currently more students seeking degrees outside of their borders than ever before, "with numbers doubling over the past decade, and forecasts that these numbers will rise even more rapidly in the years to come" (Lee, 2016, p. 23).

International students bring added diversity, expose domestic students to distinct cultures, and provide economic benefits to U.S. institutions and communities (Mamiseishvili, 2012). At the University of Oregon, there are currently more than 3,000 international students from 95 countries (Admissions, n.d.). In 2005 the University of Oregon had a total international student enrollment of 1,107. By 2015, this number nearly tripled, to 3,274. The graph below (see Figure 1) illustrates the rise in the international students from one year to the next from 2005 to 2015 (Office of the Registrar, n.d.b).

Figure 1: International Student Enrollment Progression



Despite increasing number of international students at US universities, international students are overall not socially integrated with domestic students and international students still face many forms of discriminatory acts (Lee, 2016, p. 23). Furthermore, international students in the US reported more prejudice and hostility than students from Canada, Australia and Europe (Lee, 2016, p. 23).

Though there has been no research to indicate whether social integration (or lack thereof) or acts of discrimination impact international students' decisions to study abroad, Potts and Sisson (2012) found that international students made connections with

American students easier while participating in a study abroad experience in contrast to building connections with American students at US universities. All of the international students who participated in their study, “identified that their study abroad experience allowed them to meet new friends that they otherwise would not have met. The experience of traveling, studying, and living with the same group of students... aided in improving their interpersonal relationships with other students” (Potts & Sisson, 2012). This indicates that international students may participate in study abroad to build social connections with American students. Study abroad groups may provide international students with a less intimidating, safe space to make friends. Research indicates that Americans who study abroad have an enhanced worldview and global perspective, and are more open to cross-cultural communication (Kitsantas, 2004, p. 441). As such, international students may have an easier time making friends with American students who undertake study abroad experiences.

International Student Fees and the Impact on Study Abroad Cost

In 2014-15, the US hosted 974,926 degree seeking international students (Open Doors Data: Fast Facts, 2015). Of these international students, 619,999- or 63 percent- relied on family or personal funding to attend university in the US (Open Doors Data: Fast Facts, 2015) indicating that many international students come from families who are affluent enough to afford the high tuition rate associate with public and private US universities; or that their families have saved over a long period of time to help their students afford to attend university. In the 2014-15 academic year, University of Oregon full-time undergraduate Oregon residents paid \$10,287 for 45 credits (15 per term) in tuition and fees, while non-residents paid \$32,022 in tuition and fees for the same amount

of credits (Financial Aid & Scholarships, n.d.a). Study abroad has largely been criticized for the hefty price tag, however while international study varies in price depending on the program, international students can often find programs that cost the same or less than what they pay the university in tuition and fees, saving them (and possibly their families) money. Thus, cost may be one motivating factor as to explain why more international students are studying abroad. For example, the cost of tuition for Spring 2016 for full-time, non-resident students taking 15 credits at the University of Oregon is \$10,080 (Office of the Registrar, n.d.a). The cost for full-time, non-resident students participating in an international exchange to Waseda University in Japan for Spring 2016 cost \$8,500 for a semester (Waseda University Exchange, n.d.), which is longer than a UO quarter term. The exchange fee includes the cost of transferable academic credit for full-time students, and students often receive more credit for participating in semester exchanges, resulting in additional academic savings. Though there are currently no available statistics on the number of international students who participate in study abroad programs through their US institutions, out of 1,004 University of Oregon students who participated in a study abroad program during the 2015-16 academic year, 38 were international students.

Understanding Why Third Country Students are Overlooked in Study Abroad

Despite increasing numbers of international students who are pursuing study abroad opportunities, third country study students are largely overlooked in international education, and these students are noticeably absent from the current academic conversation relating to study abroad. One explanation for why third country students are largely overlooked as a study abroad group is because of initiatives prioritizing US

undergraduate students to study abroad. In his “Race to the Top” speech, President Obama addresses US concern with the “global divide”, noting the split between those who receive global education versus those who continue to be educated through an antique model. The Department of Education plays a fundamental role in bridging the gap in educating all American students in a way that prepares them for the global age (Johnson, 2012). While this urgent push for global education encourages campuses across the country to intensely promote international experiences, including study abroad, the central focus is on American students, not all students, with a central idea that Americans need to engage in global education to keep up with other countries. The US international education agenda aims to increase international cooperation and completion through participating in study abroad programs. Therefore, the urgency of increasing study abroad experiences essentially aims to develop Americans well suited for the global market (Johnson, 2012). While this example does not entirely explain why there is such little current information available on third country study students, it does present one theory as to why this particular group of students is overlooked.

As the literature demonstrates, there are a variety of potential motivations for third country study students. International students may be inclined to study abroad to pursue social relationships with Americans and enhance their educational experience. While research is still needed, this emerging group of students may be overlooked in part because the US government push for global education is entirely focused on US students, not all matriculating students. Furthermore, there is an assumption that international students experience study abroad as they pursue degrees overseas. As international affairs offices and international exchange programs continue to push study abroad on college

campuses, international students are more likely to be exposed to the idea of pursuing study abroad to a third destination. Though there is not yet sufficient data to conclude the role international students play in study abroad, it is clear that third country study students add an additional element of complexity to the study abroad realm. Therefore, research needs to be conducted to understand the role of third country study students in the field of international education.

CHAPTER III

METHODOLOGY

This chapter examines the methodology I utilized for this study. It begins by outlining my interest in this research and discusses the background of GEO. I then describe the design, data collection and data analysis techniques I implemented. Lastly I discuss the limitations and delimitations to my research.

Data Collection & Instrumental Design

This research involved a quantitative and qualitative mix-methods design and was exploratory in nature. Data collection included two data sets that GEO provided me with, an online survey; and qualitative research comprised of in-person and Skype interviews. I implemented my interview strategy in grounded theory, which consists of “systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories ‘grounded’ in the data themselves” (Charmaz, 2006, p.2). I received permission under exempt status from the University of Oregon Internal Review Board one-month prior to initiating the data collection; and from OIA to access bulk quantitative data.

Quantitate Data Sets

The first data set includes a list of international students who studied abroad through a GEO affiliated program between the years 2010 and 2016. Students who study abroad through a GEO-affiliated program are tracked through their GEO study abroad application, so it should be noted that GEO does not have the ability to systematically track study abroad participants who do not study abroad through the University of Oregon. This data set was anonymous and included students’ country of citizenship, term they went abroad, participant’s age, program name, major(s), and class standing. The

second data set included the total number of study abroad participants (domestic and international students included) that went abroad each year from 2010 to 2016.

Online Survey

The online survey sought responses from degree seeking, international students at the University of Oregon. This survey aimed at collecting information from undergraduate and graduate students, and excluded international exchange students at the UO, as well as GEO study abroad participants who were not matriculating UO students. I designed and administered the survey using Qualtrics software because it is a system I am permitted to use as a student through the university. The Director of International Student and Scholar Services (ISSS) agreed to email all matriculating international students the survey three times, once per month from June 2016 to August 2016. In addition, the coordinator at the Mills International Center on campus agreed to send a re-affirming email to all international students they were connected to in July 2016, to encourage international students to participate in both the survey and interview process. I also reached out to the Chinese Philanthropic Leadership Association, the Chinese Students & Scholars Association, and the International Student Association to ask for support in encouraging international students to participate in my research study.

Before engaging with the survey, I asked participants to agree to a consent form. Those who responded that did not agree were automatically dismissed from the survey. Participants who agreed to the consent form were then asked to state whether or not they were matriculating international students at the University of Oregon. Those who responded that they were not international students were dismissed from the survey as well. Though the survey was anonymous, participants had the option to opt in to win a

raffle of a \$25 UO bookstore gift certificate for participating in the survey. To participate in the raffle, students needed to leave their name and email address. Students also had the option to leave their name and email address if they were interested in participating in a research interview. Once the survey was offline- 40 days after opening- I organized, categorized and coded the survey data with the purpose of unearthing themes and trends. I separated and sorted data into categories in Excel and color-coded each theme (opportunities, challenges, resources); and each sub-theme (academic factors, financial factors, social and professional support) (Charmaz, 2006, p.45- 46).

The survey was made up of four separate sections. The first section, which all participants answered, included the following questions:

- My home country is: (fill in the blank)
- I am an undergraduate or graduate student at the University of Oregon (pick on)
- Have you lived abroad prior to attending UO?
 - Options included: Attending UO was the first time I left my home country; I lived abroad before attending UO; I participated in international travel before attending UO; I studied abroad before attending UO
- How do you identify?
 - Options included: Male; Female; Trans; Non-gendered; Prefer not to disclose

The last question all survey participants answered was: *Have you studied abroad while at the University of Oregon?* This question yielded three responses which led to three separate branches of questions: *Yes, I have studied abroad while at UO; No, I have not yet studied abroad, but it is something I am interested in; No, I have not studied abroad*

and I do not intend to study abroad. I implemented a Likert scale for all survey question responses that did not require a fill in the blank response, to assess the participants' varying degrees of opinions. The possible responses included: Strongly Agree; Agree; Somewhat Agree; Neither Agree or Disagree; Somewhat Disagree; Disagree, Strongly Disagree. At the end of each of the three survey branches, students were asked if they would like to provide any additional comments with a box for them to freely respond.

Students who reported that they had studied abroad while at UO responded to a series of questions related to their experience. These questions included where they had studied abroad; a list of possible motivating factors that contributed to their interest in going abroad; logistical questions including whether or not they met with a study abroad advisor, questions pertaining to their pre-departure orientation (which is required for all study abroad students), challenges they faced as they moved through the application process, finances and scholarships, family and friend support, and academic components of their program.

Students who reported that they had not studied abroad but it is something they are interested in, responded to series of questions focused on where they would like to study abroad; motivating factors for their interest in study abroad (ranging from an interest to make new friends, develop a specific skill set, encouragement from their academic department, etc.); logistical questions focused on financial feasibility to study abroad, obtaining visa documents, course requirements and questions pertaining to whether or not they had met with a GEO or ISSS advisor.

Students who responded that they had not studied abroad while at UO and did not intend to study abroad answered a series of questions pertaining to why they were not

motivated to study abroad (with answers ranging from not knowing they were permitted to study abroad, feeling that they were currently studying abroad at UO, emotional support, or lack of interest in general). Students were also asked logistical questions including financial feasibility, visa requirements and academic requirements. For a list of the complete survey question, refer to Appendix A.

Interview Data Collection

The Director of ISSS permitted me to interview international student advisors provided each advisor individually agreed to meet with me. Moreover, the Executive Director of GEO Study Abroad gave me permission to interview willing GEO staff members and sent an email on my behalf to help me recruit professional participants for my research interviews. I recruited all interviewee staff members through this email and by reaching out to each person personally. I recruited international students to participate in my interview through the online survey and by approaching international students who work in the Office of International Affairs in person.

I conducted the interviews in-person and over Skype between July 2016 and August 2016. I designed five sets of semi-structured, close-ended and open-ended interview questions as to, “let the speaker direct conversational flow” (Charmaz, 2006, p. 26). I designed each set of interview questions to fit with each category of professional staff and students I met with: students who studied abroad; students who hoped or planned to study abroad; students who did not plan to study abroad; ISSS staff; and GEO staff. All interviews began with structured questions, though some interviews occasionally deviated, depending on the individual’s response.

All student interviews began with structured demographic questions including:

- When you are not at UO, what country do you live in? Is this the country that you were born in?
- Have you studied abroad? If not, have you (or would you) consider studying abroad?
- What major are you?
- What is your class standing?

After addressing the student demographic component, interview questions ranged widely from: *Why did you decide to study abroad?*; *What role did finances play as you considered study abroad?*; *What role did your family play as you did/did not consider study abroad?*; Staff questions included: *How long have you worked as a study abroad advisor at OIA?*; *How often do you work with international students per week/month during the academic year?*; *What challenges do you face in helping international students study abroad?*; and *What resources do you have/does OIA have to combat these challenges?* For a complete list of interview questions, refer to Appendix B for student interviews, C for GEO staff interviews and D for ISSS interviews.

