

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Educational Administration: Theses, Dissertations,
and Student Research

Educational Administration, Department of

Spring 3-2014

Greek Affiliation and Education Abroad: A Quantitative Study of the Role of Greek Involvement in Study-Abroad Experiences

Luke Paul Martens Bretscher

University of Nebraska-Lincoln, luke.bretscher@unl.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/cehsedaddiss>



Part of the [Higher Education Administration Commons](#)

Bretscher, Luke Paul Martens, "Greek Affiliation and Education Abroad: A Quantitative Study of the Role of Greek Involvement in Study-Abroad Experiences" (2014). *Educational Administration: Theses, Dissertations, and Student Research*. 183.
<http://digitalcommons.unl.edu/cehsedaddiss/183>

This Article is brought to you for free and open access by the Educational Administration, Department of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Educational Administration: Theses, Dissertations, and Student Research by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Greek Affiliation and Education Abroad:
A Quantitative Study of the Role of Greek Involvement in Study-Abroad Experiences

by

Luke Paul Martens Bretscher

A THESIS

Presented to the Faculty of
The Graduate College at the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Master of Arts

Major: Educational Administration

Under the Supervision of Professor James Griesen

Lincoln, Nebraska

March, 2014

Greek Affiliation and Education Abroad:
A Quantitative Examination of the Role of Greek Involvement in Study-Abroad
Experiences

Luke Bretscher, M.A.

University of Nebraska, 2014

Adviser: James Griesen

The purpose of this quantitative study was to understand the impact that Greek affiliation has on the education-abroad experience. Specifically, the study examined whether there were differences in the experiences of Greek and non-Greek undergraduate education-abroad participants.

The central question for the study was: Are there differences in participation and experiences in education-abroad activities between students affiliated with social Greek letter organizations and students who are not affiliated with social Greek letter organizations? The researcher examined four different experiential differences: rate, influences to participate, barriers, and educational outcomes.

By examining 705 current University of Nebraska—Lincoln students who had study-abroad experiences, the researcher found that Greek students participated in education abroad at significantly higher rates than non-Greek students.

All 705 students were invited to participate in a survey to analyze experiences; 246 students completed the survey. The results of the survey found

that Greek students experienced modestly more positive peer influences to participate in education abroad. No significant differences in barriers emerged from the data. Greek students also reported modestly stronger educational outcomes from their participation in education-abroad activities.

The results of this study have a number of implications for professionals involved in both education abroad and Greek life on college campuses. In addition, the research contributes to existing literature and connects the study-abroad field and Greek membership in a new way.

Table of Contents

Chapter 1—Introduction	1
Purpose Statement	3
Research Questions	3
Null Hypotheses	4
Definitions of Terms	5
Research Design	6
Assumptions	8
Delimitations	9
Limitations	10
Summary	11
Chapter 2—Literature Review	13
Importance of Education-Abroad Opportunities	14
Benefits of Education-Abroad Trips	16
Who Participates in Education Abroad	18
Student Involvement Theory	20
Student Involvement and Education Abroad	21
Types of Education-Abroad Trips	21
Decision to Participate in Education Abroad	22
Push and Pull Model	24
Theory of Planned Behavior	26
From Education Abroad to Greek Membership	28

Who Joins Fraternities and Sororities	28
Cultural Purposes of Greek Organizations	30
Impact of Greek Membership	30
Conclusion	32
Chapter 3—Methodology	34
Purpose Statement	34
Research Questions	35
Null Hypotheses	35
Research Design	36
Research Setting	37
Population and Sample	39
Institutional Approval	40
Data Collection	40
Survey Development	41
Data Analysis	43
Conclusion	44
Chapter 4—Results	45
Participation Rates—Hypothesis One	45
Survey Results	47
Data Analysis for Survey Responses	48
Sources of Influence—Hypothesis Two	51
Barriers—Hypothesis Three	53

	iii
Benefits—Hypothesis Four	53
Primary Research Question	55
Conclusion	56
Chapter 5—Discussions	58
Purpose Statement	58
Summary of Findings	59
Discussion	59
Research Sub-Question Number 1	60
Research Sub-Question Number 2	63
Research Sub-Question Number 3	64
Research Sub-Question Number 4	65
Primary Research Question	67
Implications	68
Future Research	70
Conclusion	72
References	73

List of Tables

Table 1	Chi-square Distribution Analysis for Study Abroad Participation: Greek Students Versus Non-Greek Students.....	47
Table 2	Adjusted Results of T-Tests Utilizing the Holm-Bonferroni Procedure	50
Table 3	Sources of Influence to Participate in Education Abroad	52
Table 4	Benefits of Participating in Study-Abroad.....	55
Table 5	Overall Value Rating of Study-Abroad Experience.....	56

List of Figures

Figure 1	Origin and Destination Factors and Intervening Obstacles in Migration	25
----------	--	----

List of Appendices

Appendix A	IRB Approval Letter	80
Appendix B	Informed Consent Form	83
Appendix C	Office Approval Letters	86
Appendix D	Recruitment Emails	90
Appendix E	Survey Tool.....	93
Appendix F	Descriptive Statistics	102
Appendix G	T-Test Results	108
Appendix H	Chi-Square Test for Rate of Study	115

Chapter 1

Introduction

Social Greek letter organizations, colloquially known as fraternities and sororities, have been trying to justify their existence for well over a century (Horowitz, 1987). Existing as extracurricular features on American college campus for more than two hundred years, ever since Phi Beta Kappa was founded at the College of William and Mary in 1776, fraternities and sororities purport to hold students to core founding principles and values that lead to strong character, enhanced collegiate experiences, better interpersonal skills, and greater success later in life (Pike, 2003). Evidence for the developmental benefits of Greek affiliation is vigorously debated, as many researchers suggest the benefits to be nominal at best (Martin, Hevel, Asel, & Pascarella, 2011), while others suggest the benefits are clear and well substantiated (Pike, 2003).

These organizations, fundamentally, exist to create an opportunity for students to meet and engage with different people (Martin et al., 2011). While membership has long remained essentially homogenous, emerging evidence suggests Greek organizations are opening their doors to a broader diversity of students and demonstrating the awareness and desire to develop greater levels of cultural competence (Martin, Hevel, Asel, & Pascarella, 2011, Boschini & Thompson, 1998). Members of Greek organizations can demonstrate the desire for cross-cultural communication by investing their time in learning about other cultures—

college campuses all over the United States of America offer study-abroad programs to create cross-cultural opportunities.

The United States government has launched the initiative to increase involvement in study abroad opportunities (Salisbury, 2008). As the business sector has begun to recognize the expanding international economy and emphasize global competency in their hiring tactics (Bikson & Law, 1994), the government has made a deliberate effort to increase the number of American college students participating in education-abroad opportunities (Lincoln Commission, 2005). In 2005, a congressional bipartisan committee known as the Lincoln Commission published a report emphasizing the need for students to have international experience. The report, "Global Competence and National Needs: One Million Americans Studying Abroad" created the goal to quintuple the annual number of students travelling abroad to one million by 2017 (Institute of International Education, 2006).

By the 2011-2012 academic year, the number of students studying abroad increased to just 283,332 participants, far below the expected rate of growth previously set by the Lincoln Commission (Institute of International Education, 2013). While the number of students traveling abroad continues to underwhelm expectations, the charge of the Lincoln Commission continues to remain powerful—"what nations do not know exacts a heavy toll. The stakes involved in study abroad are that simple, that straightforward, and that important" (2005, p. 3). Possibly, part of the failure to meet expectations is not a problem of access to opportunities,

but a continued ignorance of who exactly is studying abroad. Developing a more comprehensive understanding of who is studying abroad can guide the expansion of programs, as well as provide direction for both education-abroad professionals and fraternity-sorority life professionals.

While a number of American fraternities and sororities claim to be international organizations, the extent of their international activities have historically been limited to the opening of chapters in North American nations outside of the United States (Kirk, 2013; Sigma Chi Fraternity, 2014). This study directly examined exactly how membership in a contemporary fraternity or sorority influences international study-abroad experiences.

Purpose Statement

The purpose of this study was to understand the role that fraternity and sorority affiliation has on education-abroad activities. This study aimed to understand whether members of fraternities and sororities participate in education-abroad activities at different rates than their non-Greek peers. Additionally, the study attempted to understand the influence that fraternity or sorority participation had on the study abroad decision-making process and experience.

Research Questions

The research design was guided by one primary research question and four secondary questions.

The primary research question was:

Are there differences in participation and experiences in education-abroad activities between students affiliated with social Greek letter organizations and students who are not affiliated with social Greek letter organizations?

The sub-questions for the study were:

- 1) Do Greek affiliated and non-Greek affiliated students participate in education-broad trips at different rates?
- 2) Are Greek and non-Greek students influenced to participate in education abroad in different ways?
- 3) Do Greek and non-Greek students experience different barriers that create challenges for education-abroad trips?
- 4) Are the benefits and lessons of education abroad different for Greek and non-Greek students?

Null Hypotheses

The null hypothesis of the primary research question was:

H₀: There are no differences in participation and experiences of education-abroad activities between Greek and Non-Greek students.

The null hypotheses for the sub questions were:

H₀₁: Greek students and non-Greek students are equally as likely to participate in education-abroad trips.

H₀₂: Greek and non-Greek students are not influenced to participate in education-abroad trips in different ways.

H₀₃: Greek and non-Greek students do not experience different barriers that create challenges in education-abroad trips.

H₀₄: The benefits and lessons of education abroad are not different for Greek and non-Greek students.

Definition of Terms

Greek Affiliated—A term to signify that an individual has been initiated as a member of a social Greek letter organization.

Fraternity or Sorority—A group of men and/or women who come together in search of a brotherly or sisterly bond built upon a shared interest in excellence in scholarship, friendship, service, and leadership. Students involved in fraternities and sororities often bond over shared values, principles, and rituals (Baird, 1991)

Active Member—An initiated member of a fraternity or sorority who is currently enrolled as a full-time undergraduate college student.

Brother or Sister—A term of endearment a member of a Greek letter organization will use to refer to a member of the same organization.

Greek—A term used to describe students who are formally affiliated with a fraternity or sorority.

Greek Letter Organization—A synonym for fraternity or sorority.

Chapter—A term used to reference a fraternity or sorority group on a campus that belongs to a national or international organization.

Education Abroad—The opportunity to pursue and receive academic credit for educational course work taken outside of the home country of origin.

Study Abroad—A synonym for *education abroad*.

Short-Term Education or Study-Abroad Trip—An education-abroad trip that lasts for eight weeks or fewer (Institute of International Education, 2013).

Mid-Length Education or Study-Abroad Trip—An education-abroad trip that lasts for approximately the length of a full academic semester (Institute of International Education, 2013).

Long-Term Education or Study-Abroad Trip—An education-abroad trip that lasts for approximately a full academic year or longer (Institute of International Education, 2013).

Research Design

This quantitative research was conducted at a large Midwestern University. The study was primarily comparative in nature, attempting to understand the extent of the relationship between fraternity or sorority involvement and the education abroad experience. The study took on two separate, however directly connected, data-collection phases

The first phase of research provided the raw institutional specific data. By engaging the offices responsible for fraternity/sorority life and education-abroad opportunities, in collaboration with the University Registrar, data were collected to understand the rate at which Greek-affiliated students and non-Greek students participate in study abroad.

The University Registrar was able to provide a snapshot of the students who are currently enrolled at the university. This phase of data collection provided

information on the total number of undergraduate students enrolled at the University during the spring semester of 2014 who are involved in fraternity or sorority life and the total number of students who are not involved in fraternity or sorority life. Information was also provided detailing the number of currently enrolled Greek and non-Greek students who have studied abroad. Using this information, it was possible to recognize the proportion of Greek and non-Greek students who have participated in education abroad. Using the data provided, and the anticipated graduation classes of currently enrolled students, it was possible to examine the rates at which education abroad occurred within multiple academic cohorts.

Along with these data, the registrar provided detailed information about the targeted student populations to better understand what types of student involvement is most affiliated with study abroad participation. In addition, the registrar provided information that allowed for both an examination into a comparison of grade point average (GPA), and enrollment status in the university honors program. Importantly, the registrar's office provided a gender breakdown of the students who have studied abroad in both the Greek-affiliated demographic and the non-Greek affiliated demographic—the gender breakdown was essential because the information creates the opportunity to not only recognize the differences between men and women in the rate at which they study abroad, but to further understand whether there is an observable difference between fraternities and sororities.

The second phase of research consisted entirely of a survey that was sent to all prior participants of education-abroad trips at the university who remain currently enrolled at the institution. This survey was meant to elicit information describing the role Greek affiliation plays in the education-abroad experience. The results of the survey provided insight into the research questions that examined the impact of Greek affiliation rather than solely examining information on the rate of participation or demographical information of participants.

The information collected through the survey was analyzed using SPSS software to pinpoint significant trends or themes within the data. The results on participation rate were primarily analyzed using a chi-square analysis with a Yate's correction. The Yate's correction corrects for approximation errors. The researcher chose chi-square testing as the method of analysis because this analysis works effectively when attempting to determine the difference in the distribution of individuals between two groups. For data collected from the survey, the researchers chose to analyze data using an independent samples t-test with a Holm-Bonferroni correction to limit the risk of multiplicity. A t-test allowed for the researcher to better understand the mean differences between groups—the groups under examinations were Greek-affiliated students who participated in education-abroad trips and non-Greek-affiliated students who participated in education-abroad.