I completed a total of 21 interviews: 13 student interviews; 4 GEO staff interviews; 4 ISSS staff interviews. As suggested by Weiss (1995), I wrote about each student using a different name to conceal the participants' identity. All interviews were in person and all participants provided written consent, except for two student participants who were not in Eugene. I conducted Skype interviews with both students and their consent was given verbally. All 19 in-person interviewees provided verbal and written consent to be audio recorded; and the 2 Skype interviewees verbally agreed to be audio recorded. Refer to Appendix E to view the interview consent form. In addition to audio

recording each interview, I took hand written notes periodically throughout the interviews as a preventative measure as to not lose the data in case the audio file failed. Though participants did not receive any incentive to participate in an in-person or Skype interview, I offered to buy snacks and coffee or tea for the participants I interviewed in a coffee shop or restaurant. All in-person interviews took place on or within one block of the University of Oregon's campus. Meeting spots include a private closed-door office in the Office of International Affairs, a coffee shop on campus, or within one block of campus, along 13th street, or at the Erb Memorial Union, known as the EMU. One interviewee asked to meet at a restaurant within one block of campus, which I obliged. All interviews were in English and ranged from 35 minutes to 1 hour 30 minutes, with average interviews lasting approximately 50 minutes.

Informal Participant Observations

As a Graduate Employee at the Office of International Affairs, I regularly worked with domestic and international students interested in participating in study abroad programs. While I did not design my methods to include formal participant observations, I utilized my professional background in study abroad advising as an informal guiding element in this research to inform and direct the themes of this study. Though informally conducted, participant observation was a useful tool to utilize as it allowed me to situate aspects of why international students may be interested- or not- in study abroad, especially in regards to developing foreign language skills other than English (Hennink, 2011, p.170). I utilize my time advising students one-on-one, as well as the classrooms I present study abroad information throughout each term.

Data Analysis

After collecting qualitative and quantitative data, I identified and cross-analyzed emerging themes. First, I manually transcribed all student and staff interviews into individual Word documents on to my password-protected laptop. To preserve participant confidentiality, once the transcriptions were complete, I deleted all the audio recordings. I continued my analysis using open coding, searching for patterns, specific phrases, experiences, and segments of data related to my overall study (Merriam, 2009, p. 178). I then categorized the patterns of information from the interviews in an Excel spreadsheet.

Once the online survey closed, I cleaned and coded the data collected in a separate Excel document. I initially analyzed each interview and survey Excel document separately, noting in two separate Word documents, the emerging themes collected from the survey and interviews respectively. Both deductive and inductive codes were employed to determine relevant themes from the data collected (Hennink, 2011, p. 218). After analyzing both sets of data and defining emerging themes, I then color-coded each theme: opportunities, challenges and resources. Within each of these themes, I color-coded for sub-themes: academic factors, financial factors and social and professional support. I compared and cross-analyzed materials received from the survey to the information I collected from the in-person interviews.

Study Limitations

There are several limitations in my study. To start, the top 10 countries UO international students come from include: China, Saudi Arabia, Japan, South Korea, Taiwan, Canada, India, Hong Kong, Indonesia, and Kuwait, with the majority of UO international students coming from China (Registrar.uoregon.edu, n.d.). As such, this

study has a focus of international students from that region of the world. Though a diverse group of students participated in the survey and interview, the data collected does not embody a significantly diversified population. Moreover, because this is a case study at the University of Oregon, with a small sample size, international student perspectives are likely not representative of all international students in the US, and in fact may not even be significantly representative of international student perspectives at the University of Oregon. Additionally, the data for this study was collected over the summer, which is a time when many students spend time outside of the university. As such, I had a much smaller population to pull from than during the academic year.

Another limitation includes my ability to verbally and nonverbally communicate with the students I interviewed. It is important that I acknowledge my own limitations in understanding all international student cultures. I recognize that culture plays a large role in how people interact with one another. I may have missed specific cultural and social cues from the international students I interacted with as a direct result of my lack of in depth knowledge of each student's specific cultural background. Additionally, the vast majority of students I interviewed spoke English as a second or third language. As such, they may not have been able to express themselves as freely as they would have in their mother tongue.

Lastly, while I asked survey participants to state their country of origin, I did not ask students to list their majors. Therefore, I was unable to draw any relationships between students' majors, country of origin and study abroad programs. Moreover, I asked survey participants to state whether or not their major department required them to,

or encouraged them to study abroad, though I was unable to draw specific and conclusive results because I was not aware of the majors each student studied.

An Assumption

I designed my survey under the assumption that UO students who participated in a study abroad program would do so through GEO study abroad programs. I made this assumption on the grounds that it is difficult for UO students to receive credit or financial aid if they choose to participate in a study abroad program outside of the university. I assumed that students would want to receive credit and/or financial aid to support their study abroad program and I assumed that students who did not participate in a GEO program would not receive credit from their academic department or for general education requirements. However, as I collected data, I concluded that not all students who elect to participate in study abroad programs do so through the study abroad office on campus. Additionally, my assumption did not factor in graduate students who identify as study abroad participants as they conduct independent research abroad. Out of the two students I interviewed who participated in a study abroad program, one participated in a program through a university abroad, not the University of Oregon. Additionally, I received several survey comments from graduate and undergraduate students stating that it was difficult for them to appropriately answer multiple questions on the survey because they did not participate in a study abroad program through the university.

Delimitations

My research concentrates on degree-seeking international students who have and who have not considered participating in a study abroad program during their educational experience in the United States. This study does not examine the role of non-degree-

seeking international students. Nor does this study examine the role of international students on US campuses in general.

Additionally, this study does not highlight international student perspectives of education in the US, but rather provides a survey of the role of academics, finances, and support international students feel they receive when considering participating in a study abroad program. This study aims to develop an understanding for the motivating factors for which international students may choose to participate or not participate in such a program as they work towards obtaining their degrees in the US.

Lastly, though undergraduate and graduate students were welcome to participate in this study, the focus of this research was directed more towards undergraduate students. I had a smaller percentage of graduate students who responded to my survey and therefore data was insufficient to make a comparison between the two groups of students.

CHAPTER IV

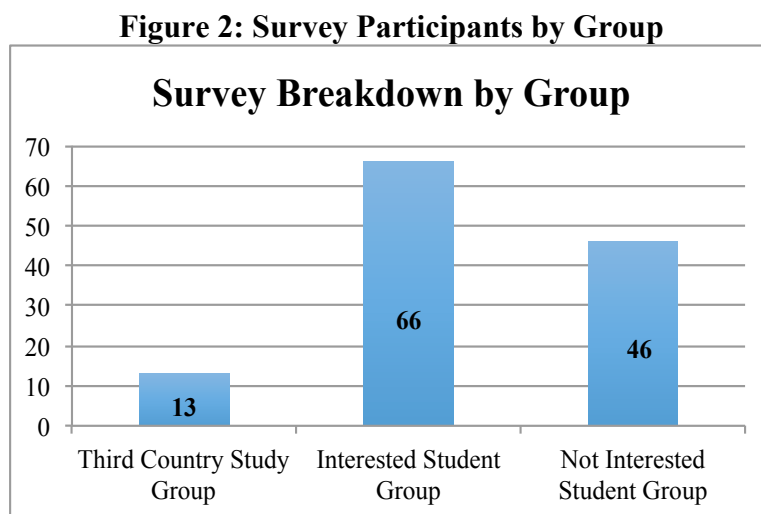
FINDINGS

This chapter begins by outlining the results generally of the data collected. I then break down each section of findings based on the three-phase model I developed. This model describes the areas of opportunities, challenges and resources each international student faces as they consider studying abroad. Within this model, I outline three central themes that emerged in the data collected: academic factors, financial factors and the role of social and professional support. The data utilized in these findings comes from each of the three central student groups I collected data from: third country study students; students interested in or planning study abroad; and students who have not and do not plan to study abroad. I additionally refer to OIA staff perspectives and reflect on my own professional observations as it pertains to the relevant themes. I conclude this chapter with a discussion of the three-phase model and the themes.

Introduction

194 University of Oregon students initially responded to the online survey, and 144 surveys were complete and valid for initial analysis. To maintain consistency, I did not analyze the 50 partially completed surveys. Out of the 144 students, 4 respondents chose not to consent; and 1 student responded that they were not an international student and therefore the survey closed their session. Out of those 139 remaining surveys, 23 participants responded that they had studied abroad (third country study group); 70 responded that they had not yet studied abroad, but were interested (interested student group); and 46 responded that they had not studied abroad and did not intend to (not interested student group). Out of the 23 students who reported that they had studied

abroad while at the University of Oregon, 13 responded appropriately when asked where they had studied abroad. The other 10 students reported one of the following: that they studied abroad at UO, in the US or responded with a date or major. Because the question asked students to report where they studied abroad while studying at UO, their responses were considered invalid. Out of the 70 who responded that they wanted to study abroad, 4 responded that they wanted to study in the USA when they are already pursuing their degrees here, invalidating their responses. This narrowed the total survey participants down to 125 complete and valid surveys. To view a breakdown of each survey group, see Figure 2 below:

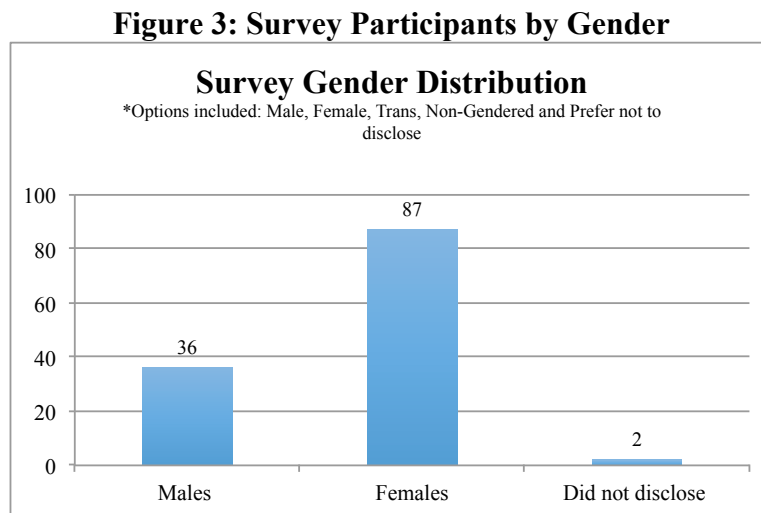


In addition to the 125 valid surveys, I interviewed 21 UO students and OIA staff members. This includes 4 GEO Study Abroad staff members, 4 ISSS staff members, and 13 UO international students. Out of the 13 student interviews, I analyzed data for 11, omitting 2 international graduate student interviews for scarcity of relevant content. Out of those 11 interviews, 2 interviewees participated in a study abroad program, (third country study group); 2 interviewees were planning to participate in a study abroad

program (interested student group); and 7 interviewees did not participate in a study abroad program and were not planning to in the future (not interested student group).

Participant Demographics

The 125 valid survey participants consisted of degree seeking international undergraduate and graduate students at the University of Oregon. There were 87 survey participants who identified as female; 36 who identified as males; and 2 who responded that they would prefer not to say (Options included: Male, Female, Trans, Non-Gendered and Prefer not to disclose) (see Figure 3).



75 survey participants were undergraduate students, while 50 survey participants were graduate students. Students' home countries varied widely, with the largest amount of survey participants being from China (44 in total); followed by India (8 in total) and Japan (8 in total); and South Korea (7 in total) (see Table 1 below).

I recruited the majority of my student interviews through the survey. Though the survey was anonymous, participants had an option to opt in to the interview process by leaving their name and email address, omitting the anonymity of their survey responses. I emailed 20 survey participants who opted in to the interview. I heard back from and

interviewed 8 of those 20 students. I recruited the additional 3 students from my personal network, though they also participated in the survey. Of the 11 interviewees, 9 were undergraduate and 2 were graduate students; 8 were female and 3 were male. Participant home countries included: The United Kingdom, Indonesia, Iran, Saudi Arabia, South Korea and 6 students from China.

Table 1: Survey Participants' Home Countries

Australia (2)	Gabon (2)	Italy (2)	Norway (1)	Taiwan (5)
Brazil (2)	Guatemala (1)	Japan (8)	Pakistan (1)	Tanzania (1)
Canada (2)	Haiti (1)	Jordan (2)	Russia (1)	Thailand (1)
Chile (1)	Hong Kong (1)	Kuwait (1)	Saudi Arabia (2)	United Kingdom (4)
China (44)	Iceland (1)	Maldives (1)	Singapore (4)	Uganda (1)
Czech Republic (1)	India (8)	Malaysia (1)	South Korea (7)	Vietnam (2)
Denmark (1)	Indonesia (4)	Mexico (1)	Spain (1)	Zambia (1)
Egypt (1)	Iran (3)	Nepal (1)	Sri Lanka (1)	

Discrepancies in the Qualtrics System

There were several discrepancies with the Qualtrics system. Out of complete and valid 125 surveys, 22 students did not respond to the consent form at the start of the survey, however their responses were still recorded as complete, apart from the signed consent form. Additionally, some students who responded that they had not studied abroad, but were interested, encountered a glitch with three questions (listed below). Though the interested student group participants' surveys were marked as complete in the Qualtrics system, only a fraction of the 66 respondents responded to the following:

- I have met with a study abroad advisor and it was a positive experience
 - A total of 65 out of 66 responses were recorded
- OIA has been helpful in answering all of my program-related questions so far
 - A total of 57 out of 66 responses were recorded
- I had difficulty communicating with staff members at OIA because English is not my first language
 - A total of 50 out of 66 responses were recorded

These questions were listed consecutively and were the only survey questions, aside from the consent form, to have missing responses. Survey participants did not have the option to skip questions or move back and forth between pages. Moreover, all questions that proceeded the above-mentioned questions were complete by all 66 participants. As such, this is likely a reflection of an error in the Qualtrics system.

Results: 3 Phrase Model

This segment of the results addresses academic, financial and social opportunities that contribute to why students may participate in study abroad programs. I implemented a three-phase model to more thoroughly organize each theme, and to illustrate that international students experience three separate phases as they consider participating in study abroad programs. The three phases include learning about the available international education opportunities; facing obstacles as they consider these opportunities; and lastly, tapping into their available resources.

The section draws data from the initial survey and subsequent interviews with third country study abroad participants, students interested in study abroad programs, students not interested in studying abroad and professional study abroad and international

student advisors at the Office of International Affairs on the University of Oregon campus. Though I did not utilize participant observation as a formal method of my data collection, I have made observations as a professional in the field of international education. Survey participants responded to all non-fill-in-the-blank questions using a Likert scale ranging from somewhat agree/disagree, agree/disagree, strongly agree/disagree and neither agree or disagree.

Opportunities:

Academic Factors

Academic factors that contributed to the opportunities international students have as they consider studying abroad include the opportunity to practice a foreign language (not including English) abroad; receiving academic credit that applies towards their degree; working with a faculty member abroad; and learning about programs and being encouraged to participate in study abroad through their major department.

In my position as a Graduate Employee Study Abroad Advisor at OIA, I presented study abroad information to Asian and Arabic language classes, and I notice that these classes (in particular the Japanese and Korean classes) typically have high volumes of international students. Students who are studying a foreign language may have more motivation and more of an opportunity to study abroad. Often times GEO study abroad advisors, such as myself, will present information to language classes, informing students of the options they have to utilize their language skills abroad. Additionally, many programs offer language immersion, providing students with an academic opportunity to receive credit abroad while working towards their linguistic goals. In addition to my professional observations, GEO Study Abroad Advisor,

Christine, believes that the region of the world where most international students participate in study abroad programs is in Asia:

Most of the international students I work with are from Asia, and they are typically going- not to their home country because that's usually not allowed- so they're going to other places within Asia. I would say probably the biggest place I see that is Japan because there's a lot of- especially Chinese- students who study Japanese. I think about half of the Japanese language class enrollment at UO, at least the professor said, is Chinese students.

For instance, 8 out of 13 third country study survey participants reported that practicing a foreign language was a motivating factor to study abroad; and 2 out of 2 third country study interviewees reported that they studied abroad to further their ability to speak and listen to languages other than their mother tongue and English.

Learning or practicing the English language did not appear to be a motivating academic factor, or area of opportunity, for why third country study students participated in a study abroad program. 6 out of 13 students reported that they strongly disagreed when asked to rate the importance of practicing English abroad. However, out of 46 students who reported that they had not studied abroad and did not intend to study abroad, 26 students are motivated to stay in the US and develop their English language skills.

Though the academic component of the third country study participants' study abroad experiences varied, many participants conveyed some element of academic significance in their study abroad experience. For example, out of the 13 survey participants and 2 interviewees who reported that they studied abroad, all conveyed some level of academic interest and/or gain through their program.

Sara, a graduate student from Iran who participated in an exchange program in Italy, was not sure whether all her credits would transfer and apply to her Italian major, which made her doubt whether to participate in a study abroad program or not. However, her goal of improving her Italian speaking and listening capabilities was the central motivating factor for why she selected her program, and that language development directly relates to her major, with or without credits. During the interview, I asked Sara to describe the anticipated benefits she thought she would receive from participating in her program, to which she replied: “Improving my ability in speaking Italian. That was my main goal. That was the heart of this journey.” Having the opportunity to go abroad as a student provided Sara with the possibility to further contribute to her academic goals.

Financial Factors

Third country study survey participants were asked to respond to the following: *I applied to study abroad and/or general UO scholarships to fund my time abroad.* Out of 13 respondents, 7 disagreed with the statement and 6 agreed. Nearly half the international students who studied abroad utilized the option to apply for funding. Business major, Chi, managed to participate in a study abroad program with the help of financial assistance through a study abroad scholarship: “Without the scholarship to go and do study abroad in Germany and the Netherlands, I wouldn’t consider [going abroad] because studying abroad in America, for me, is already a huge burden for my family.”

Social and Professional Support

Areas of opportunity, where social and professional support are concerned, refers to a student's ability to receive moral and emotional encouragement from their personal networks. This includes the student's professors and department, family and peers, and GEO and ISSS staff members in OIA.

All third country study survey participants reported that they were not required to study abroad through their academic department, though 5 students responded that they were encouraged to participate in a program through their department. There is not a way to correlate the students to their major departments, as students were not asked to list their majors and minors in the survey.

To better illustrate the positive impact academic departments and professors may have on students' decisions to study abroad, I refer to Chi, who decided to study abroad after a professor he had met through a campus club highly encouraged him to participate in a multi-country program to Germany and the Netherlands. He notes that he decided on this program because, "the people I know have been there...and the director...he is very supportive and encouraged me to apply..." Though he faced obstacles as he considered study abroad, the emotional support he received from the members of this academic club and a professor inspired him to pursue the program.

I anticipated that a motivating social factor for international students to study abroad would include the possibility for students to study abroad in their home country, where they would be closer to their personal network. Survey participants who reported that they had not studied abroad, but were considering it, were asked to respond to the following: *I am motivated to study abroad in my home country, which is not the US.* However, out of 66 students, only 25 agreed with this statement, while 29 disagreed, and

12 neither agreed nor disagreed. Furthermore, survey participants who reported that they have not studied abroad and do not intend to were asked to respond to the following: *I am not motivated to study abroad because my friends do not support me studying abroad.*

Out of 46 responses, 39 disagree, 2 agree and 5 neither agree nor disagree.

Though survey participants did not appear to be motivated to study abroad in their home country near their personal networks, family and peer influence was an important factor for some. Chinese Architecture student, Jia, indicated that she plans to study abroad and she drew inspiration to do so from her friends. She added that, “My parents, they completely support me... They really respect my decision, so they said, ‘If you want to go, you just go.’” This emotional support from her personal network provides Jia with the motivation to pursue this academic opportunity.

Creating new social networks also appeared to influence students’ perspectives on studying abroad. When asked what he hopes to gain from study abroad, Chi responded that he aimed to utilize his time abroad by networking and make new friends. He anticipated that he would be the only international student on his program planned on developing more domestic friendships:

[I hope] to build up friendships that the fellow group of students that go to Germany and the Netherlands together- I think it’s 19 other students- majority of them are from United States. So, we have such a good opportunity to be able to bond and to team up and to live with each other. And I think this is such a great experience for me to make another group of friends.

Obstacles:

Academic Factors

Academic factors that contribute to the obstacles international students face as they consider studying abroad largely reflect the individual student’s major, the credits

they receive and their personal perceptions of whether or not study abroad is an important academic endeavor. Other factors also include the students' departments and to what extent they feel supported, encouraged or required to study abroad.

Study abroad participants are expected to maintain full-time student status while they are abroad during the academic year, and students are typically encouraged to, and want to, continue to fulfill academic requirements as they study abroad so as not to fall behind or take courses that will not apply towards their degree. Out of 46 survey students who reported that they had not studied abroad and did not intend to, 9 reported that it would be difficult for them to study abroad because of their chosen major. Though 9 does not represent a large percentage among the students who took the survey, it is significant because students who believe their major requirements make it too difficult to study abroad are much less likely to take the initiative to consider the opportunity. For example, Education major, Rose, was concerned that studying abroad would negatively impact her ability to graduate, noting that, "getting transfer credit...[is] so complicated for me."

A total of 7 interviewees reported that they have not studied abroad while at UO and did not plan to study abroad. Owen, a Planning, Public Policy and Management (3PM) student indicated that studying abroad would not work for him academically: "The [focus of my major is] very much on the American planning school. So, I could maybe study- not study abroad- but study in a different part of the US." Owen also noted that if there were a summer study abroad program specifically tied to his academic and professional interests, he would have considered it.

In addition to the academic difficulties related to students' majors, many international students who come from non-English speaking countries are required to

take additional English courses, on top of what is required for domestic students.

Business major, Omar, was very motivated to study abroad, but faced academic challenges that made it difficult for him to find the ability to go:

Most of the study abroad programs will be counted for electives. Me and a lot of students- if we are going to stay here in the summer- we will take, you know, the required major classes to help us finish up with our school requirements in a short time; or in a reasonable time. Especially that we, as international students, have more requirements than, you know, domestic and other students. Especially with the English requirement and the writing requirement...even if we go through the AEI or English program at UO. When we get admitted to UO, we have to take another five or four [English classes].

These additional English course requirements make it challenging for students like Omar to find enough flexibility in their academic schedule to study abroad. Omar expressed throughout the interview that he considered studying abroad every term, for multiple years but ultimately gave up the opportunity because of academic and financial setbacks.

Architecture student, May, has not had time in her program to study abroad, but would have been interested in the opportunity. As a university transfer student from China, the majority of her coursework did not apply towards her UO degree; thus, it will take her longer than originally anticipated to complete her degree. As such, she is focused on the academic courses required of her and does not want to risk taking classes abroad that may or may not apply towards her degree: “If I had more luxury to do a more flexible schedule, I’d totally [study abroad]. But right now, I’m on a tight schedule to graduate, so I think that’s the main reason.” When asked if she had considered studying abroad at some point in her education, she discussed various GEO architectural programs that she had known about and considered. Because May is focused on graduating on time, and also because she has an on-campus job specifically related to her academic and long-

term career goals, she made the decision to not pursue study abroad: “I have an on-campus job that I really want because that’s really good experience...so I don’t want to give up that, so that’s why I stay here and not [study abroad].”

While some students find that their chosen major creates an academic obstacle for why they cannot study abroad, other students simply prefer to take their major courses on campus. Despite wanting to participate in a longer-term program, Business major, Maria, participated in a short-term program because she wanted to take courses in her major at the UO campus during the academic year. She feels there are “more opportunities, more choices you can take [on campus]. Because if you go study abroad, you probably have limited types of business classes you can take.” Ultimately Maria wanted to study abroad over the summer so she could keep her academic schedule.

Though Maria participated in a summer program to overcome her academic obstacles, she pursued a study abroad program that was not affiliated with the university and as a result she did not receive credit towards her degree. She participated in a 5-week summer study in South Korea, through a non-GEO-sponsored program. When asked why she decided to participate in this program she responded, “I was about to actually go through [a GEO] program, but it was kind of, like, complicated because...the process is kind of slow and complicated.” As a GEO application requirement, Maria would have had to submit two letters of recommendations (the number of required letters of recommendation varies by program) and write two essays relevant to her interest in her study abroad program. She felt the process was too involved for a short-term summer program and affirmed that she “just wanted to have the experience [of] learning [a] new

language in that country.” Credits were not a motivating factor, and as such, she was not interested in proceeding with the GEO application process.

An important factor to consider when examining the obstacles international students face as they consider study abroad is their perspective on how significant this academic endeavor is. Survey participants who reported that they have not and did not intend to study abroad were asked to respond to the following: *I do not feel that studying abroad is important academically*. Though I initially hypothesized that international students who did not intend to study abroad would not consider study abroad an important academic endeavor, interestingly, out of 46 responses, 25 disagree with this statement, 9 agree and 12 neither agree nor disagree.