Assumptions

This study was dependent on the following assumptions about the data and participating populations.

1. All data provided by the office of Greek affairs, office of education abroad, and office of the university registrar was complete and accurate.
2. The definitions provided here in the introduction are an accurate representation of all terms provided.
3. The large majority of students who participated in education-abroad trips participated in trips that were sponsored by the institution. The small number of students who may have participated in non-university approved trips was nominal and did not have any significant impact on the results.
4. The large majority of students who were involved in fraternity and sorority life at the university were affiliated with university-approved organizations. The small number of students who might have been affiliated with a Greek organization not approved by the university was also nominal and did not have a significant statistical impact on the data.
5. All respondents to the survey replied honestly to the best of their knowledge, leading to truthful results.
6. The students who responded to the survey were representative of the entire population of students who have studied abroad.

Delimitations

This study included a number of delimiting factors and variables that helped provide boundaries to the population being examined. While the purpose of the study was to examine the impact that fraternity and sorority involvement had on the education-abroad experience, the study was limited to currently enrolled

students at one large, public, land-grant, research institution in the Midwest.

Results may not be as transferable to other institutional types.

The population of study consisted of undergraduate students who were enrolled at the university for the 2014 spring semester and had participated in an education-abroad experience prior to the 2014 spring semester.

Similarly, all students involved in fraternity or sorority life were still affiliated with their Greek-letter organizations during the spring semester of 2014. This guaranteed that students surveyed were active members of their organization at the time of their education-abroad trip.

Certain traits and characteristics limit the transferability of the results from this study. Primarily, different institutions can set their own eligibility requirements for both participation in education-abroad trips and membership in Greek letter organizations. Other institutions may have different requirements for their students to participate in either or both of these programs.

Limitations

Despite attempts to eliminate outside influences and create a well-designed research study, a number of limitations continued to exist. The study population was identified from a single semester of enrollment, Spring 2014. While the sample population was narrowed in order to eliminate the influence of outside variables, the smaller population makes the results less transferable. Additionally, another method of narrowing the sample population to eliminate the influence of outside resources, only current undergraduate students were surveyed or calculated in the

data collection phases. Without the opportunity to observe these trends over multiple years and multiple cohorts of students, the trends observed in this study are only reflective of the current student population and may not reflect an enduring trend. Similarly, all participants came from the same institution and the same Greek community—a multi-institution approach would likely be best to understand a transferable trend.

While the data collection process gathered information on socio-economic status, GPA, gender, and so forth, in order to understand the influence of these variables on the population, there was no way to completely eliminate their influence in the study. Inevitably, all these demographical components of the populations are intimately linked to one another. The data on these variables were meant to offset this limitation by observing their influence, but the variables continued to exist.

Due to the length of the survey device and the high number of quantitative analyses run, there was a high risk of multiplicity. In order to combat multiplicity and limit the risk of a type 1 error, the post-hoc Holm-Bonferroni procedure adjusted the results to identify significance. The Holm-Bonferroni procedure provided adjusted alpha levels for comparison to avoid incorrectly rejecting the null-hypothesis.

Summary

This qualitative thesis examines the experiences of Greek and non-Greek education abroad participants. Throughout the course of this research, the

researcher examined the influences of fraternity and sorority life on the education-abroad process. This first chapter provided an introduction to the topic and to the research. Chapter 2 will review the existing literature on a number of relevant topics including the significance of education abroad, demographic information on who participates in education abroad, research on what encouragers and barriers exist for students considering study abroad, research on fraternity/sorority life, and research on student development. Chapter 3 presents the methodology and procedures used in this study. A number of topics are examined including the research design of the study, description of the participants, examination of data-collection procedures, and an explanation of the data-analysis procedures employed. Chapter 4 details the themes and explains the findings discovered through the research analysis. Chapter 5 details how the findings in the study can be applied—the chapter will describe conclusions from the study as well as make recommendations to student affairs professionals, institutions of higher education, and future researchers.

Chapter 2

Literature Review

A college education provides many skill sets that transcend beyond the classroom—such lessons in networking, professionalism, cultural competency, etc. are frequently achieved through engagement opportunities offered while attaining a degree (Martin, Hevel, Asel, & Pascarella, 2011). While the global economic environment is becoming increasingly internationalized, these outside-the-classroom skills are similarly increasing in importance (Nyaupane, Paris, & Teye, 2010). One in six jobs in the United States is connected into the international trade market, yet American employees are grossly underprepared for this type of work and cost their employers about \$2 billion each year due to a lack of cross-cultural training (Nyaupane, Paris, & Tete, 2010).

On college campuses, Greek life and education-abroad opportunities work to develop the extracurricular skill set of college students by providing leadership opportunities, cultural opportunities, and many other engagement opportunities (Braskamp, Braskamp, & Merrill, 2009, Pascarella, Flowers, & Whitt, 2001). While both Greek life and education abroad seem to complement each other in their intended goals of intellectual, cultural and ethical development, and, as will be discussed later in this chapter, may appeal to similar demographics, literature connecting the two is absent from the higher education cannon. There has been no research directly drawing out the relationship between Greek affiliation and education abroad.

This literature review will help establish a strong basis of information that can guide the connections between the two institutional entities. Existing literature provides a snapshot of exactly what the educational climate looks like in the United States and demonstrates how fraternity and sorority life fit into the academic environment.

Importance of Education-Abroad Opportunities

Over the last couple of decades, the number of American students participating in education-abroad trips has consistently grown. Two contributing factors for this increase are that the federal government has prioritized education-abroad opportunities for college students in a number of bills and legislation, and employers have stressed the importance of international experience (Stroud, 2010). Education abroad and international opportunities have become a more significant component of the college experience due to growing interest from students, alumni, and employers. Therefore, the opportunity for students to participate in a study-abroad trip has become an increasingly important engagement opportunity for American universities. The number of education-abroad opportunities as well as the percentage of a campus' population that participates in trips abroad has become a central component of institutional prestige (Stoud, 2010).

The federal government has started to view education abroad as central to America's place in the future global economy—President George Bush and the United States Congress created the Lincoln Commission that declared the United States would attempt to send 1 million students abroad annually by the 2016-2017

academic year (Lincoln Commission, 2005). While the participation rates, so far, have failed to meet the Federal expectations, the interest in education abroad remains (Institute of International Education, 2013). Currently, 23 states have passed resolutions committing resources to the promotion and pursuit of education abroad trips at the collegiate level (NAFSA, 2014). However, government and institutions are not the only entities that are noticing the benefits of a strong international immersion experience

Employers are beginning to take an increased interest in potential employees receiving a study abroad experience. A majority of American CEOs have spent extended time working outside of the United States of America (de Jong, Schnusenberg, & Goel, 2010). Employers are actively seeking employees with strong cross-cultural skills, and often these skills are developed through a truly cross-cultural experience, such as education abroad (Jessup-Anger, 2008). Many employers explicitly view study-abroad participation as an attempt to develop the holistic skills needed to succeed in a demanding and dynamic globalized work environment and look for candidates with that type of educational background (Trooboff, Vande Berg, Rayman, 2007).

Employers, institutions, and government agencies are finding increased interest in education abroad because of the profoundly positive economic impact of study abroad opportunities. Throughout the last few decades, there has been a growing fear that the United States would lose economic competitiveness in the global economy (Mathis, 2011). The 2013-2014 World Economic Forum Global

Competitiveness report mentioned “higher education and training” as the fifth pillar to economic success (p. 6). Higher education can create an opportunity for economic growth and excellence by preparing students to be adaptable and knowledgeable (World Economic Forum, 2013). Study abroad trips have the opportunity to equip students with the ability to learn to adapt to changing environments and different cultures.

Benefits of Education-Abroad Trips

Participation in education-abroad opportunities can have profound educational impacts on any student who goes on a trip. Braskamp, Braskamp, and Merrill (2009) found that the developmental benefits were primarily cognitive. Student participants in education-abroad demonstrate profound gains in cognition, particularly in the way that they are able to understand international affairs and other cultures (Braskamp et al., 2009). In this way, education abroad is what Braskamp et al. (2009) call a “value-added experience” (p. 110)—students demonstrate profound holistic experience in their global and cultural understanding. Beyond developing an understanding of global and cultural differences, Carlson & Widaman (1988) suggested that participating in education abroad trips develops an increased interest in international current events and global issues.

A number of other studies have demonstrated the significant educational benefits of participating in an education-abroad trip. Many students profit from the opportunity to earn transferable college credits while developing a complex cultural

identity (Carlson & Widaman, 1988). Langley and Breese (2005) demonstrated that study-abroad opportunities create a greater understanding and knowledge base for intercultural communication. McCabe (2001) suggested that the true benefit of education-abroad is not as abstract as creating a global perspective in an individual, but rather as simple as helping students understand who they are and what they value—developing confidence and reliance leads to a better understanding of the complexities of a changing global culture.

Lee, Therriault, and Linderholm (2012) continued to examine the simpler benefits of education abroad, and the researchers found that education-abroad participation had a profound impact on creativity. Lee et al., (2012) suggested that learning how to navigate in two or more different cultural settings leads to a significant leap in creative thinking. While immersion in a foreign environment has profound impacts on self-understanding, an experience in a different cultural setting helps students understand their own culture and background as well as develop a stronger understanding of an individual's own cultural identity (Savicki & Cooley, 2011). Beyond developing a better understanding of their own cultural identity, studying and living in a foreign environment can profoundly help a student gain a better understanding of a student's own socio-cultural identity, such as race and gender (Jessup-Anger, 2008). The act of cultural immersion has significant benefits for individual participants.

Who Participates in Education Abroad

While the demographics of higher education continue to diversify, significant disparities in race, gender, and major continue to exist in the participation rates of education-abroad opportunities (Lincoln Commission, 2005). The vast majority of education-abroad participants fall into the traditional college age range of 18 to mid-20s (Savicki & Cooley, 2011). Women remain nearly two times more likely to participate in education-abroad trips than men do, and this ratio has been relatively constant since 1995 (IIE, 2013). Similarly, students from racial and ethnic minorities remain extremely underrepresented in education-abroad trips—first-generation college students face a similar barrier in education abroad participation on campuses across the country (Stroud, 2010). While the minority student percentage on college campuses has risen, the percent of minority students participating in education-abroad trips has remained largely stagnant since 1995 (Salisbury et al. 2009).

Salisbury et al. (2009) elaborated on a number of other demographic features that were closely tied to education-abroad participation. By examining in detail, the backgrounds of thousands of study-abroad participants, Salisbury et al. (2009), found that participation in education abroad is frequently tied closely to family background. Student who came from affluent families are much more likely to participate in education-abroad trips—financial background is highly related to participation (Salisbury et al., 2009). Similarly, the researchers found that a parent's educational background is predictive of education-abroad behaviors: the

higher degree background of the parents, the more likely a student is to study abroad (Salisbury et al., 2009).

While gender and ethnicity has a significant influence on the decision to study abroad Salisbury, Umbach, Paulsen, and Pascarella (2009) found that institutional type plays a significant role in education abroad. Salisbury et al. (2009) found that students coming from liberal arts colleges are significantly more likely to study abroad than students at research universities, regional institutions, and community colleges. Another educational predictor of who will study abroad is academic background—while students enrolled in humanities and business majors are much more likely to study abroad than their peers pursuing degrees in the hard sciences, the best academic predictor of study abroad participation is foreign language interests (Allen, 2010). Students who are actively pursuing an understanding of a foreign language are more likely to engage in an educational abroad experience (Allen, 2010).

Another interesting predictor on the likelihood to travel abroad is the distance from home to a students' campus. Stroud (2010) found that students who lived more than 100 miles away from campus were significantly more likely to study abroad than students from nearby. Stroud (2010) asserted that the factors that lead a student to enroll at a college farther from home are likely the same as the factors that lead a student to enrolling in an education-abroad trip far from home. Students from further away may be more willing to participate in different cultural opportunities.

Student Involvement Theory

Alexander Astin (1999) created a predictive model of student success and development on a college campus based on an individual's involvement. According to Astin (1999),

Student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. Such involvement takes many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. According to the theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development. (p. 528)

Astin (1999) suggested that the more involved a student is on campus, the more likely they are to be motivated and engaged—and the more likely they are to participate in diverse activities both on and off campus.

A similar theory examining student involvement on college campuses was created by Vincent Tinto (1997) to suggest that the process through which students become more integrated into the social and academic environment on campus by getting involved. Tinto (1997) said,

we need to remind ourselves that our current two-dimensional graphic representations of interaction, which depict social and academic systems of colleges as two separate boxes, mask the fuller relationship between these two spheres of activity. A more accurate representation would have academic and social systems appear as two nested spheres, where the academic occurs within the broader social system that pervades the campus. Such a depiction would more accurately capture the ways, noted here, in which social and academic life are interwoven and the ways in which social communities emerge out of academic activities that take place within the more limited academic sphere of the classroom, a sphere of activities that is necessarily also social in character. (p. 619)

Tinto's (1997) model also demonstrated that the pathway to success in a college environment is to find both academic and social success.