Overall, department requirements were not a motivation for the interested student group to study abroad; 43 out of 66 reported that they disagree with the statement *“I am motivated to study abroad because I am required to study abroad by my department.”* 38% of the third country study survey participants reported that they were encouraged to study abroad; and similarly, 35% of the interested student group reported that they were encouraged to study abroad. It may be that students are not receiving study abroad information early enough in their academic careers. One survey participant commented that, “It never really occurred to me to study abroad in graduate school. In hindsight, it would have been interesting to spend a term or two in a lab in another country to make more connections, but it's not something that I thought about, or that my peers considered.”

Financial Factors

Financial factors that contribute to the obstacles international students experience as they consider studying abroad include students' limited ability to apply for study abroad funding and their inability to apply specific funding sources they currently receive towards a study abroad experience. Other considerations include international students' inability to apply for US federal loan money, only having the potential option to take out private loans, which bear higher interest rates.

GEO Study Abroad Advisor, Christine, explains that some international students are at the University of Oregon through scholarships and have few resources to utilize for academic endeavors such as study abroad. Though international students are eligible to apply for some study abroad scholarships, it can sometimes be more difficult for international students to be awarded scholarships for study abroad. Christine notes that:

There are maybe less opportunities for them than a US student just because some [scholarships] focus more on domestic students...I think the thing that comes up most in that with application is that it's very based on a written essay, so depending on where you're English level is at and where you're writing skills are at; if you're a fantastic student and really smart, but you're writing - you know - is still getting there with the grammar, you might be passed up for a scholarship because your essay is not shining.

Additionally, some GEO and UO scholarships - such as the Mills Study Abroad Scholarship - require students to demonstrate financial need, which is largely based on students' FAFSA documents (Financial Aid & Scholarships, n.d.b).

GEO Study Abroad Advisor, Nina, has also worked with international students looking to fund their experience abroad. She notes that the international students she works with are typically aware that there is usually less funding available for them than domestic students, though often times international students have additional expenses:

“Funding would be number one [challenge] and then visa challenges, two. Sometimes those are tied just because, typically when they apply for visas they have to travel which accrues additional costs.”

The 13 third country study survey participants were asked to respond to the following statement: *I was concerned about funding my abroad experience.* 62%, or 8 respondents agree with this statement, while 3 disagree and 2 neither agree nor disagree. Furthermore, international students must consider additional possible costs, which domestic students often do not need to be concerned with. One survey participant commented:

I encountered problems with my F-1 visa when I left the USA for more than 5 months. Although I had a fresh I-20 issued before my return, the CPB officer assessed my visa to be no longer valid since I have been issued a new SEVIS ID. In the end, I had to pay a fine of almost USD600. Such challenges deter international students from pursuing an extended overseas program.

All 11 international students who participated in the interview process expressed some financial consideration as they did and did not consider participating in a study abroad program. Financial need varied widely. Out of 11 interviewees, 4 students were financially challenged when considering study abroad because they received UO funding in the form of a tuition remission or government funding that required the student to take their coursework on campus. Omar, an undergraduate Saudi Arabian student, receives the Saudi Arabian Cultural Mission (SACM) Saudi government sponsored scholarship, which requires him to take his classes in the United States. Though Omar does not believe that studying abroad is that expensive, he did not want the financial burden to fall on his family, which ultimately led him to decide to not participate in a study abroad program:

The scholarship I'm with, they don't pay for classes off campus- or, I mean abroad. So, that can limit me with being stuck with classes on campus. Otherwise I think it would be a great opportunity and experience for me, especially if I could learn a third language or a third culture. It would add to my experience.

Two interviewees were graduate students who paid for their education through Graduate Employee positions, or GE positions (formerly known as Graduate Teaching Fellows; GTF). This funding provides full-time, degree-seeking graduate students with a tuition remission, a monthly stipend, and health care benefits in exchange for working for the university (University of Oregon, Graduate School, n.d.). Because study abroad students pay a study abroad fee in place of tuition, students with scholarships in the form of a tuition remission cannot apply their funding towards study abroad programs.

Additionally, many GE positions require that students must be available to work on campus (as a teaching assistant, for example), and can therefore not study abroad during a term that they hold a GE position. Owen is a graduate student from the United Kingdom in the Planning, Public Policy and Management program. To afford the cost of his education at the University of Oregon, he needed a GE position. Though he has not considered studying abroad as a graduate student, he would have considered a study abroad program or US domestic study program if it were not for the cost: "The fact that I would have to pay for [study abroad] as an international student could potentially put me off from doing it."

Social and Professional Support

Several social and professional support factors contribute to the challenges international students endure as they do or do not consider participating in a study abroad

program. Social obstacles included not receiving sufficient familial and peer support; while professional support included not being encouraged to study abroad through their department, not receiving sufficient support from faculty and/or OIA staff members.

Third country study survey participants were asked to respond to the following: *I was motivated to study abroad because my parents encouraged me to study abroad.* Out of 13 responses, 6 disagree with this statement, 4 agree and 3 neither agree nor disagree. Though all 13 survey participants studied abroad, these results may indicate that their parents were not initially supportive of their students' interest to participate in a program. Though it did not dissuade any of these students from participating in a program, lack parental consent or approval may discourage other international students from participating in a study abroad program.

Ophelia reported that though she thinks her parents would not be supportive, she never discussed study abroad with them: "My parents probably won't want me to do that because they wanted me to get an American education, so that's why they sent me here." Similarly, Rose reported that her family views study abroad as unnecessary, especially because she is already pursuing her degree abroad in the US. She expressed concern about disappointing her family:

My parents are like, I'm already in America so why [do] I still need to move around to other countries... But maybe, just because the expenses, and also my Dad, he made a really [difficult] decision to support me here. And I kind of don't want to disappoint him because, like, I finally made it here and I keep moving around.

Study Abroad Advisor, Christine, asserts that, "I think some of them have said to me maybe, that, like they came here to study so the parents don't want them to go off somewhere else."

Survey participants who reported that they had not studied abroad and did not intend to, responded to the following: *I am not motivated to study abroad because my friends do not support me studying abroad.* Out of 46 responses, 39 reported that they disagree, 2 agree and 5 neither agree nor disagree. However, while the vast majority of survey participants reported that they did not agree with this statement, interview responses varied. Though peer approval was not reported to be as important as parental or familial support, many interviewees reported discussing their interest in studying abroad with their friends. Though Kim never spoke with her parents about studying abroad, she spoke with her friends in the US and her friends in her home country of South Korea about potentially studying abroad in Sub-Saharan Africa. While her US friends supported Kim's interest in studying abroad in this region, her friends in South Korea communicated their concern for her safety. Kim believes her South Korean friends are less exposed to distinct cultures as compared to the friends she has made at the University of Oregon, and contributes their concern to this. Though Kim did not directly state that she was disappointed in her Korean friends' responses, she looked stern and disappointed as she discussed their reactions.

While familial and peer support played a role in multiple students' decisions to study abroad or to not study abroad, personal network support was not the only social consideration. Adjusting to a third country (after their home country and UO) discouraged interviewee, Ophelia, from studying abroad. Ophelia reported that, "It's already really hard for [international students] because they have to learn in another language and they have to live in another language and they have to use it every day. And they have to experience those challenges and stereotypes [from domestic students]."

Study Abroad Advisor, Christine, adds that she believes challenges may include, “cultural differences about, like, asking for help... that can be viewed differently...when they’re abroad and what not, there might be additional barriers to making sure they get what they need.”

Resources:

Academic Factors

Academic resources that contribute to international students’ abilities to study abroad are largely focused on their ability to find study abroad programs that work towards their majors, or towards fulfilling degree requirements, which may include general education coursework.

Interviewee, Jia, mentioned that she felt inspired to study abroad through the quarter-long GEO Architecture in the Vancouver program so she may take courses that apply towards her degree. Studying abroad through an architecture program is particularly appealing for Jia because the programs offer courses that are not offered on campus: “Some classes- especially in our program- some classes [are] only open in those different study abroad programs, so that was one reason I want to study abroad.” Jia is deciding between multiple Architecture-focused study abroad programs, all of which she will receive credit towards her degree. Each of the programs she is considering offers at least one course that is specially tailored to the students studying abroad in that program, providing her with an opportunity to take courses more specifically tailored to a particular country. Jia reports that the Architecture Department posts flyers advertising various study abroad programs that students, like Jia, can participate in and earn credits towards the architecture major.

Chi drew inspiration to participate in a summer study abroad program after a professor encouraged him to apply. As a participant in his study abroad program, he will receive 6 credits towards his business major, fulfilling two required courses, which will help him graduate sooner. He believes that these classes “will be more challenging but it’s very interesting for me to take the class.” In this case, study abroad is a resource that contributes to his academic endeavors, and through study abroad Chi may be able to graduate sooner. This study abroad experience also provides him with the opportunity to work closer with a professor that he admires.

Lastly, third country study participant, Sara, reported that in addition to the Italian language development she acquired through her study abroad program that contributes to her Italian major, she concluded the program with several unexpected benefits and resources including a better understanding of food culture in Italy and strong social connections with local students. She claims that, “I’m not the person that I was before [I studied abroad] ... Seeing others’ styles of living and seeing how other people can live...it was really amazing.”

Financial Factors

Third country study survey participants were asked to respond yes or no to the following statement: *I received financial aid and/or scholarships to go abroad*. Because the survey consistently used the Likert Scale for non-fill-in-the-blank questions, students were asked to respond with *strongly agree* for yes and *strongly disagree* for no. Out of 13 students, 6 strongly disagreed and 7 strongly agreed.

In addition to the surveys, 2 interviewees reported that they were only able to participate in a study abroad program through the financial assistance of scholarships. Graduate student, Sara, relied on her Graduate Employee (GE, previously referred to as GTF) position to afford her education and would not have been able to study abroad without financial assistance: “Without the GTF contract I [would not be] able to be here because it’s real expensive for me. And because there is a big difference in exchange rate between the currency in my country and the US dollar.” As an Italian Language major, Sara felt it was essential as a part of her academic curriculum to study abroad in Italy for at least six months. It was only through the financial assistance of scholarships that she managed to participate in her program.

Chinese student Chi was recently accepted into a study abroad program. He currently works multiple part-time jobs to contribute financially to his education. When asked, *How does finances play a role in your interest to study abroad*, he responded:

Without the scholarship to go and do study abroad in Germany and the Netherlands, I wouldn’t consider [going abroad] because studying abroad in America, for me, is already a huge burden for my family. So, I wouldn’t want to give a double financial burden to my family on top of studying abroad here if I don’t get any, like, financial [assistance].... it’s very challenging still, trying to make up the rest of the money to go [abroad]. I’ve already looked at other options like, outside of school, every financial resource I can apply [for]. And also, the loan- student loan- but I wasn’t eligible because I’m not an in-State, or even out-of -State- I’m out of the country student.

While not all students expressed explicit financial concern, the costs associated with study abroad played a role in their decision process. Jia was in the process of finding a study abroad program that fit her academic and personal interests when we met. Her financial resource for affording the study abroad program she is interested in is her family. However, while she is confident that her parents will financially support her

decision to study, cost is a factor that will help her determine which program she decides to participate in:

It's kind of [my parents'] responsibility to support me because right now I don't have a great income... If some program is too expensive, like studying in Rome or Vicenza, I can't say I won't consider it of those programs, but I won't set it as my preference because of finances and the cost is still really important to me. If they are super expensive, I probably not sure I will choose them... I would choose a cheaper one.

Social and Professional Support

GEO Study Abroad Advisor, Nina, occasionally works with international students as they consider studying abroad. To her, the main difference between working with an international student and working with a domestic student has to do with the visa process: "I almost always have to work with [an international] student to get a visa, even if they are going on a short term, less than 90-day program, which I don't have to do with US students. They typically also need special documents to do that."

Third country study survey participants were asked to respond to the following statement: *I felt supported by study abroad staff*. Out of 13 participants, 7 agree, 1 disagrees and 5 neither agree nor disagree. Some students reported that they did not participate in a GEO-sponsored program, and as such, they may have been less likely to meet with a study abroad advisor at the university. The same group of students were also asked to respond to the following statement: *I worked closely with a study abroad advisor as I considered/planned study abroad*, to which 7 agree, 5 disagree and 1 neither agrees nor disagrees.

Survey participants who reported that they had not studied abroad and did not plan on studying abroad were asked to respond to the following statement using the

Likert Scale: *I met with a study abroad advisor and they were not helpful in answering my questions.* Out of 46 students, 28 disagree with this statement, 2 agree and 16 responded neither agree nor disagree. The 16 who responded that they neither agree nor disagree may not have met with a GEO advisor. Furthermore, one survey participant commented with the following:

The advisors at OIA are informative and also available at most time. I had no problem stopping by for a drop in or I could even email them directly when schedule was busy. I was interested in studying abroad but then I gave it up because of the high cost. But for others, it sounded like a great experience.

Third country study survey participants were asked to respond to the following statement using the Likert Scale: *I spoke with an ISSS advisor.* Out of 13 responses, 4 disagree, 8 agree and 1 neither agrees nor disagrees. GEO Study Abroad Advisors, including Nina, stated that they commonly refer international students they meet with meet with an ISSS advisor.

In regards to social resources, I anticipated that a supportive resource for international students may include having a friend participate in a study abroad program with them. However, of the 13 third country study survey participants who were asked to respond to *I was motivated to study abroad because I had at least one friend who went with me,* only 1 student agrees, while 9 disagree and 3 neither agree nor disagree.

Though overall students did not report having a friend participate in a study abroad program with them as a major resource, interview Maria, who participated in a 5-week summer study abroad program in South Korea, reported that she decided to participate in a program abroad because she was taking language courses in Korean; and she decided to pursue Korean language because her boyfriend lives in South Korea.

Maria always planned on studying abroad, but chose to participate in a non-GEO-sponsored program to Yonsei University in South Korea to spend the summer with her boyfriend and continue to improve her Korean language capabilities. Additionally, she had two friends participate in a similar program.

CHAPTER V

DISCUSSION

This chapter begins with a discussion of the results. Although I begin with a brief discussion of the positive impact study abroad has on international students, this chapter predominantly concentrates on the challenges international students experience as they consider participating in such programs. I then break down an overall summary of my findings, and conclude this chapter with a discussion of the implications for future research.

Positive Influences of Study Abroad on International Students

Previous research in the field indicate that study abroad positively influences university students in numerous ways including positive impacts on students' self-confidence, career path, world-views, and academic life (IES Abroad, n.d.). From an academic standpoint, study abroad provides students with the opportunity to add additional practical coursework and fun into the curriculum. Like domestic students, international students benefit from this experience, too. Italian major, Sara, claims, "I'm not the person that I was before [I studied abroad] ... Seeing others' styles of living and seeing how other people can live... it was really amazing." Though Sara is already an international student and therefore has likely experienced some cultural shifts as she matriculates at the University of Oregon, her study abroad experience further expanded her world-views, and learning about a third culture benefited her academically and personally. Her targeted reason for studying abroad was to develop Italian language skills and through the study abroad process, Sara concluded her program with her targeted

language skills, a renewed sense of identity and a better understanding of a culture distinct from her homeland and from the US.

Some study abroad programs offer academic major-related coursework that is not offered on campus. For students aiming to develop professional skills, receive academic credit and work with a specific professor, faculty-led study abroad programs can be an ideal academic opportunity. These academic opportunities may then pave the path for study abroad participants to work towards their career aspirations. Salisbury (2009, p.6) states that:

When students choose a program that meets their intellectual or career goals, they consider their academic ability, achievement or preparation, educational and career aspirations, and the perceived potential of a study abroad experience to instill the human capital necessary in reaching those career goals.

While Salisbury wrote this with US domestic students in mind, this study leads me to believe that international students perspectives are the same; study abroad provides students with an academic opportunity that may help them position themselves well for their personal and career objectives. Chi, for example, choose to participate in a multi-country program to Germany and the Netherlands to work with a professor he respected and to take courses that were only available through his chosen study abroad program. He claims, “Why I chose this [study abroad] program- one is my major. I came here for Sports Business.” He ultimately aims to earn academic credits, work with a faculty member and learn more about sports business on an international level that will ideally propel him closer to his career objectives.

Challenges International Students Experience While Considering Study Abroad

While the benefits of participating in a study abroad program are numerous, there are several challenges international students experience as they consider participating in a program. My study reveals that challenges range widely for students and include:

- Extra English course requirements restricts international students' schedule flexibility
- Limited financial resources (No FAFSA; limited scholarships)
- Visa documents
- Additional language and cultural adjustments that may not be appealing
- Lack of family approval or support
- Misinformation or not receiving information soon enough in their education

Academics

International students who are required to take additional English courses or participate in the American English Institute (AEI) program before fully enrolling at the UO experience additional challenges as they consider study abroad. Omar asserts:

We, as international students, have more requirements than - you know - domestic and other students. Especially with the English requirement and the writing requirement...even if we go through the AEI or English program at UO. When we get admitted to UO, we have to take another five or four [English classes].

Because of these additional requirements, many international students require more than four years to graduate with their undergraduate degree. Thus, it may be more challenging for some international students to find time to participate in a study abroad program that

fits their rigorous academic schedules. Survey and interview participants reported concerns regarding how their academic requirements may work with study abroad programs. Several survey and interviewee participants decided not to study abroad because they believed it would not work for their major. One survey participant commented that study abroad programs need to, “Offer more information of courses equivalency.” To combat these concerns, it is important to provide pivotal academic information to *all* students with regards to how study abroad works with various majors. Though course requirements vary at each institution, understanding the academic barriers international students face as they do and do not consider participating in academic opportunities like study abroad are crucial to consider what levels of support they need from international education professionals and other support staff. Before supportive measures can be implemented, supportive staff needs to develop an understanding of the hurdles international students experience.

Finances

It is a common misconception that international students are not conflicted with financial barriers when it comes to funding their education in the US. In fact, “the lack of sufficient funds is one of their most commonly expressed concerns” (Mori, 2000, p.138). It should not be surprising then, that the cost associated with study abroad impacts international students’ perspectives and abilities to apply for programs. Though many University of Oregon study abroad programs offer costs comparable to, or less than the cost of on-campus attendance for international students, students who are concerned with

financial barriers may be less inclined to consider the opportunity, under the assumption that study abroad would create an additional financial burden.

International students are not eligible for lower-interest federal government loans, nor are they eligible for National Distinguished study abroad scholarships, which provide large amounts of funding for some US domestic students interested in studying abroad. Mori (2000) notes that, “Because immigration regulations strictly limit non-U.S. residents’ opportunities for employment outside the schools or for federal financial aid, their monetary problems are more difficult to resolve than are those of American students.” (p.138). These barriers lead to further financial setbacks for international students interested in studying abroad. ISSS staff member, Patrick, notes:

That’s probably the number one issue I hear from international students, is the cost. There’s sometimes a stereotype of international student affluence, but when you see students’ day in and day out you realize that, actually these parents just saved for 20 years to send these students to school and they have limited resources back home; and they’re making real sacrifices to be able to pay for non-resident tuition within the United States. And it’s a burden for the families to carry the cost of non-resident tuition. So, the high cost of post-secondary education in the United States is a very real thing for international students.

International students are limited to personal funding sources, scholarships they are eligible to apply for, and possibly private loans. International students may be eligible for some need-based scholarships; however, it may be more difficult for them to get access to these types of awards, especially if the scholarship requires applicants to demonstrate financial need, which is usually calculated through FAFSA. In addition to the study abroad program cost, many international students require visa documents for programs that domestic students may not need visa documents for. Because there are no embassies

located near the University of Oregon, students must travel to retrieve required documentation, accruing additional cost, time and energy on behalf of the student.

Social and Practical Components

The social challenges international students reported largely reflected familial concerns. Students also reported concerns regarding cultural adjustment and with the GEO study abroad application requirements. ISSS staff member, Patrick explains that the familial challenges may stem from a place of misunderstanding:

The other thing I would think is a pretty significant barrier for international students is family expectations. I have heard from some international students that parents of international students aren't always supportive of study abroad experience because they don't know much about it and they are thinking that it would detract from the reason why they're in Eugene... For many international parents, it feels like it is not germane to the principal reason that they came to the U of O. I don't think they get the connection that it's a part of the UO- that it can be part of the UO experience. I think that they sense that it is a break year or a break term, and maybe a waste of time.

Some students expressed that they did not discuss the possibility of studying abroad with their family because they did not believe that their parents would support the idea; while other students felt conflicted between studying abroad and going back home over summers or breaks. Omar reported that:

Every summer there was a plan that also stopped me from thinking of studying abroad. I'm already in a study abroad program and we always use the summer either to going back home or taking classes at UO that are more required and necessary to cover up for the transcript or for the requirements for the major, which is not usually offered in the study abroad programs, as far as what I noticed.

Omar also expressed that he did not want to offend his family by pursuing a study abroad program that might interfere with his ability to spend time with them over breaks or

holidays. This is an example of some of the challenges international students need to grapple with as they consider participating in study abroad programs.

Ophelia reported that it was already difficult attending the University of Oregon as an international student because of the cultural, academic and social barriers she faces coming from China. She felt that it would be difficult to study abroad and have to adjust once again to the many challenges she experiences on campus. Although Ophelia is the only interviewee to report cultural barriers as an obstacle to why she has not and does not plan to study abroad, her viewpoint is also an important one to discuss. International students who pursue degrees at the UO already experience a dramatic adjustment in the education system and cultural experience. Sherry, et al. (2010) asserts that, “Prior research suggests that international students can experience many challenges as a result of language and cultural barriers, academic and financial difficulties, interpersonal problems, racial discrimination, loss of social support, alienation and homesickness” (p. 34). Depending on the student, it may be too difficult for some to feel comfortable enough adjusting to another culture, which may contribute to students’ decision to not participate in a study abroad program.

Lastly, the study abroad application creates barrier for some students. GEO applications require students to write two essays and include a minimum of one letter of recommendation from an academic source on campus. Maria, who participated in a non-sponsored summer study abroad program in South Korea, noted that she participated in a non-sponsored study abroad program precisely because the GEO application required too many steps. When asked about the difference between the program she participated in and the GEO program, she responded that, “The recommendation is the biggest

thing...it's too [many] steps for me.” Although Maria was the only interview participant to discuss academic obstacles in the form of the GEO application process, her perspective is significant because she is likely not the only student who considers programs outside of the university. While some students who participate in non-GEO affiliated programs receive transfer credits for their study abroad program, program credits are not guaranteed if they are not through a GEO-sponsored program. And while Maria did not view this as an obstacle because her study abroad goal was to practice Korean language, this would present a barrier for other students who need to continue working towards their degree as they study abroad.

Summary of Overall Findings

The intent of this study was to survey the opportunities, challenges and resources available to international students as they consider participating (or not participating) in study abroad programs. However, this research revealed larger widespread trends, facilitating a deeper understanding of the opportunities and challenges international students face both as they consider studying abroad, and as they experience university life in the United States.

This study indicated that many international students are overall interested in participating in study abroad programs. 63% of survey participants reported that they had either participated in a study abroad program or would like to. Furthermore, though 7 out of 13 student interviewee participants initially reported that they did not intend to study abroad, 6 reported that they were interested in studying abroad at one point, but specific challenges prevented them from doing so. This indicates that perhaps even more than 63% of survey respondents would have liked to participate in a study abroad program at

some point in their academic career. However, barriers including academic requirements, inability to finance study abroad, and in some cases, a lack of parental support, bar some international students from participating in such academic endeavors. Though few resources exist, international student resources are more limited than the resources available for domestic students.

International students experience many challenges in adjusting to academic, linguistic, cultural and personal changes in the US. To be considerate of the unique and individual needs of international students, it is crucial to understand that, “No matter how prepared international students are academically, how proficient they are in English, or how familiar they are with U.S. cultural norms, they still face unique challenges to succeed in a foreign environment away from friends, family and familiar surroundings” (Mamiseishvili, 2012). The challenges international students face as they consider participating in study abroad programs are examples of the larger challenges international students face as matriculating students at US institutions. These cultural differences add to the list of barriers for why some international students may not consider participating in a study abroad program.

It is also important to acknowledge the complexity of the foundation of this research. It is impossible to accurately assess *all* international student opportunities, resources, and especially challenges. Each international student comes to the US with their own set of personal and cultural values, challenges and distinctions. Still, the initial motive for this research was to explore generally how international students fit in to study abroad, though it also brought forth a realization that access to study abroad is only one element of the resources that are lacking for international students. My hope is that this

study will begin to build a bridge for institutions to provide more opportunities for international students, across the board, beyond study abroad opportunities alone.