Student Involvement and Education Abroad

Rust, Dhanatya, Furuto, and Kheiltash (2008) applied both Astin's (1999) and Tinto's (1997) models to education abroad. Rust et al. (2008) found that student involvement is a strong predictor for participation in education-abroad trips. Rust et al. (2008) examined five different measures of involvement—all five involvement types led to a substantial increase in the likelihood to study abroad. Academic involvement, social involvement, political involvement, diversity involvement, and community involvement, all led to statistically significant increases in the likelihood to study abroad (Rust et al., 2008). Using this information, colleges should be able to target interested students for study-abroad trips.

Types of Education-Abroad Trips

As the numbers of students participating in education-abroad opportunities shifts and changes, the types of trips in which students enroll have shifted and changed as well (Stroud, 2010). Short-term study-abroad trips are currently the most popular option and continue to grow in numbers—in the 2010-2011 school year 58.1% of trips were short-term, and in 2011-2012 58.9% of the trips were short term (IIE, 2013). Second in popularity with education-abroad participants are mid-length trips with the numbers decreasing from 38% to 37.9% (IIE, 2013). Third in popularity are long-term trips—participation in these type of trips has decreased from 3.9% to 3.2% (IIE, 2013). Unfortunately, researchers are finding

that the length of a trip is directly related to the amount of educational and developmental benefits.

Particularly, there is a considerable amount of dissension over the benefits of short-term education-abroad trips (Schnusenberg, de Jong, & Guel, 2012). Scholars have contested that the benefits of studying abroad decrease rapidly as the length of stay in a foreign country grows shorter (Dwyer & Peters, 2004). In order to begin reaping the greatest amount of the benefits of an education-abroad trip, students should spend at least eight weeks abroad (Dwyer & Peters, 2004). Unfortunately, there are frequently a number of logistical challenges and obstacles that prevent students from participating in the traditional extended education-abroad opportunity.

Decision to Participate in Education Abroad

Students often struggle to commit to participating in an education abroad activity. In 2008 a survey of incoming college students found that nearly 55 percent of all incoming college students planned on participating in a study-abroad trip (American Council on Education and Art and Science Group, 2008, p. 3). Despite these high intentions, less than ten percent of university students in the United States of America actually follow through on these plans and participate in education abroad trips during their time at a university (Institute of International Education, 2013).

While there are a number of factors that seem to help influence the decision to participate in education abroad, there are also a number of factors that directly

influence the destination of choice for contemporary American college students. Primarily, the destination often has a significant impact on the decision to study abroad; students are typically attracted to popular locations in Western Europe, e.g. United Kingdom, Italy, etc. (de Jong, Schnusenber, & Goel, 2010). Tourist behavior influences education abroad in a number of other ways as well.

Initial scholarly evidence on destination choice found origins in the study of tourism and tourist behavior (Nyaupane, Paris, & Teye, 2010). Phillip Pearce (1982) suggested that tourist location selection is guided by the search for a sense of self-actualization, belongingness, safety, and personal needs—these needs often lead to individuals selecting a location to visit based on familiarity, comfort, and social image. At the core, Pearce asserted that the social groups in which individuals belong often guide location selection for tourists, more than anything else (Pearce, 1982).

Nyaupane, Paris, and Teye (2010) created a conceptual model to guide the destination choice process by suggesting three key influencers are motivation, past travel experience, social ties, and academics. Out of these influences, Nyaupane, Paris, and Teye agree with the work of Pearce (1982) by asserting, through a quantitative analysis of motivations, that social ties is the most important factor in destination selection. Often times, the decision to travel abroad may be primarily guided by personal connections.

One method of understanding the way that social ties influence the decision to travel abroad is through the social capital that connections develop. Salisbury,

Umbach, Paulsen, and Pascarella (2009) suggested that the most important encourager to study abroad comes from amounts of social capital that a student compiles before college—this social capital can be financial, human, social, or cultural, all of which can come directly from developing strong relationships. Students who developed social capital from relationships that taught them to value diversity, education, and extra-curricular activities are much more likely to study abroad (Salisbury et al., 2009).

Push and Pull Model

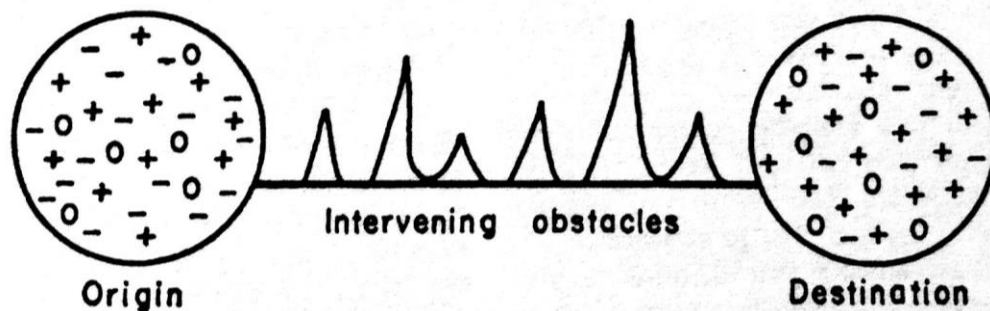
Many education-abroad researchers have drawn both inspiration and guidance from the similarities between education-abroad behaviors and migration behaviors (McMahon, 1992). Everett Lee (1966) developed a pioneering approach to understanding the behaviors of migrant populations that became known as the push-pull theory of migration. Lee asserted that,

The factors which enter into the decision to migrate and the process of migration may be summarized under four headings, as follows:

1. Factors associated with the area of origin.
2. Factors associated with the area of destination.
3. Intervening obstacles.
4. Personal factors. (Lee, 1966, p. 50)

Lee (1966) suggests that the first two of these factors consist of push factors that repel an individual from a location and pull factors that attract individuals to a location. Individuals chose to migrate to a new location when the push factors at the place of origin overwhelm the pull factors and the pull factors at a destination dominate the push factors at a destination—this is illustrated in figure one (Lee, 1966).

ORIGIN AND DESTINATION FACTORS AND INTERVENING OBSTACLES IN MIGRATION



(Source: Lee, 1966, p. 50)

Figure 1. Origin and destination factors and intervening obstacles in migration.

Lee's (1966) model was used to demonstrate how the decision to permanently leave for a new home destination is made. While education-abroad decisions are typically not a permanent relocation, the push-pull model nevertheless continues to maintain credence.

Multiple researchers have adapted Lee's (1966) push-pull research into a predictive model for education-abroad behaviors. The model developed by McMahon (1992) described push factors that encouraged students to leave their home country and pull factors that drew students to certain countries. McMahon's (1992) model was created to explain a student's decision to pursue an academic degree away from home. McMahon (1992) suggested that students are pushed to leave their home country by the level of wealth and involvement a country has in the world economy, and the quality of education at home—McMahon's model described the pull factors to a country as a comparison of the economy of a home country to the host country, economic and social links between the two countries,

and the host countries goals to attract foreign students. While many of the elements described in McMahon's (1992) study are irrelevant for study abroad programs that last a year or less, a number of researchers applied the push-pull model to education-abroad trips.

Drawing from the model set by McMahon (1992), Mazzarol and Soutar's 2002 study elaborated on a version of the push-pull model (Lee, 1966) that introduced factors such as language-study opportunities, fluency, and cooperation with home country. With these additions, education-abroad researchers introduced push-pull into the analysis of study-abroad decision making. Continuing to expand on the push-pull research, Lee (2013) suggested that traditionally the most important push factors for participating in education abroad are the institutions promotions of education-abroad trips and the resume-building value of a trip, while the pull factors are geography, weather, culture and economic success of the host country. In addition to these Lee (2013) suggested that additional pull factors are cost, quality of education, and a friendly and supportive educational environment; Lee downplayed the significance of the social groups and friends push on students decision making.

Theory of Planned Behavior

The Theory of Planned Behavior is a social-psychological theory that attempts to link an individual's intentions with that individual's actual behavior making actions predictable (Schnusenberg, de Jong, & Guel, 2012). The Theory of

Planned Behavior was created by Icek Ajzen (1991) to attempt to understand decision-making and actions.

Intention is the central element of action because intent is a clear demonstration of an individual's motivation to accomplish a task or act in a certain way (Ajzen, 1991). The Theory of Planned Behavior suggests that intention is the strongest predictor of action, but that intent is guided by three interconnected sources (Ajzen, 1991). Attitude toward the behavior, positive or negative perceptions of the action, is the first guide of intent (Ajzen, 1991). Second, subjective norms, the social pressure from people or culture around the individual, also influence intent (Ajzen, 1991). Third, perceived behavioral control, the degree to which an individual can control the results the action, directly influences intents (Ajzen, 1991). A complex interplay of these three components directly influence the strength of a person's intentions, which, in turn, directly influence actions (Ajzen, 1991). Ultimately, those three components are guided by the influences that surround people. Ajzen (1991) said, "any sample of behavior reflects not only the influence of a relevant general disposition, but also the influence of various other factors unique to the particular occasion, situation, and action being observed" (p. 180). This Theory of Planned Behavior helps demonstrate how students make the decision to participate in an education abroad trip.

Many demographic influences help create a strong intent to participate in education-abroad activities. Schnusenberg, de Jong, and Guel (2012) suggested that family income and support play a key role in establishing intent to study abroad.

Specifically, a student will likely not develop a strong intention to travel abroad, if they do not have substantial financial support. Another precursor of intention to study abroad was perceived future career; students who chose a major or career path that may require international or cultural competence are much more likely to develop strong intention to study abroad (Schnusenberg, de Jong, & Guel, 2012). The surrounding environment and personal influences of an individual directly influence intention.

From Education Abroad to Greek Membership

While developing a strong understanding of education-abroad activities, including an understanding of the significance, benefits, demographics, and theoretical backgrounds of participation, allows for the researchers to better understand how who will enroll in education abroad, more information is necessary to understand the background of fraternities and sororities. The rest of the literature review will examine the purposes and functions of Greek organizations, providing the information to critically understand what connections between Greek membership and education abroad might exist.

Who Joins Fraternities and Sororities

While Greek membership is rapidly diversifying, membership in organizations still trails behind the diverse demographic backgrounds of the general student populations (Park, 2012). Historically, fraternity and sorority members came from more affluent backgrounds than their peers (Scott, 1965), but recent evidence has downplayed the significance of family wealth saying that it no longer

holds as much significance as in the past (Chang & DeAngelo, 2002). Strict family income does not seem to matter nearly as much as social class in historically white Greek letter organizations, with the bulk of membership coming from middle-class families (Park, 2012). Outside of the cultural Greek letter organizations, originally founded for Latino/a, Black, Asian identifying students, social class continues to retain influence.

Many other demographical trends exist in Greek letter organizations on college campuses. Primarily, students who are Greek affiliated, particularly in historically white Greek-letter organizations, tend to have high levels of cultural capital (Park, 2012).

While Greek organizations are becoming more diverse ethnically and racially, they still tend to be homogeneous in characteristics (Martin, Hevel, Asel, & Pascarella, 2011). Greek-letter organizations continue to remain ethnically and culturally focused on their founding populations: historically white Greek-letter organizations remain primarily white, latino/a organizations remain primarily latino/a, etc., but this trend is gradually changing (Martin et al., 2011).

Students with close friends or family members who were Greek affiliated are more likely to join a fraternity or sorority on college campuses—Greek background can be a significant predictor of membership (Park, 2008). In this way, similar to education abroad, intention is key for action.

Another, well-documented trait of Greek members is a greater level of involvement; Greek students tend to be more involved on college campuses than

their non-Greek peers (Astin, 1977, 1993). Studies have demonstrated that Greeks, in particular, are highly involved in out of the classroom social experiences (Pike, 2000). Greek student experiences align closely with both Astin's (1999) and Tinto's (1997) theories.

Cultural Purposes of Greek Organizations

The continued purpose of Greek organizations is to provide students with an opportunity to engage with different types of people and learn how to be a socially responsible leader (Martin et al., 2011). Fraternities and sororities exist to encourage excellence in academics, friendship, service, and leadership (Martin, Hevel, & Pascarella, 2012).

While many Greek organizations seem to be trailing behind in diversifying by racial and ethnic demographics, Greek organizations are intended to embrace the diversifying populations and allow members to understand how to operate with different cultural and social backgrounds (Boschini & Thompson, 1998). The best way to exhibit the value of brotherhood, sisterhood, service, leadership, and friendship is to demonstrate significant value of diverse peoples and cultures (Boschini & Thompson, 1998).

Impact of Greek Membership

Learning outcomes of Greek membership are highly contested. Recent scholars have found that Greek affiliation has a negative impact on the learning of first-year students, however these negatives tend to balance out over time to have no negative influence on learning in the end (Pascarella, Flowers, & Whitt, 2001).

These results are very conflicted, a number of other studies demonstrate a positive influence on learning (Pike, 2003). Primarily, membership in a fraternity and sorority nationally has a negligible impact on average GPA of students, however membership does have a significant positive effect on persistence to graduation (Nelson, Halperin, Wasserman, Smith, & Graham, 2006). Greek students are much more likely to graduate than their peers.

Over the course of four-years of membership, students involved in fraternity and sorority life demonstrate profound developmental gains. During the first year of study, there is little difference in student engagement and learning outcomes between Greek and non-Greek students (Pike, 2003). However, by a student's senior year, substantial differences develop between Greek and non-Greek students (Pike, 2003). Greek students report higher levels of active and collaborative learning, interaction with faculty, feelings of campus support, and academic and personal development (Pike, 2003).

Research has demonstrated that membership in a fraternity or sorority leads to profound gains in the ability to lead (Pike 2000). Involvement in a Greek-letter organization was found to facilitate development as a student leader (Martin, Hevel, & Pascarella, 2012). In particular, Greek affiliation creates the opportunity for students to positively gain the ability to understand and execute socially responsible leadership (Martin, Hevel, & Pascarella, 2012)—Greek students understand, more than their non-Greek peers the need to “[maintain] a responsible connection to the community” (p.279).

Conclusion

While there is no literature that directly connects education-abroad opportunities with Greek membership, there are a number of parallels that exist and can be drawn from the literature. Educational-abroad opportunities complement many of the developmental benefits of Greek membership. While education-abroad activities provide opportunities to develop higher levels of cognitive thinking and analysis (Braskamp et al., 2009), Greek organizations purport to develop active and collaborative learning (Pike, 2003). In this way, these two different collegiate experiences could enhance the benefits of both.

Similarly, education-abroad trips are meant to provide an opportunity to engage in a culturally distinct and different environment where it is possible to learn how to thrive and communicate across cultures (Carlson & Widaman, 1988). Greek organizations also work to engage in a culturally diverse environment where students can learn to work with different types of people (Boschini & Thompson, 1998). Cultural education is an intended goal of both education abroad and Greek organizations.

Demographically, there are many similarities between the students who participate in education abroad and those engaged in fraternity/sorority life. Education-abroad participants tend to be white, traditional aged students, from reasonably affluent families with strong educational backgrounds (Savicki & Cooley, 2011, Stroud, 2010, Salisbury et al., 2009). Greek students tend to be white,

traditional age, economically stable, educationally advantaged individuals (Park, 2012, Chang & DeAngelo, 2002, Park, 2008).

While there are many clear parallels between students who participate in education-abroad trips and Greek life, there are no guarantees that these similarities will translate into higher rates of participation in education abroad. Chapter 3 will examine the methodology utilized throughout this study.

Chapter 3

Methodology

This research thesis is meant to help identify trends that exist within the education-abroad experience of both Greek and non-Greek students. With the intent to recognize transferable and overarching differences between the experiences of the two groups, the researcher chose to take a quantitative approach throughout the study.

The population of education-abroad participants at the university under review was large and growing every year, and by taking a quantitative surveying approach, the research data were able to represent a larger proportion of the population and pointed to any large trends occurring on campus.

While there is substantial research documenting the demographics, benefits, and experiences of students participating in education abroad, and there is also substantial research documenting the demographics, benefits, and experiences of students involved in fraternity and sorority life, there is no research drawing connections between the two experiences. This research attempts to contribute to knowledge that will lead to a greater understanding of the role of Greek life in education-abroad trips.

Purpose Statement

The purpose of this study was to understand the role that fraternity and sorority affiliation has on education-abroad activities. This study aimed to understand whether members of fraternities and sororities participate in education-

abroad activities at different rates than their non-Greek peers. Additionally, the study attempted to understand the influence that fraternity or sorority participation had on the study abroad decision-making process and experience.

Research Questions

The research design was guided by one primary research question and four secondary questions.

The primary research question was:

Are there differences in participation and experiences in education-abroad activities between students affiliated with social Greek letter organizations and students who are not affiliated with a Greek letter organization?

The sub-questions for the study were:

- 5) Do Greek affiliated and non-Greek affiliated students participate in education-abroad Trips at different rates?
- 6) Are Greek and non-Greek students influenced to participate in education-abroad in different ways?
- 7) Do Greek and non-Greek students experience different barriers that create challenges for education-abroad trips?
- 8) Are the benefits and lessons of education abroad different for Greek and non-Greek students?

Null Hypotheses

The null hypothesis of the primary research question was:

H₀: There are no differences in participation and experiences of education-abroad activities between Greek and Non-Greek students.

The null hypotheses for the sub questions were:

H₀₁: Greek students and non-Greek students are equally as likely to participate in education-abroad trips.

H₀₂: Greek and non-Greek students are not influenced to participate in education-abroad trips in different ways.

H₀₃: Greek and non-Greek students do not experience different barriers that create challenges in education-abroad trips.

H₀₄: The benefits and lessons of education abroad are not different for Greek and non-Greek students.

Research Design

Using a combination of quantitative methods, including data collected from the institution and information compiled from a survey of participants, this study examined the study-abroad experiences of Greek and non-Greek students at the University of Nebraska—Lincoln.

The research was designed to examine Greek affiliation in the context of the established literature on the subject. All questions were framed in the context of the literature review. The researcher first conducted a detailed analysis of institutional data on who participates in education abroad and who participates in fraternity and sorority life. This analysis was followed by a detailed survey created to elicit

information on differences between Greek and non-Greek study-abroad participants.

The institutional data and survey results provided quantitative data for analysis. A chi-square test was employed to analyze the distribution of participation for Greeks versus non-Greeks. A t-test was employed to analyze how the survey responses differed between the two groups. These data provided a deeper analysis of how education abroad differs for Greek and non-Greek students beyond simply the rate at which they participate in trips.

Research Setting

The study population consisted of all education-abroad participants currently enrolled in a bachelor's degree program at the University of Nebraska—Lincoln (UNL)(2012). UNL is a public, land grant, Midwestern, research institution. UNL (2012) serves as the flagship institution for the state and is seen as the primary research and doctorate granting institution. According to the Carnegie Foundation for the Advancement of Teaching, UNL is classified as a Research-Intensive University (Carnegie Foundation, 2010). Total UNL enrollment at the beginning of the 2013-2014 academic year was 24,445—undergraduate enrollment was 19,376 (University of Nebraska—Lincoln, 2013, p. 51). In the spring 2014 semester, undergraduate enrollment was 17,940. The university functions as a primarily undergraduate serving institution.

The University places high value in creating a diverse student population, and diversity has been valued in a number of different ways. UNL has been

expanding the enrollment of non-resident students, students from outside of the state of Nebraska, and the 2013 student cohort has the highest enrollment of non-resident students with 6,663 out of state students—20.8% of the undergraduate class were non-residents (University of Nebraska—Lincoln, 2012, p. 68). Ethnic and racial diversity on campus at UNL has also been a focus of the recruiting initiatives at the institution, and in fall 2013, students from racial and ethnic minority populations made up 12.01% of the undergraduate population (University of Nebraska—Lincoln, 2013, p. 62). In fall of 2013, female undergraduate students (8,938 students) made up 46.13% of the undergraduate student population, and male undergraduate enrollees (10,438 students) made up 53.87% of the student body (University of Nebraska—Lincoln, 2012, p. 67). This information provides a snapshot of who the composition of the UNL student body during the 2013-2014 academic year.

The University of Nebraska—Lincoln has a vibrant and active fraternity and sorority community. The community consists of 24 Interfraternity Council Fraternities (IFC), four Multicultural Greek Council Organizations (MGC), seven National Pan-Hellenic Council Organizations (NPHC), and 15 National Panhellenic Conference Sororities (NPC) (Office of Greek Affairs, 2014). The Office of Greek Affairs employs three full-time staff, and two graduate assistant staff. According to the Office of Greek Affairs, there are currently, 3,543 members of Greek-letter organizations currently enrolled at the University of Nebraska—Lincoln. This equates to about 19.75 percent of the total undergraduate student population.

There are 1,629 members of Interfraternity Council organizations, 51 members of Multicultural Greek Council groups, 26 members of National Panhellenic Council organizations, and 1,837 members of Panhellenic Association sororities.

The University of Nebraska—Lincoln also has an active and engaged education-abroad program and office on campus. In addition to a number of student workers, the education-abroad office employs five full-time staff members and one graduate assistant. Each year, the office estimates that approximately 700 students at UNL study abroad in 50 different countries all around the world (Education Abroad, 2014).

Population and Sample

The sample of students used in this study came directly from all students documented to have who have studied abroad during the summer 2011, fall 2011, spring 2012, summer 2012, fall 2012, spring 2013, summer 2013, and fall 2013. For accuracy of current contact information, data collection was limited only to students who are currently enrolled at the University of Nebraska—Lincoln in the spring 2014 semester.

From the list of 1576 students who had participated in education abroad during the prior eight terms, 705 students were identified as being currently enrolled at the university as undergraduate students for the 2014 spring semester.

Using this list of currently enrolled students at the University of Nebraska—Lincoln, the identification numbers were cross-referenced with a complete list of student identification numbers for all students at UNL who were currently affiliated

with a Greek letter organization. This provided a reliable analysis of how many Greek students studied abroad. There were 276 Greek students who studied abroad and 429 non-Greek students who studied abroad. Greek students comprised 39.2 percent of education-abroad participants at UNL, but only account for approximately 19.8 percent of the education-abroad undergraduate participants. See table 1 for a detailed illustration of the chi-square analyses.

All 705 currently enrolled education-abroad participants were contacted by email to participate in a survey that examined their experiences.

Using a sample size of 705 people, a 95% confidence level, and a 5% confidence interval, the researcher ran a power analysis to set a goal of 250 survey responses to provide significance.

Institutional Approval

The researcher secured permission to gather quantitative analyses of the currently enrolled cohort of education-abroad participants from the Institutional Review Board at the University of Nebraska—Lincoln. A copy of the approval letter is presented in Appendix A.

Data Collection

Data for this study were obtained from four different sources: the office of education abroad, the office of the registrar, office of Greek affairs, and a quantitative survey sent to all currently enrolled students with prior study-abroad experience. Data collection was conducted in the following order:

1. The office of education abroad provided:

- a. A list of all students have participated in education-abroad programs during summer 2011, fall 2011, spring 2012, summer 2012, fall 2012, spring 2013, summer 2013, and fall 2013.
2. The office of the university registrar matched the above population of currently enrolled UNL students and email addresses to student numbers to provide:
 - a. Email addresses.
 - b. Cumulative GPAs.
 - c. Gender.
3. A request for study participation and a link to the survey was sent to all 705 email addresses.
4. Using a list of UNL student numbers for all Greek-affiliated students that was provided by the office of Greek Affairs, the study population was sorted into two groups:
 - a. Greek affiliated, former education-abroad participants
 - b. Non-Greek affiliated former education-abroad participants.

These groups were then analyzed for GPA and gender comparison.

Survey Development

A unique survey was developed specifically for application during the data collection phase of this research study. The survey was created to collect information regarding (a) the role that Greek membership has on participation rates

in education-abroad trips, and (b) how Greek affiliation impacted the education-abroad selection process, learning outcomes, and experience.

The survey drew heavy guidance from the existing literature on education-abroad opportunities and Greek affiliation. While the first two questions existed exclusively as hooks to get survey participants to develop interest in the survey, the rest of the survey was divided into four thematic subsections.

The first subsection of questions examined the influences and barriers that existed for education-abroad participants. All questions helped understand whether Greek-affiliation impacts a student's decision-making process to study abroad. Questions examined where students received encouragement or discouragement and what were the significant challenges and barriers that existed throughout the planning process.

A second subsection of questions examined the developmental outcomes and benefits of education-abroad trips. These questions attempted to recognize whether there was a difference in the developmental and educational outcomes of education-abroad experiences based on a student's involvement in a fraternity or sorority. These questions were primarily derived from research examining the intended outcomes of an education-abroad trip.

The third section was targeted to examine the specific role that fraternities and sororities and other student groups or clubs play in the education-abroad experience. Questions were designed to assess how the values and characteristics of different clubs and groups impact the education-abroad experience.

The fourth section continued with demographic questions. These questions help display a profile of the students who participate in education-abroad trips through the University of Nebraska—Lincoln. Furthermore, these demographic questions help determine whether the students participating in education-abroad trips are different dependent on Greek affiliation.

All students received the same survey and the same questions in the first two and the forth subsections. The third subsection asked Greek-affiliated students about their Greek organization, while the non-Greek affiliated students were asked to respond in relation to clubs and groups with which they are involved. The survey results allowed for the researcher to run analyses based on the treatment in examination, Greek affiliation.

Data Analysis

All quantitative data collected from the survey were analyzed for significance and themes using the Statistical Package for the Social Sciences (SPSS). The data collected on the rates of study abroad for both Greek and non-Greek students were subjected to a chi-square analysis to understand the significance of differences between the two groups. A Yate's correction was applied because the results were analyzed in a two-by-two table. The Yate's correction attempts to eliminate the possibility of error due to approximation by reducing the chi-square value and thus increasing the p-value. The researcher used two key groups throughout the analysis: Greek-affiliated students who studied abroad and non-Greek students who studied abroad.

All other answers were analyzed to determine whether there were differences in the mean responses for Greek education-abroad participants and non-Greek education-abroad participants. A t-test was used to assess significance between the mean differences in responses for these two populations. While the t-tests recognized significant differences between group means, the high number of individual t-tests led to greater risks of error due to multiplicity. The researcher utilized the Holm-Bonferroni method to revisit the information and limit the opportunity for multiplicity error. The Nebraska Evaluation and Research (NEAR) center reconfirmed all accuracy of data sets and statistical tests by revisiting all statistical analyses.