Implications for Future Research

There is an incredibly limited amount of resources available on the topic of international students as study abroad participants. As such, further research needs to be conducted. My population size included undergraduate and graduate international students from the University of Oregon. Out of the 50 graduate students who participated in the survey, 26 responded that they were not interested in participating in study abroad programs. While graduate students are permitted to study abroad, many of the study abroad programs and funding sources at the University of Oregon are more directed towards the undergraduate student population, which may explain why many graduate students reported that they were not interested in study abroad. For future studies, it may be worthwhile to focus the data collection on undergraduate students only.

The majority of international students at the University of Oregon originate from China, which is reflected in this study. Out of 125 surveys, 44 (35%) of the participants were from China. Because of cultural distinctions, it would be worthwhile for future researches to specifically analyze international Chinese students as they do or do not consider study abroad to limit the amount of culturally distinctive components that may result in skewed findings.

Lastly, after conducting this research, I found that the Likert scale may not be the most accurate survey method to utilize when conducting research with sample populations who are not from the United States. Lee et al. (2002) found that cultural differences may skew Likert scale responses, noting that:

The Japanese respondents more frequently reported difficulty with the scale, the Chinese more frequently skipped questions, and both these groups selected the midpoint more frequently on items that involved admitting to a positive emotion than did the Americans, who were more likely to indicate a positive emotion.

As such, future research in this field that utilizes a survey method should consider implementing a different approach other than the Likert scale, such as fill-in-the-blank and yes or no questions.

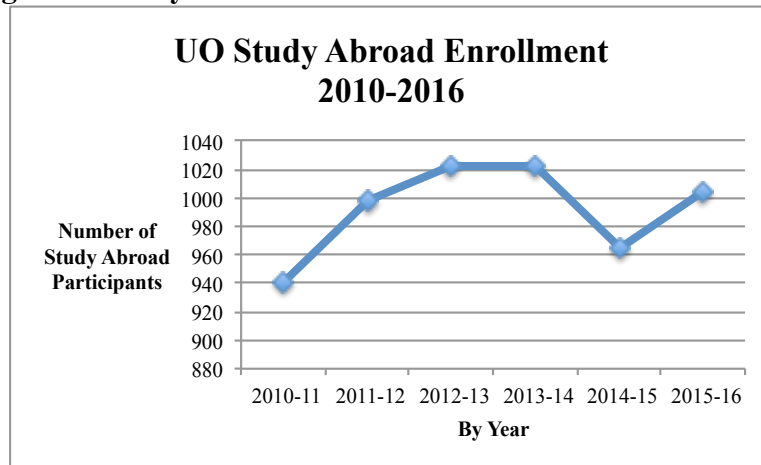
CHAPTER VI

RECOMMENDATIONS & CONCLUDING REMARKS

My commitment to developing inclusive study abroad programs propelled this research and it is in that same line of thought that I conclude this thesis with an offer of recommendations moving forward.

GEO experienced a continuous increase in study abroad participation from 2010-11 to 2013-14, with an enrollment decline in 2014-15 and a slight incline in 2015-16 from the previous year (see Figure 4). Though international students have not traditionally been a targeted study abroad student population, during the 2015-16 academic year, international students made up 13.6% of the total student population enrollment (Office of the Registrar, n.d.b). To boost study abroad enrollment, GEO and other study abroad program providers may benefit by targeting international students, who have already demonstrated an interest in international experiences through their decision to pursue their degrees in the United States.

Figure 4: Study Abroad Student Enrollment Over Five Years



Cultivate an understanding for the challenges international students experience. It is important to remember that the challenges international students

experience in considering study abroad is just one aspect of the challenges they have while pursuing degrees at US institutions. Many student support services at US institutions, “including admission, registration, residence life, and dining do not well accommodate international students despite the greater needs such students have as compared to native students” (Lee & Rice, 2007, p.386). It is therefore important that we, as international educators, cultivate an environment in study abroad offices that supports international students. This is especially important when engaging students in aspects of the application process, finances and visa requirements. For example, essay writing may be more challenging for non-native English speakers. International students may require additional support for discussing the financial aspect of study abroad including scholarships; and visa requirements that might be more complicated for international students to pursue.

Create a narrative. Universities and study abroad offices should begin to create a narrative for why study abroad is important for *all* students. Creating a narrative for why international students should consider participating in study abroad programs is important for several reasons. Creating a narrative will engage students in conversations, which will help them understand that pursuing their degree in the United States is not the equivalent of studying abroad; and that participating in a study abroad program may provide them a space to further develop intercultural competency skills, and gain a practical skillset related to their academic field of study, and long-term career goals. Explaining the impact of study abroad and accounting for why international experiences are important academically will help international students convey the significance to parents who may be reluctant to support additional international endeavors.

Engage in inclusive outreach. Outreach should begin early on in international students' academic lives; the same way outreach begins early for admitted domestic freshmen. This is not only my recommendation but also a recommendation that was supported by multiple study participants. When asked whether or not it would be helpful to have GEO speak at the International Student Orientation (ISO), Chi responded:

I would give 120 percent to support you guys to go talk to international students... I think for the ISO - they are most likely for freshman or new transfer students. And what they want to have is the same opportunities as the US students, like, during introduction [for incoming domestic students] ...I think [international students] deserve to have the right to know that, no matter if they [are interested] or not... students deserve to know the resource, and study abroad is a huge resource.

International students deserve to have the same opportunities domestic students have, including knowledge about academic endeavors they may be interested in; and they should receive this knowledge early on, just as domestic students do.

Provide resources for international students. International Affairs offices should provide international students with resources that specifically address their concerns. This is essential, as it will dispel misconceptions students may have about their eligibility and other challenges. For example, a Frequently Asked Questions (FAQs) document that provides information for international students who are interested in studying abroad. As part of this recommendation I create a FAQs document for the University of Oregon Office of International Affairs to provide incoming international students at International Student Orientations, classroom visits, and for tabling events. Refer to Appendix G: Study Abroad FAQs for UO International Students for the complete document.

Create a dialogue between International Student and Scholar Services staff and GEO Study Abroad staff. When interviewing ISSS and GEO staff members, many interviewees disclosed that they were not completely aware of exactly what the other team did. I recommend that the Office of International Affairs encourage more collaboration between the two branches. In particular, international student advisors should be equipped with information regarding how study abroad works for international students; and GEO staff should develop a better understanding for how a study abroad program may or may not impact an international students' immigration status. It is important for each team to have some base-line knowledge of what the other office does in order to discuss study abroad programs practically for international students. Moreover, because GEO advisors assist students with information in obtaining visa documents, I recommend creating more training and support for advisors in that area of expertise. However, this would largely fall under GEO staff responsibilities as international student visas for leaving the US are outside of international student advisor jurisdiction.

Concluding Thoughts

With this research study, I intended to survey the opportunities, challenges and resources international students experience as they do and do not consider studying abroad. Additionally, I aimed to demonstrate how to further diversify study abroad by taking a practical approach to creating more inclusivity for degree-seeking matriculating international students.

My findings reveal that many international students have a demonstrated interest in participating in a study abroad program. As demonstrated in the literature review and

my research study, study abroad programs provide ample room for academic, personal and professional growth; with the underlining idea being that study abroad aids students in their developmental process. My discussion of the opportunities available at the University of Oregon to international students as they consider studying abroad in the results section lead me to conclude that study abroad programs provide students with academic opportunities they may not receive on campus. Out of 13 third country study survey participants, 8 claimed that practicing a foreign language was a motivating factor for why they decided to pursue an abroad experience; and all 13-survey respondents conveyed some level of academic interest through their study abroad program. 2 out of 2 third country study in-person interviewees claimed that their intention to pursue study abroad was advance their foreign language abilities.

Moreover, my discussion of academic requirements and support lead me to conclude that - because of academic requirements - some international students find it difficult to allocate time in their schedule to study abroad, while other students stated that participating in a study abroad experience helped them get ahead in their academic endeavors. Participants also reported that the academic challenges were a result of several barriers: additional mandatory English requirements, academically rigorous majors, or not planning to study abroad early enough in their academic career (either because they were not aware of programs or did not think about studying abroad early on). Still, for other international students, study abroad provided an opportunity to complete more credits in less time (especially in regards to summer programs), thus helping them stay on their desired graduation timeline or even putting them ahead of their planned graduation schedule. Students who planned on participating in a program specifically related to their

major noted academic benefits on both receiving additional credit towards their area of study and gaining professional development opportunities that were not available to them on campus.

Though the majority of participants agreed that studying abroad was beneficial academically, personally and/or professionally, the majority of study participants revealed that funding a study abroad program was challenging- and in some cases- the barriers in funding were too much of a burden for them to participate in study abroad programs. International students are ineligible for FAFSA, are legally limited in their ability to work, often accrue additional expenses related to visa processes and have fewer scholarships they are eligible to apply for. All 11 interviewed participants expressed some level of financial concern. 2, third country study interview participants stated that they would not have been able to follow through with their respective study abroad programs had it not been for the financial assistance of scholarships; while 6 out of 13 third country study survey participants reported that they had applied for scholarships.

To conclude I assert that, despite the numerous obstacles many international students experience as they consider such academic endeavors, they should equally be inclined to participate in study abroad (and other) academic opportunities. Moreover, Mamiseishvili (2012) asserts that international students bring added diversity to US campuses. I further argue that in addition, international students' presence in study abroad programs can provide domestic student study abroad participants with a unique perspective, because international students have already experienced student life abroad by pursuing a degree in the US. Furthermore, study abroad provides many students with

the opportunity to gain practical experiences in their academic endeavors and possibly their career fields.

The current absence of available literature on the role of international students as study abroad participants speaks loudly in that international students are largely ignored from the discussions of inclusivity in study abroad programs. For this reason, I suggest that international affairs offices at universities implement more resources geared towards developing a more inclusive environment, including: creating more of an understanding for the challenges international students experience at universities and as they consider study abroad; creating a narrative for the academic importance of study abroad; creating informational documents and more inclusive outreach; and collaborating with international student service staff members, who work regularly with international students and have a more developed understanding of their needs and challenges. With over 3,000 international students (Admissions, n.d.) and over 250 available study abroad programs (Global Education Oregon, n.d.), creating more inclusivity in study abroad is particularly important for large institutions, like the University of Oregon, which have the capacity and need to send many students abroad annually.

Lastly, it is important to point out that international education is ever evolving. There is a continuous learning process for all engaged with communicating cultural engagement. It is irrelevant whether a student has spent their entire life moving from one culture to the next or if they are experiencing a new culture for the first time in their life through study abroad. International students may be one step ahead of some of their domestic counterparts because they are currently living in a different country; however, their learning process is not complete through this one experience. We, as international

educators, should empower all students, domestic and international, to continue growing and learning through various forms of international exchange.

APPENDIX A

SURVEY QUESTIONS

Third Country Study: The role of international students as study abroad participants Q1
University of Oregon, Department of International Studies Informed Consent for
Participation as a Subject in Third Country Study: The role of international students as
study abroad participants Investigator: Brianne Holden Adult Consent Form.

Introduction:

You are being asked to be in a research study that will specifically explore the role of international students interested in studying abroad and the supporting role of professionals who advise international students considering study abroad. You were selected as a possible participant because you are a student at the University of Oregon or a staff member at the Office of International Affairs on campus. We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:

The purpose of this study is assesses 2 elements: 1) International students' experiences working with Office of International Affairs as they consider studying abroad and 2) Explore how the Office of International Affairs assists international students in their interests to study abroad. Participants in this study are students from the University of Oregon and staff members from the Office of International Affairs. The total number of subjects is expected to be between 200-250 people.

Description of the Study Procedures:

If you agree to be in this study, we would ask you to do the following things: participate in a survey lasting for roughly 10-15 minutes. This survey is anonymous unless you, the participant, agree to further participate in this study and/or elect to enter the raffle for a \$25 UO bookstore gift card. Your participation in this study will remain confidential.

Risks/Discomforts of Being in the Study:

There is minimal risk involved in participating in this study. All data collected from interviews will remain confidential, unless you indicate your willingness to reveal your identify for this study in writing.

Benefits of Being in the Study:

The purpose of the study is to assess the challenges and opportunities international students face as they consider studying abroad and to examine the role of support provided at the Office of International Affairs. There are no expected benefits by participating in this study.

Compensation:

You may elect to enter a raffle to win a \$25 gift card to the University of Oregon bookstore at the end of this survey.

Costs:

There is no cost to you to participate in this research study.

Confidentiality:

The records of this study will be kept private. In any sort of report I may publish, I will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file. All electronic information will be coded and secured using a password-protected file. Only the principal investigator will have access to the electronic information. After completion of this study, all electronic information will be erased from the principal investigator's computer. Access to the records will be limited to the researchers; however, please note that regulatory agencies, and the Institutional Review Board and internal University of Oregon auditors may review the research records.

Voluntary Participation/Withdrawal:

Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University. You are free to withdraw at any time, for whatever reason. There is no penalty or loss of benefits for not taking part or for stopping your participation. Not taking part or stopping your participation does not jeopardize grades nor risk loss of present or future faculty/school/university relationships. The primary researcher in this study, Brianne Holden, is also a study abroad programs and scholarships advisor at the Office of International Affairs. Please be assured that your decision to participate or not participate in this study will in no way impact the services you receive from the Office of International Affairs.

Contacts and Questions:

The researcher conducting this study is Brianne Holden. For questions or more information concerning this research you may contact her at 760-525-5414 or at bholden@uoregon.edu. The faculty advisor is Stephen Wooten. For questions or more information concerning this research you may contact him at swooten@uoregon.edu. If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at 541-346-2510 or ResearchCompliance@uoregon.edu.

Statement of Consent:

I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

- Yes, I would like to proceed to the survey questions. By clicking yes, you agree to the statement of consent listed above. (1)
- No, I would like to end this session (2)

If No, I would like to end thi... Is Selected, Then Skip To End of Survey

Q2 I am an international student at the University of Oregon

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Survey

Q3 My home country is:

Q4 I am an undergraduate or graduate student at the University of Oregon

- I am an undergraduate student (1)
- I am a graduate student (2)

Q5 Have you lived abroad prior to attending UO? (you can choose more than one)

- Attending UO was the first time I left my home country (1)
- I lived abroad before attending UO (2)
- I participated in international travel before attending UO (3)
- I studied abroad before attending UO (4)

Q6 How do you identify?

- Male (1)
- Female (2)
- Trans (3)
- Non-gendered (4)
- Prefer not to disclose (5)

Q7 Have you studied abroad while at the University of Oregon?

- Yes, I have studied abroad while at the UO (1)
- No, I have not yet studied abroad, but it is something I am interested in (2)
- No, I have not studied abroad and I do not intend to study abroad (3)

Questions for third country study participants:

Q8 I studied abroad in: (fill in the blank)

Q9 I was motivated to study abroad...

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
... to make new American friends (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to practice English (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to practice a foreign language (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in my home country, which is not the United States (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in a location where I have friends and/or family (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because the cost was cheaper than	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

tuition on campus (6)							
... because my friends studied abroad and encouraged me to (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because my parents encouraged me to study abroad (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I have at least one friend who went with me (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because it was important that I made American friends while I was abroad (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because it will look good on my CV or resume (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I was not happy at UO campus (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... because I was required to study abroad by my department (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I was encouraged to study abroad by my department (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because UO offered a program that interested me (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 While I was preparing to study abroad...

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
I worked closely with a study abroad advisor as I considered and/or planned my time abroad (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had difficulty communicating with the study abroad advisor because English is not my first language (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spoke with an International Student Advisor about study abroad (Strongly agree = yes, Strongly disagree =no) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the study abroad advisor was helpful in answering all of my program-related question (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the pre-departure orientation I participated in was helpful (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported by the study abroad staff I felt supported by the study abroad staff throughout my pre-departure preparation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the study abroad staff were sensitive to the challenges I face as an international student (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Facts about my study abroad experience:

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
I participated in a study abroad program through the Office of International Affairs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given sufficient information about the program before going abroad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was concerned about funding my abroad experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I applied to study abroad and/or general UO scholarships to fund my time abroad (Strongly agree = yes, Strongly disagree =no) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received financial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

aid and/or scholarships to go abroad (Strongly agree = yes, Strongly disagree =no) (5)							
It was difficult for me to obtain a visa to study abroad (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was difficult for me to obtain documents to return to the US after completing my study abroad (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend your study abroad program to friends (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in studying abroad through UO again (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in multiple UO study abroad programs (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have kept in touch with the friends I made while abroad (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happier now at the UO after studying abroad (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Please comment in the box below if you would like to provide any additional comments:

Q14 Would you be willing to participate in an interview with me in person, over the phone or through Skype; and may I contact you?

- Yes (1)
- No (2)

Q15 If yes, please leave your name and email below:

First name (1)

Last name (2)

UO email address (3)

Questions for participants interested in study abroad:

Q16 I want to study abroad in: (fill in the blank)

Q17 I am motivated to study abroad...

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
... to make new friends at UO (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to practice English (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to practice a foreign language (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in my home country, which is not the United States (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in a location where I have friends and/or family (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because the cost is cheaper than tuition on campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because my friends studied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

abroad and encourage d me to (7)							
... because my parents support the idea of me going abroad (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because it will look good on my CV or resume (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I have at least one friend who will go with me (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because it is important that I make American friends while I am abroad (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I am not happy at the UO's campus (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because I am required to study abroad by my department (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>... because I am encouraged to study abroad by my department (14)</p>	○	○	○	○	○	○	○
<p>... because UO offers a program that interests me (15)</p>	○	○	○	○	○	○	○

Q18 While I consider to study abroad...

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)	Not applicable (8)
I have met with a study abroad advisor and it was a positive experience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of International Affairs has been helpful in answering all of my program-related questions so far (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had difficulty communicating with staff members at the Office of International Affairs because English is not my first language (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Please comment in the box below if you would like to provide any additional comments:

Q20 Would you be willing to participate in an interview with me in person, over the phone or through Skype; and may I contact you?

- Yes (1)
- No (2)

Q28 If yes, please leave your name and email below:

First name (1)

Last name (2)

UO email address (3)

Questions for participants who have not and do not plan to study abroad:

Q22 I am not and have never been motivated to study abroad

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q23 I am not motivated to study abroad because...

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
... I did not know I could study abroad (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I feel that my time at UO is like study abroad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I am motivated to stay in the US and develop English language skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... my parents do not support me studying abroad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... my friends do not support me studying abroad (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it costs too much money to study abroad (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I am more motivated to make friends at UO than	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

abroad (7) ... I feel that I have limited time at UO and do not want to spend time abroad (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... my friends had bad experiences studying abroad (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it would be difficult for me to study abroad because of my major (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I do not feel that studying abroad is important academically (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I do not feel that studying abroad is important socially (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the Office of International Affairs does not offer a program that fits my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interests (13) ... I met with a study abroad advisor and they were not helpful in answering my questions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... technical problems such as getting a visa to go abroad would be too difficult (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please comment in the box below if you would like to provide any additional comments:

Q25 Would you be willing to participate in an interview with me in person, over the phone or through Skype; and may I contact you?

- Yes (1)
- No (2)

Q29 If yes, please leave your name and email below:

First name (1)

Last name (2)

UO email address (3)

Q27 If you would like your name to be entered in the raffle to receive a \$25 gift card to the UO bookstore, please leave your name and email below. Note: This information will only be used to contact you if you win the raffle and will not be used for any other purpose.

First name (1)

Last name (2)

UO email address (3)

APPENDIX B

INTERNATIONAL STUDENT INTERVIEW QUESTIONS

Questions for all participants:

1. When you are not at UO, what country do you live in? Is this the country that you were born in?
2. Have you studied abroad? If not, have you (or would you) consider studying abroad?
3. What major are you?
4. What year are you (Freshman, Sophomore...)?

For students who already studied abroad:

1. If you already studied abroad, where did you go and for how long? What program?
2. Why did you decide to study abroad?
3. What was your study abroad destination and why did you pick that location?
4. Are you happy with your decision to study abroad?
5. Did you face any challenges as you went through the application process?
6. How did your family and friends react to your decision to study abroad?
7. How did finances play a role in why you decided to study abroad?
8. What benefits did you expect to gain from your experience, if any? What benefits did you actually walk away from, if different from your expectations?
9. What attracted you to that particular program? What did you intend to get out of it?
 - a. If language, why is it important for them to learn that language?
 - b. If they wanted to live closer to family and friends, why was that important?
10. What type of guidance did you receive from the study abroad office, if any? What about the international student advisors?
11. Was your experience abroad different from your experience as an international student at the UO? If so, how?

For students who are considering or planning to study abroad:

1. When did you first consider studying abroad?
2. What led you to consider study abroad?
3. What specific region or program were you interested in?
4. Where do you plan to study abroad and why?
5. What do you hope to gain from studying abroad?
6. What influenced your decision to study abroad?
7. What challenges have you faced as you consider study abroad?
8. Have you discussed your interest in study abroad with your friends/family? If so, how did they react?
9. How do finances play a role in your interest in study abroad?
10. What do you anticipate are the benefits of your future study abroad participation?

11. Do you think your study abroad experience will help you develop a skill you cannot develop while at the UO? Anything in particular?
12. Have you discussed your interest in study abroad with a study abroad advisor and/or international student advisor at UO? If yes, what kind of advice or guidance did you receive?
 - a. How helpful is it to work with a study abroad advisor at the office?

For students who decided not to study abroad:

1. Did you ever consider studying abroad? Why or why not?
 - a. If yes, did you discuss study abroad with an international student advisor or study abroad advisor?
2. Why did you decide not to study abroad?
 - a. Were there any particular challenges that deterred you from studying abroad?
3. How do you feel about your decision to not participate in a study abroad program?
4. Do you see benefits to studying abroad in another country while at UO?
5. What opportunities, if any, do you have at UO that you would not have had abroad?
6. Did your studies/major play a role in your decision to not study abroad? If so, how did it impact your decision?
7. What role did your family/friends play in your decision not to study abroad?
8. What role did finances play in your decision not to study abroad?
9. How, if at all, did visa requirements play a role in your decision to not study abroad?

APPENDIX C

GEO STAFF INTERVIEW QUESTIONS

1. How long have you been working as a study abroad advisor at UO? Before UO?
2. Were you a study abroad student? If so, where?
 - a. Did your experience abroad influence your interest in this field of work?
3. What is the region (or programs) you work with specifically?
4. How often do you work with international students interested in study abroad per week/month?
5. Does the way you assist international students interested in study abroad differ from how you assist domestic students? If so, how?
6. What challenges do you face in helping international students study abroad? What resources do you have/does OIA have to combat these challenges?
7. How do pre-departure orientations typically work? In your opinion, should the structure or information presented change for international students?
8. Are orientations geared towards domestic students? If so, what aspects of pre-departure orientation can change to be more inclusive?
9. In your opinion, do study abroad advisors and coordinators prioritize domestic or international students when there are a limited amount of spaces available for a study abroad program, exchange program or internship abroad program?
10. In your opinion, of the following things, which do you think international students are most challenged with when considering study abroad:
 - Available funding
 - Visa challenges
 - Leaving UO for a period of time
 - Familial support
 - Other?
11. Do study abroad advisors in OIA collaborate with international student advisors when working with international students interested in studying abroad? If so, what types of collaboration happen?
12. In your experience working with international students planning to participate in a study abroad program, have you ever encountered challenges for English language requirements at abroad universities that might require higher TOEFL scores than UO? How do you work with international students with expired or lower TOEFL scores than what is required?
13. Have you ever encountered communication difficulties when working with international students interested in study abroad programs? If so, how do you navigate the conversation?

APPENDIX D

ISSS STAFF INTERVIEW QUESTIONS

1. Background info on what an international student advisor does/job description
2. What international student programs do you work with?
3. How does ISSS communicate rules/key messages? Are there communication boundaries/language barriers?
4. Do you discuss study abroad with the international students you work with? If so, how often do you work with international students interested in study abroad per week/month?
5. In your opinion, of the following things, which do you think international students are most challenged with as they attend UO?
 - Cultural barriers/differences in customs
 - Language barriers
 - Making friends (domestic and/or in general)
 - Financing their education
 - Visa complications
 - Other?
6. In your opinion, of the following things, which do you think international students are most challenged with when considering study abroad:
 - Available funding
 - Visa challenges
 - Leaving UO for a period of time
 - Familial support
 - Other?
7. Do study abroad advisors in OIA collaborate frequently with international student advisors when working with international students interested in studying abroad? If so, what type of collaboration do you typically have?
8. How are orientations run? Group size? By nationality? Translators? How long?
9. Recommendations for how study abroad can reach more students: timing, delivery, schedule- when is the ideal time to talk to students about programs?
10. Would you want more collaboration with study abroad? Cross-training? If so, how would you like that to look? What information would you want to share/learn?