Conclusion

This chapter explained the methodology used throughout the entirety of the research study. The data collected from the office of education abroad, office of the registrar, office of Greek affairs, and the detailed survey, provided the quantitative background to conduct the entire study. The results of this data collection are discussed throughout chapter 4.

Chapter 4

Results

The purpose of this study was to examine the role that fraternity and sorority involvement plays in the education-abroad experience. This study was a quantitative study that utilized a survey developed by the researcher to determine differences in education-abroad experiences between Greek and non-Greek students. The population under examination was made up of all currently enrolled on-campus undergraduate students at the University of Nebraska—Lincoln who have participated in education-abroad activities (n=705).

Participation Rates—Hypothesis One

H₁: Greek students and non-Greek students are not equally as likely to participate in education-abroad trips.

H₀₁: Greek students and non-Greek students are equally as likely to participate in education-abroad trips.

Information to understand the participation rates of Greek and non-Greek education-abroad students was collected from the office of education abroad, the office of Greek affairs, and the office of the university registrar. The descriptive information collected was utilized to see whether Greek or non-Greek students were more likely to participate in education abroad.

Analyses were run to compare the rates at which students study abroad, their sources of support, the barriers they faced, and the lessons they learned. These analyses provided insights into whether a difference in experiences existed

for Greek and non-Greek students at the university. Of the 17,940 undergraduate students currently enrolled at the University of Nebraska—Lincoln, 705 students have participated in an education-abroad activity. Currently, of the 17,940 undergraduate students enrolled at the University of Nebraska—Lincoln, 3,543 are involved in fraternities and sororities, leaving 14,397 non-affiliated students. Of the 705 total education-abroad participants at the University of Nebraska—Lincoln, 276 are involved in Greek life, whereas 429 are non-Greek. This means that 276 out of 3,543 current Greek students have participated in education abroad for a total percent of 7.79 percent— and 429 out of 14,397 current non-Greek undergraduate students participated in education abroad, which equates to a participation rate of 2.98 percent.

By utilizing a chi-square analysis with a Yate's correction to examine the different populations and their education-abroad participation, the different rates of participation were proven to be significant resulting with a p-value of .001 and a chi-square value of 172.987. Table 1 displays the information utilized to conduct the chi-square analysis. By analyzing the frequency with which Greek students and non-Greek students are involved in education abroad, this test demonstrates statistically that Greek students participate in education-abroad trips at a significantly higher rate than their non-Greek peers. Each individual Greek student is just about 2.89 times more likely to participate in an education-abroad trip than each individual non-Greek student.

Table 1

*Chi-square Distribution Analysis for Study Abroad Participation: Greek Students
Versus Non-Greek Students*

	Study Abroad	Non-Study Abroad	Enrollment Total
Greek	276 (7.8%)	3,267	3,543
Non-Greek	429 (2.7%)	13,968	14,397
Participant Total	705	17,235	17,940

Chi-Squared Value = 172.987

p-value = .001

With this level of significance and dramatic difference in participation rates, it is clear that the null hypothesis can be rejected. Greek students and non-Greek students do participate in education abroad at different rates.

Survey Results

While all 705 currently enrolled, education-abroad participants were invited to participate in the survey, 265 students started the survey and 244 completed the survey. This resulted in a completion rate of 92 percent. Overall, 244 students completed the survey out of 705 total students, yielding a response rate of 34.6 percent. Out of the 276 Greek students who had participated in education abroad, 83 completed the survey for a response rate of 30.1 percent from the Greek students. Of the 429 non-Greek students who had participated in education abroad, 161 completed the survey, resulting in a 37.5 percent response rate among non-Greek participants.

Data Analysis for Survey Responses

In order to test the remaining three sub-questions, the researcher chose to utilize an independent samples t-test to analyze mean differences. A chi-square analysis would result in significant limitations. While the goal of 250 responses was nearly reached (244 completed surveys), the distribution of survey choices created insurmountable limitations. Many individual items resulted in fewer than five participants selecting certain options within items; this would lead to an expected count of less than five in many cases. This small expected count created challenges in the reliability and validity of any chi-square results. Furthermore, the researcher decided that an analysis of distribution would not provide the statistical information that was desired.

The researcher decided to analyze the results of the survey utilizing a simple t-test to recognize any significant differences in the mean responses to every individual item based on Greek affiliation. Every item was analyzed using a t-test to help understand whether Greek and non-Greek students experienced education abroad differently.

Due to the high number of individual items (42 in total), the number of individual t-tests utilized in the study was very high. After running the initial t-test analysis, 12 individual items resulted in a p-value of under the usual .05 alpha value level for significance. However, due to the high number of t-tests run preliminarily, the researcher had to accommodate for multiplicity. Multiplicity problems arise when too many individual statistical tests are run. A high number of repeated

examinations of data would ostensibly lead to an increased likelihood that a significant difference between groups will be found, however the reality is that, with so many different tests on the data, researchers must remain more critical and skeptical of the data.

Higher numbers of tests lead to a significantly higher chance of incorrectly rejecting the null hypothesis, a type 1 error. In order to counteract the problem of multiplicity and to reduce the likelihood of making a type 1 error, the researcher utilized statistical corrections.

The researcher chose to utilize the Holm-Bonferroni method for multiple comparisons. The Holm-Bonferroni procedure is a post hoc tool used to create adjusted alpha values.

Throughout the analyses in this study, the researcher utilized an alpha value of .05. The first step the researcher utilized was to order all the questions with a p-value of under .05 from smallest to largest. But, instead of simply comparing the p-values to a .05 alpha level, the researcher used a stricter adjusted alpha level discovered using the Holm-Bonferroni method. For the item with the smallest p-value, the appropriate comparison is to the initial alpha value .05 divided by the total number of tests run, 42—the comparison was to $.05/42 = .00119048$. If the p-value is smaller than the adjusted alpha, it is safe to accept the item as significant and move on to the next item. If the p-value is larger than the adjusted alpha, the researcher cannot reject the null hypothesis and must stop. Table 2 displays the procedure and results of the Holm-Bonferroni Procedure.

Table 2

Adjusted Results of T-Tests utilizing the Holm-Bonferroni Procedure

Question	P Value	Holm-Bonferroni Adjusted Formula	Holm-Bonferroni Adjusted Alpha	Is this Question significant
1- Please rate your study-abroad experience	0.001	0.05/42	0.0012	Yes
20- How much did friends encourage or discourage you to study abroad?	0.001	0.05/41	0.0012	Yes
27- How much did your education-abroad trip encourage your personal growth?	0.001	0.05/40	0.0013	Yes
28- How much did your education-abroad trip develop your ability to relate to people of other cultures?	0.001	0.05/39	0.0013	Yes
41- To what extent do the student groups or clubs you are involved in promote core values and principles that led you to study abroad?	0.001	0.05/38	0.0013	Yes
42- To what extent do the student groups or clubs you are involved in connect you to friends and peers with study-abroad experience/interest?	0.001	0.05/37	0.0014	Yes
39- To what extent do the student groups or clubs you are involved in encourage the development of cross-cultural friendships?	0.005	0.05/36	0.0014	No
33- How much did your education-abroad trip increase your independence?	0.007	0.05/35	0.0014	No
36- To what extent do the student groups or clubs you are involved in encourage members to study abroad?	0.007	0.05/34	0.0015	No
35- How much did your education-abroad trip teach you to communicate across cultural differences?	0.008	0.05/33	0.0015	No
34- How much did your education-abroad trip increase your leadership skills?	0.021	0.05/32	0.0016	No
26- How much did your education-abroad trip assist you in your professional development?	0.038	0.05/31	0.0016	No

The next smallest item was then compared to an adjusted alpha of .05 divided by the total number of tests run minus one. So, the adjusted alpha was $.05/41 = .00121951$. If the p-value is smaller, the researcher rejects and moves on to the next item. If the p-value is larger, than the researcher must stop rejecting null hypotheses. This process continues until an item has a p-value larger than an adjusted alpha. For any item with a larger p-value the null hypothesis cannot be rejected.

Using the Holm-Bonferroni method to account for multiplicity, six items (out of the initial 12) were found to be significant.

Sources of Influence—Hypothesis Two

H₂: Greek and non-Greek students are influenced to participate in education-abroad trips in different ways.

H₀₂: Greek and non-Greek students are not influenced to participate in education-abroad trips in different ways.

The researcher examined a number of different study-abroad influences throughout the items in the study, including previous travel experience, destination, and academic quality. In total, 21 items assessed the decision-making influences on the decision to study abroad.

After testing all items and applying the Holm-Bonferroni procedure to account for multiplicity, three items related to “influences” resulted in significance. Greek students (M=1.30, SD=.462) reported receiving significantly higher levels of

encouragement from friends to participate in education abroad than non-Greek students (M=1.66, SD=.688).

Organizations play a significant role in influencing students to participate. Greek students (M=1.51, SD=.799) reported that the values and principles of their fraternities encouraged them to study abroad much more than non-Greek students (M=2.22, SD=1.099) reported encouragement from the clubs and groups with which they were involved. Finally, Greek students (M=1.66, SD=.959) also suggested they were much more connected to friends who were interested in studying abroad in their Greek organization than non-Greek students (M=2.43, SD=1.144) found in other clubs. Table 3 displays the descriptive statistics for the significant items.

Table 3
Sources of Influence to Participate in Education Abroad

Item	Greek or Non-Greek	N	Mean	Std. Deviation	Std. Error Mean	Difference Between Means
20- How much did friends encourage or discourage you to study abroad?+	Greek Non-Greek	83 163	1.30 1.66	.462 .688	.051 .054	-.355* .355*
41- To what extent do the student groups or clubs you are involved in promote core values and principles that led you to study abroad?++	Greek Non-Greek	79 161	1.51 2.22	.799 1.099	.090 .087	-.711* .711*
42- To what extent do the student groups or clubs you are involved in connect you to friends and peers with study-abroad experience/interest?++	Greek Non-Greek	79 161	1.66 2.43	.959 1.144	.108 .090	-.777* .777*

*Holm-Bonferroni Adjusted p value < .002

+20 was measured on a 1-5 scale. 1 was "highly encouraged" and 5 was "highly discouraged."

++41 and 42 were measured on a 1-4 scale. 1 was "a great amount" and 4 was "not at all."

With these three significant influences demonstrating key differences between Greek and non-Greek students, it is safe to reject the null-hypothesis. Greek and non-Greek students experience different influences to study abroad.

Barriers—Hypothesis Three

H₃: Greek and non-Greek students do experience different barriers that create challenges in education-abroad trips.

H₀₃: Greek and non-Greek students do not experience different barriers that create challenges in education-abroad trips.

Within the survey tool developed for this study, there were eight questions asked regarding the difference in barriers to study abroad for Greek and non-Greek affiliated students.

After examining the values for all eight questions after the application of the Holm-Bonferroni procedure, none of the eight questions demonstrated any significance. Thus, there were no significant observable difference in the barriers to study abroad that exist between Greek and non-Greek students.

With no significant difference between means for any of the questions regarding “barriers,” the researcher chose to retain the null-hypothesis for sub-question three.

Benefits—Hypothesis Four

H₄: The benefits and lessons of education abroad are different for Greek and non-Greek students.

H₀₄: The benefits and lessons of education abroad are not different for Greek and non-Greek students.

The fourth hypothesis examined the benefits associated with an education-abroad trip. Eleven items in the survey examined the benefits for both Greek and non-Greek students to understand the potential differences in how these two populations value their study-abroad experience after they return home from the trip.

Among the eleven questions examining benefits, there were a number of possible options including understanding culture, professional development, academic support, independence, and leadership. After utilizing the Holm-Bonferroni correction, two of the questions demonstrated significance.

Greek students ($M=1.09$, $SD=.322$) reported a significantly higher amount of personal growth than non-Greek students ($M=1.26$, $SD=.516$). Similarly, Greek students ($M=1.10$, $SD=.370$) reported they were able to relate to people from different cultures much better after an education-abroad trip than non-Greek students ($M=1.33$, $SD=.578$). In both of these situations Greek students reported more benefits from study abroad than non-Greek students. Table 4 displays the descriptive statistics results.

With both of these questions demonstrating significant differences in benefits of study abroad for both Greek and non-Greek students, the null hypothesis was rejected. Greek and non-Greek students do experience different benefits from

participating in education abroad. It appears that Greek students are able to benefit slightly more from the experience than non-Greek students.

Table 4
Benefits of Participating in Study-Abroad

Item	Greek or Non-Greek	N	Mean	Std. Deviation	Std. Error Mean	Difference Between Means
27- How much did your education-abroad trip encourage your personal growth?+	Greek	82	1.09	.322	.036	-.172*
	Non-Greek	163	1.26	.516	.040	.172*
28- How much did your education-abroad trip develop your ability to relate to people of other cultures?+	Greek	83	1.10	.370	.041	-.235*
	Non-Greek	163	1.33	.578	.045	.235*

*Holm-Bonferroni Adjusted p value < .002

+27 and 28 were measured on a 1-4 scale. 1 was "a great amount" and 4 was "not at all."

Primary Research Question

H₁: There are differences in participation and experiences of education-abroad activities between Greek and Non-Greek students.

H₀₁: There are no differences in participation and experiences of education-abroad activities between Greek and Non-Greek students.

All questions relate directly to the primary research question. In addition to the questions previously discussed, the survey demonstrated significant differences between how Greek students (M=1.12, SD=.363) and non-Greek students (M=1.25, SD=.489) rate their study-abroad experiences. Greek-affiliated students perceive their study-abroad experience to be much better than their non-Greek peers. In this

way, students involved in fraternity and sorority life appear to enjoy the experience more than non-Greek students. Table 5 displays the statistics for the different ratings of study abroad experiences.

Table 5

Overall Value Rating of Study-Abroad Experience

Item	Greek or Non-Greek	N	Mean	Std. Deviation	Std. Error Mean	Difference Between Means
1- Please rate your study-abroad experience.	Greek	83	1.12	.363	.040	-.131*
	Non-Greek	163	1.25	.489	.038	.131*

*Holm-Bonferroni Adjusted p value < .002

+Q1 was measured on a 5 point scale. 1 was excellent and 5 was very poor.

Overall, with six different significant items in the survey in addition to the significantly different education-abroad rate, there is enough evidence to reject the null hypothesis for the primary research question. Greek and non-Greek students do experience education-abroad trips in different ways.

Conclusion

A number of important patterns exist within the data described throughout this chapter. Ostensibly, not only do Greek-affiliated students participate at a higher rate than non-Greek students, but also Greek students seem to benefit a little more from their education-abroad experiences.

While chapter 4 was meant to simply describe the data, chapter 5 will analyze the data. Chapter 5 also provides a detailed discussion about the implications of the data. In addition, chapter 5 elaborates on the application of the

information, as well as describe the limitations of the current study and recommendations for the future.

Chapter 5

Discussion

Throughout the course of this quantitative study, the researcher attempted to understand the role that fraternity or sorority affiliation played on an education-abroad experience. While there are a number of components of participation in study abroad, this study focused primarily on four primary components for comparison: first, the rate of participation, second, influences to participate (both positive and negative), third, barriers in participation, and fourth, the benefits of participation. Using these four different components, the researcher sought to determine whether there were significant differences in the experiences of Greek versus non-Greek study-abroad participants.

Data and results are intended to guide both education-abroad and Greek-life professionals on college campuses. Overall, the research provided fills in significant gaps in the existing literature on education abroad. No prior research existed that connected these two student populations in any way.

Purpose Statement

The purpose of this study was to understand the role that fraternity and sorority affiliation has on education-abroad activities. This study aimed to understand whether members of fraternities and sororities participate in education-abroad activities at different rates than their non-Greek peers. Additionally, the study attempted to understand the influence that fraternity or sorority participation had on the study abroad decision-making process and experience.

Summary of Findings

The quantitative results of this study indicated that there were significant differences in the experience of students participating in education abroad. First, substantial differences were found in the rate at which Greek and non-Greek students participate in study abroad. Second, survey analyses discovered multiple differences in the influences to participate in education abroad. Third, the survey results demonstrated significant differences in the benefits of study abroad. Based on the responses of 244 study abroad participants, there was no significant differences in barriers between Greek and non-Greek education-abroad participants.

Overall, the data collected demonstrated that Greek-affiliated students not only participate in education-abroad activities at higher rates than their non-Greek peers but also report modestly higher amounts of peer support as well as greater educational and developmental benefits from participation. While non-Greek students demonstrate parity on a number of items analyzed throughout the course of this study, study abroad practitioners may be able to target and promote their study abroad programs to Greek students in order to easily find interested participants.

Discussion

This study adds directly to previous research on both education-abroad activities and Greek membership at a college or university. In particular, this study

connects directly into the research on who participates in education abroad and the purposes of Greek letter organizations.

Research Sub-Question Number 1

Do Greek affiliated and non-Greek affiliated students participate in education-abroad trips at different rates?

The first sub-question is an examination of who participates in education-abroad activities. The results of this study demonstrated that Greek students at the University of Nebraska—Lincoln are much more likely to participate in education abroad than non-Greek students. While Greek students accounted for just 19.75 percent of the entire undergraduate student population in the spring 2014 semester, 39.74 percent of the currently enrolled education-abroad participants were Greek affiliated. From another perspective, while only 2.7 percent of non-Greek students had been involved in education abroad, 7.8 percent of the total Greek-student population has been on an education-abroad trip.

With differences proven to be significant by a chi-square test, the researcher rejected the null hypothesis on sub-question number one. Because the demographics of Greeks and study-abroad participants are similar (Savicki & Cooley, 2011, Stroud, 2010, Salisbury et al., 2009, Park, 2012, Chang & DeAngelo, 2002, Park, 2008), the higher participation rate among Greek students may make sense and fit well in the existing literature bank.

Analyses of demographic information of both Greek and non-Greek students recognized that the two populations contained a number of similarities and

differences that might relate directly to the participation rates of students. There was no significant difference between the two populations regarding average family income, which is often an important predictor for education-abroad participation (Salisbury et al., 2009). There were no observable differences between college of enrollment, previous travel experience, and destination of education abroad trip, all of which were suggested by Nyaupane, Paris, and Taye (2010) as being essential in the decision-making process to participate in education abroad.

Two demographic questions might point to the reasons for differential participation rates between Greek and non-Greek students in this study. First, Greek study-abroad participants at the University of Nebraska—Lincoln were more likely to be women—research demonstrates that women in general are much more likely to be involved in study abroad (IIE, 2013). A second demographic question included in the study that would suggest why Greeks might participate at a higher rate is that the survey results demonstrated that students involved in fraternity and sorority life at the University of Nebraska—Lincoln were less likely to be first generation students. Whereas just 76.8 percent of non-Greek students reported their parents had at least a bachelor's degree, 83.3 percent of Greek students reported their parents had at least a bachelor's degree. Literature suggests that first-generation college students are much less likely to participate in education abroad (Stroud, 2010, Salisbury et al., 2009). While these demographic questions might explain the higher participation rate, other demographical data would seem to counter the influence.

Greek students who participated in education-abroad activities appear, based on the data, to be significantly more likely to be considered in-state students (77.4 percent), many of whom came from towns nearby Lincoln. By contrast, non-Greek students were less likely to be from in-state (63.4 percent). Research has demonstrated that students whose hometowns are closer to campus are less likely to participate in study-abroad activities (Stroud, 2010)—this trend does not hold much truth in this situation. This may suggest that possibly other demographic information holds greater significance, or Greek involvement is a key promoter.

Another background question pointed to a difference in participation that may influence the rates of participation. While Greek students do participate in semester-long study-abroad trips, they do not seem to participate in trips longer than a semester (although the number of non-Greeks involved in these trips is also nominal). The dramatic difference existing between Greek and non-Greek students is that Greek students participate in short-term education abroad trips at a much higher rate than their non-Greek peers. Greek students are finding the best opportunity to study abroad exists within the trips that are shorter than eight-weeks long. This difference may account for some of the disparities in participation rates because these trips are easier to fit into a busy schedule. A possible opportunity for further study would be to examine why there is a difference in length of study abroad participation between Greek and Non-Greek students.

Finally, a trend that may be particularly valid in this situation is the role that involvement plays in education-abroad behaviors. Researchers have recognized

that students with higher levels of involvement are more likely to participate in education abroad trips (Rust et al., 2008). Similarly, Greek students are more involved on college campuses (Astin, 1977, 1993). Higher involvement from Greek students may be key to the higher levels of participation in education-abroad trips among Greek students.

Research Sub-Question Number 2

Are Greek and non-Greek students influenced to participate in education abroad in different ways?

Survey results that examined influences to participate in study abroad may be intimately linked to the higher participation rates among Greek students. Non-Greek students did not experience greater levels of encouragement in any single category, however Greek students did report greater levels of encouragement from friends and organizational goals. In this way, Greek students seem to receive higher levels of encouragement to participate in education-abroad activities, which might translate into higher rates of participation among Greek students in education-abroad activities.

Greek students reported that they were often encouraged to participate in education abroad by friends at a much higher rate than non-Greek students. One-hundred percent of Greek students surveyed reported either being encouraged or highly encouraged to study abroad by their friends, whereas just 88.5 percent of non-Greek students reported some type of encouragement from their friends. In addition, 11.5 percent of non-Greek students either received no encouragement or

were explicitly discouraged to study abroad by friends. The different levels of support from friends may contribute to a lower participation rate among non-Greek students.

Furthermore, Greek organizations are better at connecting students to friends and peers who are interested in an education-abroad trip. Many Greek letter organizations have been established to provide students with friendships and connections rooted in scholarship, leadership, and service (Martin et al., 2011). Greek students affirmed this purpose by their responses to these survey questions. Greek students reported that the culture and goals of their organization helped develop connections to peers with similar values and goals.

Another factor in which Greek students reported greater influence to study abroad was found in the purposes and goals of fraternities and sororities when compared to non-Greek student groups. Greek students reported that the values and principles of their organizations led them to study abroad at a much higher rate than non-Greek students. Greek students felt that the values of service, leadership, scholarship, and friendship were directly connected to the experience of study abroad, whereas students involved in non-Greek clubs did not report a connection between their organizations' values and study abroad.

Research Sub-Question Number 3

Do Greek and non-Greek students experience different barriers that create challenges for education-abroad trips?

The null hypothesis for sub-question four was the only in the study that could not be rejected. From the information and data reported, there were no discernable differences in the barriers that exist for Greek and non-Greek students interested in study abroad. Unfortunately, these questions did not provide any background or information to help understand the different rates. Questions examined cost, commitments, timing, apprehension about being in a foreign setting, and logistical issues. However, there were no significant differences in barriers between the Greek affiliated and non-Greek study-abroad participants.

A possible explanation for the lack of significant differences may connect back to the lack of many demographical differences between the two populations of students participating in this study. While there are a few differences, there are many similarities between the demographics of students participating in education abroad, regardless of Greek affiliation.

Research Sub-Question Number 4

Are the benefits and lessons of education abroad different for Greek and non-Greek students?

The survey data analyzed the typical learning outcomes of an education-abroad trip to determine any significant differences between Greek and non-Greek students. Non-Greek students did not report higher amounts of growth or learning in any item; however Greek students did report higher levels of learning in two categories. These learning outcomes connect directly to the learning and developmental outcomes of fraternity and sorority life affiliation.

Previous research has demonstrated that there are little differences between the engagement and learning outcomes between Greek and non-Greek students during the first year of college (Pike, 2000, Pike, 2993). However, over the course of a college career, Greek students report greater gains in active and collaborative learning, faculty interaction, feelings of faculty support, academic development, personal development, and leadership development (Pike, 2000, Pike, 2003, Martin, Hevel, & Pascarella, 2012). Taking this information into consideration, the results of the survey may be unsurprising.

Greek students recognized they gained skills in both personal development and growth throughout the course of their education-abroad trip. This personal development may remain intimately tied to the personal development experienced through Greek involvement in general. Personal development during the education-abroad trip may be a continuation of personal development and growth associated with the Greek affiliation. Alternatively, Greek students may learn habits and behaviors that help them grow and develop, which then allows for them to experience more growth while abroad.

A second significant difference between Greek and non-Greek students points out that Greek students learn how to relate to people from other cultures while involved in study abroad slightly more than their non-Greek peers do. Previous literature has pointed out that Greek-affiliated students report a higher understanding of socially responsible leadership and recognize how to lead different types of people much more than non-affiliated undergraduate students

(Martin et al., 2012). Greek organizations in general have begun to invest more time and energy in diversifying membership and creating opportunities to interact with diverse populations (Boschini & Thompson, 1998). This literature provides background as to why this difference in learning outcomes exists.

Overall, Greek involvement leads to slightly greater learning outcomes from an education-abroad opportunity. Literature supports that Greek membership provides the developmental background to learn while spending time abroad.

Primary Research Question

Are there differences in participation and experiences in education-abroad activities between students affiliated with social Greek letter organizations and students who are not affiliated with a Greek letter organization?

Three of the four research questions provide significant information that enlightens differences in both participation and experiences between Greek-affiliated study-abroad participants and non-Greek study-abroad participants. Greek affiliation not only increases the likelihood that a student will participate in study abroad but also maximize the potential benefits of education-abroad trips.

The differences are significant. Greek students participate at a higher rate. Greek students find greater levels of support and encouragement as well as positive influences. Finally, Greek-affiliated students perceive slightly higher levels of educational and developmental benefits from their participation in education-abroad activities.

Interestingly, Greek students reported a significant difference in how they rate their education-abroad experience. Greek students rated their participation in education abroad as modestly higher and more positive than their non-Greek peers. Overall, it appears that Greek students tend to enjoy education abroad a little more than non-Greek students.

While this difference may be puzzling, many of the questions involved in this study suggest why this difference exists. Before they even participate in a study-abroad experience, Greek students are more connected to positive influences and encouragement than non-Greek students. Greek students then return from the trip with greater perceptions of learning than non-Greek students. Throughout the entire process, Greek affiliation has a positive influence on the education-abroad experience.