APPENDIX E

INTERVIEW CONSENT FORM

**University of Oregon, Department of International Studies
Informed Consent for Participation as a Subject in Third Country Study: The role
of international students as study abroad participants
Investigator: Brianne Holden
Adult Consent Form**

Introduction

- You are being asked to be in a research study that will specifically explore the role of international students interested in studying abroad and the supporting role of professionals who advise international students considering study abroad.
- You were selected as a possible participant because you are a student at the University of Oregon or a staff member at the Office of International Affairs on campus.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:

- The purpose of this study is assesses 2 elements: 1) International students' experiences working with Office of International Affairs as they consider studying abroad and 2) Explore how the Office of International Affairs assists international students in their interests to study abroad.
- Participants in this study are students from the University of Oregon and staff members from the Office of International Affairs.
- The total number of subjects is expected to be between 20 – 30 people.

Description of the Study Procedures:

- If you agree to be in this study, we would ask you to do the following things: participate in a one-on-one interview lasting 30 minute to one-hour. Should you volunteer to participate in an interview, I would like to audio record the conversation, which I will use to help me identify areas of challenges and areas of opportunities international students face when considering participating in a study abroad program as compared to domestic students. Your participation in this study will remain confidential and your name will not be used in my results.

Risks/Discomforts of Being in the Study:

- There is minimal risk involved in participating in this study. All data collected from interviews will remain confidential, unless you indicate your willingness to reveal your identify for this study in writing. If you are unable to sign this form in-person, I will ask that you submit this form electronically as an email attachment; this involves some risk as email is not a confidential form of communication.

Benefits of Being in the Study:

- The purpose of the study is to assess the challenges and opportunities international students face as they consider studying abroad and to examine the role of support provided at the Office of International Affairs.
- There are no expected benefits by participating in this study.

Compensation:

- There is no compensation for this research study. Thank you for donating your time!

Costs:

- There is no cost to you to participate in this research study.

Confidentiality:

- The records of this study will be kept private. In any sort of report I may publish, I will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.
- All electronic information will be coded and secured using a password-protected file. With participant permission, interviews will be audio recorded. Only the principal investigator will have access to the electronic information. After completion of this study, all electronic information will be erased from the principal investigator's computer
- Access to the records will be limited to the researchers; however, please note that regulatory agencies, and the Institutional Review Board and internal University of Oregon auditors may review the research records.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not taking part or for stopping your participation. Not taking part or stopping your participation does not jeopardize grades nor risk loss of present or future faculty/school/university relationships.
- The primary researcher in this study, Brianne Holden, is also a study abroad programs and scholarships advisor at the Office of International Affairs. Please be assured that your decision to participate or not participate in this study will no way impact the services you receive from the Office of International Affairs.

Contacts and Questions:

- The researcher conducting this study is Brianne Holden. For questions or more information concerning this research you may contact her at 760-525-5414 or at bholden@uoregon.edu. The faculty advisor is Stephen Wooten. For questions or more information concerning this research you may contact him at swooten@uoregon.edu
- If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at 541-346-2510 or ResearchCompliance@uoregon.edu

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Verbal Consent:

- Please verbally state whether or not you agree to participate. If you agree to participate in this research, do you agree to be recorded?

Signatures/Dates

Study Participant (Print Name)

Participant or Legal Representative Signature

Date

Please indicate below whether or not you agree to be audio recorded during your interview. Circle one:

YES, I agree to be audio recorded
recorded

NO, I do not agree to be audio
recorded

If you agree to be audio recorded during your interview, please sign and date below

Participant or Legal Representative Signature

Date

APPENDIX F

STUDY ABROAD SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

- A crossed-out scholarship indicates that international students are ineligible to apply
- An asterisk indicates that international students are at a disadvantage (disadvantages include not meeting citizenship/permanent residency status; not demonstrating financial need through FAFSA)

Global Education Oregon (GEO) Scholarships

Mills Study Abroad Scholarship *(disadvantaged without FAFSA)	\$500	Nov 1, Feb 1, March 15, Apr 15
GEO Ambassador Scholarship *(disadvantaged without FAFSA)	\$500-\$1,500	Nov 1, Feb 1, March 15, Apr 15
Smith Family Scholarship	About \$1,000	March 15, April 15
Fulmer Scholarship	\$1,000	March 15
GEO Gateway Departmental Scholarships (ARB, BI, GSS, RL)	Varies	Varies
Map Your Future Scholarship for freshmen *(disadvantaged without FAFSA)	\$1,000	May 1
Passport Grant	Cost of passport	March
Harsvik Family Scholarship for Study in Norway *(disadvantaged without FAFSA)	\$600 - \$800	Nov 1, March 15
Tanaka Miller for Hawaiian Residents	\$1,000 - \$2,000	Nov 1, March 15
Italy Study Abroad Scholarship (disadvantaged without FAFSA)	up to \$10,000	March 15
Suhaimi-Goodwin Middle East and Africa Scholarship *(disadvantaged without FAFSA)	At least \$1,000	Nov 1, March 15
Wegmann Scholarship for Chinese Studies (China/Taiwan) *(OR preference)	About \$1,200	TBA
Siegel Travel Award for Asia (preference for US citizens)	\$1,000 - \$2,000	Nov 1, March 15
Junji Numata in Honor of Dave Frohnmayer (Japan)	\$1,000 - \$1,500	Nov 1, March 15

Other Program Provider and Major Study Abroad and International Internship scholarships

Benjamin A. Gilman International Scholarship	up to \$5,000	Early October, early March
Fund for Education Abroad (FEA) (General, Rainbow)	up to \$10,000	mid-January
Foundation for Global Scholars (GRIT)	\$3,000	mid-February
Boren Undergraduate/Graduate	up to \$20,000/up to \$30,000	Campus deadline: Mid-January undergrad Late January graduate
CIEE *(disadvantaged without FAFSA)	\$500 - \$2,000	Same as program deadline
IE3 Global Scholarship *(disadvantaged without FAFSA)	\$500 - \$1,500	Feb, March, May, Oct, Dec
School for International Training (SIT) Scholarships and Pell Grant Match *(disadvantaged without FAFSA)	\$500 - \$5,000	Same as program deadline
Semester at Sea / ISE Scholarships	\$250 – full tuition	Varies
Danish Institute Abroad (DIS) Scholarships (General, Work Study, and Diversity)	\$250 - \$5,000	Oct, March, April
Center for Asian and Pacific Studies Freeman Internship Fellowship (SE and E. Asia)	up to \$6,000	Aug, Nov, Jan, April
Freeman Awards for Study in Asia (Freeman-ASIA)	up to \$3,000-\$7,000	October, March, April
Bridging Scholarship for Study in Japan	\$2,500 – \$4,000	Early April, Early October
Critical Language Scholarship (CLS)	Covers expenses	November
Deutscher Akademischer Austausch Dienst (DAAD) (German Academic Exchange Service)	€ 650/month + travel funds	Undergraduate: January Graduate campus deadline: mid-September

Scholarships through other UO Departments

College of Arts and Sciences: Hildegard Kurz Foreign Language Scholarship and others	varies	mid-late February
International Studies: Judy Fosdick-Oliphant Scholarship	\$1,000 – \$2,500	Usually Friday of week 4 every Fall, Winter, and Spring
Romance Languages Study Abroad Scholarships	varies	mid-February
Center for Multicultural Academic Excellence: Diversity Excellence Scholars Abroad	\$2,000	Late January
Japan America Friendship Fund Scholarship	\$2,000 – \$3,000	April
Center for Asian & Pacific Studies (CAPS): FLAS Fellowship for Chinese, Japanese, Korean	varies	February
German and Scandinavian Studies: Beth Maveety Study Abroad Scholarship and others	\$1,000, varies	Check with department
Clark Honors College: Shephard Family Scholarship	\$1,000 - \$2,000	February

APPENDIX G

STUDY ABROAD FAQs FOR UO INTERNATIONAL STUDENTS

International Student FAQs
Global Education Oregon Programs

Am I eligible to study abroad as an international student?

Yes! International undergraduate and graduate students are able to study abroad provided that they meet the eligibility requirements for the program.

What is GEO?

As the University of Oregon's study abroad office, Global Education Oregon, or GEO, guides students interested in study abroad.

What is study abroad?

Study abroad encompasses a variety of programs in which students attend school or complete an internship in a country outside of the US and receive UO academic credit. At the UO, 25% of students study abroad at some point in their college career.

How does the cost compare to tuition costs at UO for international students?

When students study abroad, they do not pay their regular tuition- instead, they pay the cost of the program. Program costs range widely depending on the program type, length, and location. For international students, many programs are comparable to the cost of attending the UO, and some programs are less expensive. The chart below compares the cost to attend UO on campus to two types of study abroad programs: an exchange program and a GEO center program. UO partners with a number of prestigious universities across the globe to create exchange programs in which students may directly enroll in courses offered at the partner university for UO credit. Exchange programs are generally highly independent programs where students receive support directly through the exchange university. GEO centers are study abroad programs that are administered and run by UO faculty and GEO staff, where students often work directly with and take classes from UO professors. GEO centers offer students a high level of onsite support.

Study Abroad 2016-17 Cost Comparison Chart

(By term, for undergraduate students)

	University of Oregon Campus	Waseda University Exchange	Spanish Immersion in Oviedo
Tuition & fees	\$11,147	\$8,850	\$10,093
Length of term	11 weeks	22 weeks	11 weeks
Amount of credit	15	21-25	up to 20
Housing and meals	\$5,078	\$6,350	\$2,156
Estimated course materials	\$356	\$130	0*

*Material cost included in tuition

Will studying abroad affect my student status in the US?

Students who participate on GEO sponsored study abroad programs are registered as full time UO students while abroad and receive UO credits, not transfer credits. As long as you participate in a study abroad program through the UO, the program should not affect your status in the US. We recommend that you meet with an international student advisor and a study abroad advisor as you consider your program options.

Are international students eligible to apply for study abroad scholarships?

There are a variety of need-based and merit-based scholarships available specifically for students who are studying abroad. Some of these scholarships are tied to a particular program and some are available for all UO students, including international students. A few general study abroad scholarships, which can be applied to a large number of our programs, include the Mills, GEO Ambassador and Map Your Future scholarships. There are also many regional scholarships which international students may be eligible for, including the Junji Numata International Scholarship in Honor of Dave Frohnmayer and the Harsvik Family Scholarship for Study in Norway. For more information regarding study abroad scholarships, please visit our website at: <http://geo.uoregon.edu/scholarships>.

Can I still graduate on time?

If you plan early, work closely with your academic advisor(s), and select the appropriate program that fits within your academic plan, then you can still graduate in your time frame. Students can often take coursework in their major while abroad, which keeps them on track to graduate, and sometimes even puts students ahead of their timeline.

Can I take classes abroad that will apply to my major?

With more than 250 programs in 90 countries, students can often find a program tailored to their academic, professional and personal interests. GEO offers a variety of programs specialized for particular majors, including, but not limited to, Business, Journalism, Architecture, Environmental Studies, languages and more! For example, GEO offers several architecture programs in Europe, Asia and Canada. Through the Architecture in

Rome program, students study past and present architectural and urban designs and take 3 major-related classes over the summer.

When should I consider studying abroad?

Application deadlines range from 3 months to 1 year before the start of a program. Therefore, we recommend that students begin looking into study abroad programs approximately one year before they intend to go abroad.

Will I need a visa?

Whether or not you will need a visa will depend on several factors: the country that you hold citizenship in, the country you intend to study abroad in and how long you plan to study abroad for. In many cases students can apply for a visa, if needed, within the US. For more information, please contact the Office of International Affairs at 541-346-3207 to set up an appointment with a study abroad advisor.

What are the application requirements?

The application requirements will vary slightly depending on the program. However, all applicants are required to submit an online GEO application which will ask students to fill out a questionnaire, respond to two short essay prompts and submit at least one letter of recommendation.

Who do I talk to for more information?

If you would like more information on study abroad programs, please contact the Office of International Affairs front desk to set up an appointment with a GEO study abroad advisor (541-346-3207). You may also visit us at drop in advising from 1:30-3:30 Monday-Friday, email geoinfo@uoregon.edu or visit the GEO website at geo.uoregon.edu for more information.

How do I apply?

Visit us at geo.uoregon.edu and click on programs for more information. On each of our program pages, you'll find an "APPLY NOW" button on the right-hand side.

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