Implications

The findings of this study indicated that Greek students participate in education-abroad trips at higher rates, find greater levels of support, and perceive greater educational benefits from participating in study abroad. This information may help provide opportunities for expanded programs and increased learning outcomes for students involved in education abroad and Greek life. The results of this study add to the growing literature on the role of fraternity and sorority life on college campuses and the similarly growing literature on education abroad. This research study is the first to directly connect the two populations.

The results from the study suggested that Greek affiliation played a significant role in the education-abroad process. Greek students at the University of Nebraska—Lincoln were significantly more likely to participate in education-abroad trips. Furthermore, Greek-affiliated students found the purposes of their organizations and friends played a significant role in encouraging participation—these sources of support and encouragement do not exist to the same degree for non-affiliated students. Institutions must find creative and new opportunities to engage and assist non-Greek students. Finally, Greek students tended to receive modestly greater degrees of personal development and cultural development than non-Greek students.

The quantitative data from this research directly asserted that Greek membership played a positive role in the education abroad experience. These data suggested there are opportunities for both Greek-life professionals and education-abroad professionals to collaborate at greater levels. The populations and purposes involved with both collegiate experiences overlap in significant ways. Through partnership, education-abroad professionals could identify many potential participants within Greek organizations. Similarly, Greek affairs professionals can identify potential unaffiliated students ideal for Greek involvement from education-abroad participants.

Additionally, because Greek students enjoyed the experience and complete their program with modestly greater educational and developmental outcomes, professionals should focus on developing better opportunities for non-affiliated

students. Education-abroad professionals should consider new opportunities to create support and encouragement within non-Greek organizations and communities on a college campus. Greek organizations have connections to on-campus personnel as well as support from full-time staff at their headquarters. Non-Greek students at the University of Nebraska—Lincoln do not have this level of support. Non-Greek students may need increased support from on-campus staff.

With the percentage of Greek-affiliated students participating in education-abroad trips dramatically outpacing the rate of participation within non-affiliated populations, education-abroad professionals may need to find creative ways to increase involvement within unaffiliated populations. Programming and education could be targeted to these student populations in ways that have not been done in the past.

This study provides many implications for education abroad and Greek life, in addition to the student affairs profession as a whole.

Future Research

While the findings in this study begin to fill in the gap in literature connecting Greek affiliation and education-abroad trips, there are many opportunities to continue expanding and growing the existing research.

Educators can apply this information to further inform themselves on the potential benefits of Greek involvement. Similarly, this research provides further support to existing literature on education abroad. Educators can learn to apply this research to expand on the existing information and literature available.

This study examined one institution. In the future, a similar study should be recreated examining multiple institutions to understand whether the finding reported and data collected are transferable to different universities. Ideally, this research would include different institutional types to understand whether the trends described throughout this study are applicable across Carnegie classifications.

Similarly, this study could be recreated longitudinally to examine multiple years. This study was limited to students currently enrolled in the spring 2014 semester. Examining participants across multiple years would not only grow the number of responses, but would allow for researchers to begin to recognize larger trends in participation. Researchers would be able to recognize whether there are changes occurring across years and across cohorts of students.

The researcher would also recommend future studies to narrow in on particular experiences associated with education abroad and Greek life. While this study covered a broad array of comparisons between the populations, the high number of analyses created limitations in data analysis. Narrowing and focusing on specific differences or experiences would help avoid the challenges of multiplicity and allow for a more detailed analysis. Researchers should investigate the individual differences, rather than general differences.

Because the amount of literature addressing study abroad and Greek membership was limited from the start of this study, there are vast arrays of opportunities for future research. Research must continue to understand exactly

what the role of Greek involvement is for education abroad participation and international education. Some questions that arose during the course of this study remain unanswered. Do Greek students have a higher concept of personal growth and cross-cultural collaboration, or did they simply catch up with their unaffiliated peers during their study abroad trip? Do demographical differences primarily account for the different participation rate? To what degree do the different lengths of trip account for the differences in this study?

Conclusion

This study recognized a number of differences in experience between Greek-affiliated education-abroad participants and non-Greek education-abroad participants. Education-abroad participants demonstrate modest, but significant benefits to benefit significantly from Greek affiliation. These results have direct application to professionals working with either population. Findings may serve as a guide to either expand education-abroad participation or to focus on certain student populations.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and Human Decision Processes*, 50, 179-211.
- Allen, H. W. (2010). What shapes short-term study abroad experiences? A comparative case study of students' motives and goals. *Journal of Studies in International Education*, 14, 452-470.
- American Council on Education and Art and Science Group. (2008). *College-bound students' interest in study abroad and other international learning activities*. Baltimore, MD: Art & Science Group.
- Astin, A. W. (1977). *Four critical years*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A. (1999). Student involvement: A development theory for higher education. *Journal of College Student Development* 40(5), 518-529.
- Baird, W. R., Anson, J. L., & Marchesani, R. F. (1991). *Baird's manual of American college fraternities (20th ed.)*. Indianapolis, IN.: Baird's Manual Foundation.
- Bikson, T. K., & Law, S. A. (1994). *Developing the global workforce: Insights for college and corporations*. Bethlehem, PA: College Placement Council Foundation and Rand Corporation.
- Boschini, V., & Thompson, C. (1998). The future of the Greek experience: Greeks and diversity. *New Directions for Student Services*, 81, p. 19-27.

- Braskamp, L. A., Braskamp, D. C., Merrill, K. (2009). Assessing progress in global learning and development of students with education abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 101-118.
- Carlson, J. S., & Widaman, K. F. (1988). The effects of study abroad during college on attitudes toward other cultures. *International Journal of Intercultural Relations*, 12(1), 1-18.
- Carnegie Foundaton for the Advancement of Teaching. (2010). University of Nebraska-Lincoln. Retrieved from http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=181464
- Chang, M. J., & DeAngelo, L. (2002). Going Greek: The effects of racial composition on white students' participation patterns. *Journal of College Student Development*, 46(3), 809-823.
- de Jong, P., Schnusenberg, O., & Goel, L. (2010). Marketing study abroad programs effectively: What do american college students think? *Journal of International Education in Business*, 3(1), 34-52.
- Dwyer, M. M., & Peters, C. K. (2004). The benefits of study abroad. *Transitions Abroad*. Retrieved from <http://www.iesabroad.org/study-abroad/news/benefits-study-abroad>
- Education Abroad. (2014). *Parents*. Retrieved from <http://educationabroad.unl.edu/parents>

Institute of International Education. (2006). *Open doors fast facts report 2006*.

Retrieved from <http://www.opendoors.iienetwork.org>

Institute of International Education. (2013). *Open doors fast facts report 2013*.

Retrieved from <http://www.opendoors.iienetwork.org>

Institute of International Education. (2013). *Open doors 2013: International students in the united states and study abroad by American students are at all-time high*. Retrieved from <http://www.opendoors.iienetwork.org>

Jessup-Anger, J. E. (2008). Gender observations and study abroad: How students reconcile cross-cultural differences related to gender. *Journal of College Student Development*, 49(4), 360-373.

Kirk, J. (2013). Welcome. *Delta Upsilon International Fraternity*. Retrieved from <http://www.deltatau.org/joinus/welcome>

Langley, C. S., & Breese, J. R. (2005). Interacting sojourners: A study of students studying abroad. *The Social Science Journal*, 42, 313-321.

Lee, C. (2013). An investigation of factors determining the study abroad choice: A case study of Taiwan. *Journal of Studies in International Education*, 18(1), 1-20.

Lee, C. S., Therriault, D. J., Linderholm, T. (2012). On the cognitive benefits of cultural experience: Exploring the relationship between studying abroad and creative thinking. *Applied Cognitive Psychology*, 26.

Lee, E. S. (1966). A theory of migration. *Demography*, 3(1), 47-57.

- Lincoln Commission. (2005). *Global competence and national needs: One million Americans studying abroad*. Final Report from the Commission on the Abraham Lincoln Fellowship Program, Washington, DC.
- Martin, G. L., Hevel, M. S., Asel, A. M., & Pascarella, E. T. (2011). New evidence on the effects of fraternity and sorority affiliation during the first year of college. *Journal of College Student Development, 52*(5), 543-559. doi: 10.1353/csd.2011.0062.
- Martin, G. L., Hevel, M. S., Pascarella, E. T. (2012). Do fraternities and sororities enhance socially responsible leadership? *Journal of Student Affairs Research and Practice, 49*(3), 267-283.
- Mathis, W. J. (2011). Is education the key to global economic competitiveness? *The Teacher Educator, 46*(2), 89-97.
- Mazzarol, T., & Soutar, G. N. (2002). Push-pull factors influencing international student destination choice. *International Journal of Educational Management, 21*(6), 82-90.
- McCabe, L.T. (2001). Globalization and internationalization: The impact on education abroad programs. *Journal of Studies in International Education, 5*, 138-145.
- McMahon, M. E. (1992). Higher education in a world market: An historical look at the global context of international study. *Higher Education 24*(4): 465-482.
- NAFSA: Association of International Educators. (2014). *State-level international education resolutions*. Retrieved from

https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/State_Level_Initiatives/State-level_International_Education_Resolutions/

- Nelson, S. M., Halperin, S., Wasserman, T. H., Smith, C., & Graham, P. (2006). Effects of fraternity/sorority membership and recruitment semester on gpa and retention. *Oracle: The Research Journal of the Association of Fraternity Advisors*, 2(1), 61-73.
- Nyaupane, G. P., Paris, C. M., and Teye, V. (2010). Study abroad motivations, destination selection and pre-trip attitude formation. *International Journal of Tourism Research*, 13, 205-217. doi: 10.1002/jtr.811
- UNL Office of Greek Affairs. (2014). Retrieved from <http://www.unl.edu/greek/home>.
- Park, J. (2008). Race and the Greek system in the 21st century: Centering the voices of Asian American women. *NASPA Journal*, 45(1), 103-132.
- Park, J. J. (2012). Asian American women's perspective on historically white sorority life: A critical race theory and cultural capital analysis. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 7(2), 1-18.
- Pasccarella, E. T., Flowers, L. & Whitt, E. J. (2001). Cognitive effects of Greek affiliation in college: additional evidence. *NASPA Journal* 36(3), 280-301.
- Pearce, P. L. (1982). *The social psychology of tourist behavior*. Oxford, Oxfordshire, United Kingdom: Pergamon Press.

- Pike, G. R. (2000). The influence of fraternity or sorority membership on students' college experiences and cognitive development. *Research in Higher Education, 41*(1), 117-139.
- Pike, G. R. (2003). Membership in a fraternity or sorority, student engagement, and educational outcomes at AAU public research universities. *Journal of College Student Development, 44*(3). doi: 10.1353/csd.2003.0031
- Rust, V., Dhanatya, C., Furuto, L. H. L., & Kheiltash, O. (2008). Student involvement as predictive of college freshmen plans to study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad, 15*, 1-16.
- Salisbury, M. H., Umbach, P. D., Paulsen, M. B., & Pascarella, E. T. (2008). Going global: Understanding the choice process of the intent to study abroad, *Research in Higher Education*. doi: 10.1007/s11162-008-9111-x.
- Savicki, V., & Cooley, E. (2011). American identity in study abroad students: Contrasts, changes, correlates. *Journal of College Student Development, 52*(3), 339-349.
- Schnusenberg, O., de Jong, P., & Goel, L. (2012). Predicting study abroad intentions based on the theory of planned behavior. *Decision Sciences Journal of Innovative Education, 10*(3), 337-361.
- Scott, J. F. (1965). The American college sorority its role in class and ethnic endogamy. *American Sociological Review, 30*, 514-527.
- Stroud, A.H. (2010). Who plans (not) to study abroad? An examination of u.s. student intent. *Journal of Studies in International Education, 14*(5), 291-507.

Sigma Chi Fraternity. (2014). *History of fraternities*. Retrieved from

<http://www.sigmachi.org/history-fraternities>

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-623.

University of Nebraska, Institutional Review and Planning. (2013). Retrieved from

http://irp.unl.edu/fb13_14.pdf

World Economic Forum. (2013). *The global competitiveness report 2013-2014*.

Retrieved from

http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2013-14.pdf

Appendix A

IRB Approval Letter

December 17, 2013

Luke Bretscher
Department of Educational Administration
332 NU, UNL, 68588-0458

James Griesen
Department of Educational Administration
125 TEAC, UNL, 68588-0360

IRB Number: 20131214039 EX
Project ID: 14039
Project Title: Examining the Influence of Fraternities and Sororities on Education
Abroad Participation

Dear Luke:

This letter is to officially notify you of the certification of exemption of your project by the Institutional Review Board (**IRB**) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as Exempt Category 2.

You are authorized to implement this study as of the Date of Final **Approval**:
12/17/2013.

1. Since your informed consent form will appear on-line, please include the **IRB approval** number (**IRB#20131214039 EX**) in the informed consent document. Please email a copy of the document to me, with the number included. If you need to make changes to the informed consent document, please submit the revised document to the **IRB** for review and **approval** prior to using it.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- * Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- * Any serious accidental or unintentional change to the **IRB**-approved protocol that involves risk or has the potential to recur;
- * Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- * Any breach in confidentiality or compromise in data privacy related to the subject or others; or

* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Becky R. Freeman, CIP
for the IRB



Appendix B

Informed Consent Form

Participant Informed Consent Form

Title: Examining the Influence of Fraternities and Sororities on Education Abroad
Participation IRB # 14039

Purpose:**Procedures:**

Participants will be asked to participate in a personal survey on study abroad decision and experience. Participants will also be asked to respond to a series of quick demographic questions.

Individual surveys will take approximately 10 - 15 minutes to complete the 11 questions about education abroad experience. Following responses to those questions, participants will be asked 10 brief demographic questions. Participants will only be asked to complete the survey once.

Benefits:

There are no direct benefits for participants. However, the findings of the assessment will be used to better educate both study abroad practitioners and fraternity/sorority life administrators.

Risks and/or Discomforts:

There are no known risks to participants.

Confidentiality:

All records and results of the survey will be stored in the HIPPA-Compliant, Qualtrics-secured, password-protected database that only the assessment team will have access to during the course of the project. All questionnaires will be concealed, and only the researcher will have access to the results.

The purpose of this study is to understand the role that fraternity and sorority life has on education abroad activities. This study aims to understand whether members of fraternity and sorority life participate in education abroad activities at a different rate than their non-Greek peers. Furthermore, the study will attempt to understand the influence that fraternity or sorority participation has the study abroad decision making process and experience.

of the questions, select submit and answers will be recorded in a secure Qualtrics database that only the

141 Teachers College Hall / P.O. Box 880360 / Lincoln, NE 68588-0360 / (402) 472-3726 / FAX (402) 472-4300

After answering all of the questions, select submit and answers will be recorded in a secure Qualtrics database that only the researcher will have access to.

Opportunity to Ask Questions:

Participants may ask any questions concerning this assessment by contacting any of the investigators below.

Luke Bretscher,
Primary Investigator luke.bretscher@unl.edu or (402) 472-8797

James Griesen, PhD.
Secondary Investigator Jgriesen1@unl.edu or (402) 472-3725

If any participant would like to speak to someone else, please contact Research Compliance Services Office at (402)-472-6965 or irb@unl.edu.

Participation:

Participation in this assessment study is voluntary.

Consent, Right to Receive a Copy:

Participants are voluntarily making a decision whether or not to participate in this research study. It is the participant's decision to continue with the survey, and this certifies that the participants have decided to participate having read and understood the information presented.

Consent

Please print a copy of this informed consent document for your records.

Appendix C

Office Approval Letters



OFFICE OF THE UNIVERSITY REGISTRAR

December 2, 2013

Internal Review Board
ALEX West
312 N 14th
Lincoln, NE 68588- 0415

Dear Committee Members,

The Office of the Registrar has agreed to provide support to Luke Bretscher in his research project regarding the influence of Fraternities and Sororities on education abroad participation under the general direction of advisor Dr. James Griesen within the Department of Educational Administration.

Based on the request and plan forwarded to my office we will provide a list of student e-mail addresses that match the population target of the study. Students will be invited to voluntarily participate in the study by filling out an on-line survey. We will provide a file of unattributed e-mail addresses that will be used to invite students to participate in the survey.

If you have any further questions, please contact me at 402-472-2082.
Sincerely,

Juan Carlos Gutierrez
Assistant Registrar, Systems & Research



OFFICE OF GREEK AFFAIRS

November 25, 2013

Instructional Review Board
Research Compliance Services

Dear Institutional Review Board:

I have had an opportunity to meet with Luke Bretscher to discuss his research project examining Education Abroad activities and fraternities and sororities.

I am comfortable with the design of Luke's study and would like to affirm my willingness to provide Dr. James V. Griesen, Professor in the Department of Educational Administration, with an excel file that has NU ID numbers and email addresses for all students involved in the University of Nebraska-Lincoln Greek community.

I believe that Mr. Bretscher and Dr. Greisen will maintain anonymity and protect the privacy of individual students. If you have any questions or concerns in this regard, please do not hesitate to contact me at lschwartzkopf1@unl.edu.

Sincerely,

Linda K. Schwartzkopf, Director
Office of Greek Affairs



November 25, 2013

Institutional Review Board
Research Compliance Services

Dear Institutional Review Board:

I am writing to confirm that I have had the opportunity to meet with Luke Bretscher—we discussed his research project examining Education Abroad activities and fraternities and sororities.

I would like to affirm my comfort with Luke's study, and I am willing to provide Dr. Griesen with an Excel spreadsheet that includes all names and student ID numbers for all students who participated in education abroad trips since the Fall semester of 2010. For any information that is incomplete, I will provide Dr. Griesen with the course numbers for education abroad courses that are faculty-led, and the names of students who registered for a special waiver (SPCW) placeholder course. I will include the semester when the student participated in the trip or enrolled in the course.

I believe that Luke and Dr. Griesen will maintain anonymity and protect the privacy of the individual student. If you have any questions or concerns in this regard please do not hesitate to contact me at rlbaskerville@unl.edu.

Sincerely,

Rebecca Luhrs Baskerville, MPA
Director of Education Abroad

Appendix D

Recruitment Emails

Subject: 5-Min Survey on Study Abroad—Chance to win \$25

This message is being sent on behalf of Luke Bretscher—a graduate student in the Educational Administration Department. As a part of his degree program he is completing a thesis project on the study abroad experiences and student involvement in clubs, groups, and Greek organizations on campus. Because you have studied abroad, he is interested in your experience.

Would you take a few moments of your time to participate in this anonymous survey? The survey should take approximately 5-10 minutes of your time. Your responses will be greatly appreciated. After completing the survey, you will have the opportunity to win one of two \$25 gift cards to the UNL Bookstore.

Please click the following link or copy the address to your web browser:

https://unleducation.qualtrics.com/SE/?SID=SV_cFSHDrPk7t8ZTHD.

Questions about the survey can be directed at Luke at luke.bretscher@unl.edu or by replying to this message.

Thank you,

James V. Griesen

Professor of Educational Administration

University of Nebraska-Lincoln

Subject: Final Request - 5-Min Survey on Study Abroad—Chance to win \$25

This is a final request that you help participate in a study on study abroad trips and student involvement in clubs, groups, and Greek organizations by Luke Bretscher—a graduate student in the Educational Administration Department. As a part of his degree program he is completing a thesis project on the study abroad experiences and student involvement in clubs, groups, and Greek organizations on campus. Because you have studied abroad, he is interested in your experience.

Would you take a few moments of your time to participate in this anonymous survey? The survey should take approximately 5-10 minutes of your time. Your responses will be greatly appreciated. After completing the survey, you will have the opportunity to win one of two \$25 gift cards to the UNL Bookstore. The link for the survey will close at 11:59pm tonight.

Please click the following link or copy the address to your web browser:

https://unleducation.qualtrics.com/SE/?SID=SV_cFSHDrPk7t8ZTHD.

Questions about the survey can be directed at Luke at luke.bretscher@unl.edu or by replying to this message.

Thank you,

James V. Griesen

Professor of Educational Administration

University of Nebraska-Lincoln

Appendix E

Survey Tool

Informed Consent

The purpose of this study is to understand the factors that influence decisions to study abroad. Participation in the study will consist of a personal survey on your study abroad decisions and experiences. The survey will take only 5-10 minutes.

By participating in this study, your answers will help educate university administrators on how best to promote study abroad. You will have the opportunity to win one of two \$25 gift cards to the University Bookstore.

There are no known risks to participants.

All survey responses will remain completely anonymous--your name and email address will not be linked to your answers. The information collected will be used in a master's thesis and could be presented in journals or at professional conferences.

You may ask any questions concerning this assessment by contacting Luke Bretscher at luke.bretscher@unl.edu or (402) 472-8797.

If you would like to speak to someone about concerns with the study please contact Research Compliance Services Office at (402)-472-6965 or irb@unl.edu.

Participation in this research study is completely voluntary. You may refuse to participate or withdraw at any time without harming any relationship with the researchers or the University of Nebraska-Lincoln.

You are voluntarily making the decision whether or not to participate in this research study. By completing and submitting your survey responses, you are providing your consent to participate.

Block 1

Please rate your study abroad experience (if more than one, rate the most recent):

Excellent Good Average Poor Very Poor

How would you rate your overall college experience at the University of Nebraska-Lincoln:

Excellent Good Average Poor Very Poor

Block 2

What kind of influence did the following factors have on your decision to participate in education abroad?

3/24/2014

Qualtrics Survey Software

	Very Positive Influence	Positive Influence	No Influence	Negative Influence	Very Negative Influence	Not Applicable
Previous travel abroad experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal values (i.e. ambition, equality, equity, learning, generosity, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goals and values of clubs or organizations in which I am a member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who have studied abroad in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who would be traveling with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 3

What kind of influence did the following factors have on your decision to participate in education abroad?

	Very Positive Influence	Positive Influence	No Influence	Negative Influence	Very Negative Influence
Financial Resources for Study Abroad Trip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for New Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destination of Study Abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Quality of Trip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to Learn a Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 4

How much of a barrier were each of the following while trying to schedule an education abroad experience?

	Major Barrier	Significant Barrier	Minor Barrier	Not a Barrier
Financial costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty to fit into schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3/24/2014

Qualtrics Survey Software

Comments				
Concerns about studying in an unfamiliar setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistical challenges (i.e. visa issues, passport challenges, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The challenge of studying in a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 5

How much did each of the following individuals encourage or discourage you to study abroad?

	Highly Encouraged	Encouraged	No Encouragement	Discouraged	Highly Discouraged
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University staff and advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 6

How much did your education abroad trip:

	A Great Amount	A Moderate Amount	A Small Amount	Not at All
Encourage your intellectual growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist you in your professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage your personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop your ability to relate to people of other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you understand your own culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate your understanding of the connection between your community and the rest of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 7

How much did your education abroad trip:

	A Great Amount	A Moderate Amount	A Small Amount	Not at All
Make you want to learn/improve a foreign language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate you to do well in academics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach you critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase your independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase your leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach you to communicate across cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make you reconsider your future career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 8

Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?

- Yes
- No

Block 9

To what extent does your fraternity or sorority:

	A Great Amount	A Moderate Amount	A Small Amount	Not at All
Encourage members to study abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value intercultural experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value students of diverse cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the development of cross-cultural friendships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find ways to understand				

3/24/2014

Qualtrics Survey Software

changing political and social dynamics in the world?

To what extent does your fraternity or Sorority

	A Great Amount	A Moderate Amount	A Small Amount	Not at all
Promote core values and principles that led you to study abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect you to friends and peers with study abroad experience/interest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do the student groups or clubs you are involved in:

	A Great Amount	A Moderate Amount	A Small Amount	Not at All
Encourage members to study abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value intercultural experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value students of diverse cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the development of cross-cultural friendships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find ways to understand changing political and social dynamics in the world?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do your the student groups or clubs you are involved in:

	A Great Amount	A Moderate Amount	A Small Amount	Not at All
Promote core values and principles that led you to study abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect you to friends and peers with study abroad experience/interest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

When did you participate in an education abroad opportunity (if multiple times, most recently)?

- Summer 2011
- Fall 2011
- Spring 2012
- Summer 2012
- Fall 2012
- Spring 2013
- Summer 2013
- Fall 2013

What was the length of your most recent study abroad experience?

- Less than 1 semester
- 1 semester
- 2 semesters
- More than 2 semesters

Where did you study abroad most recently?

- Asia
- Middle East, North Africa, and Greater Arabia
- Europe
- North America
- Central America and the Caribbean
- South America
- Sub-Saharan Africa
- Australia and Oceania
- Other or not sure

Demographics 1

What do you estimate to be the combined incomes in your parents' household?

- Less than \$20,000
- \$20,001-\$40,000

3/24/2014

Qualtrics Survey Software

- \$40,001-\$65,000
- \$65,000-\$100,000
- More than \$100,000
- Cannot estimate

Have either of your parents graduated from a 4-year college?

- Yes
- No

Demographics 2

Are you originally from...

- The state of Nebraska
- The United States, but outside of the state of Nebraska
- Outside of the United States

Had you traveled abroad before you participated in an education abroad trip?

- Yes
- No

Before you studied abroad, had either of your parents traveled abroad?

- Yes
- No

Demographics 3

What is your primary college of enrollment?

- College of Agricultural Sciences and Natural Resources
- College of Architecture
- College of Arts and Science
- College of Business Administration
- College of Education and Human Sciences

3/24/2014

Qualtrics Survey Software

- College of Education and Human Sciences
- College of Engineering
- College of Fine and Performing Arts
- College of Journalism and Mass Communication

Demographics 4**I identify my gender as...?**

- Man
- Woman
- Trans*
- Other
- Prefer not to Disclose

Block 15

Thanks you very much for your participation in this study. Your time and responses will help improve how the University of Nebraska-Lincoln operates. If you would like to be entered into the drawing for the two University Bookstore \$25 gift cards. please reply to the message from Dr. Griesen with the subject "Survey Completed."

Appendix F

Descriptive Statistics

Group Statistics

		Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?	N	Mean	Std. Deviation	Std. Error Mean
Please you rate your study abroad experience (if more than one, rate the most recent):	Yes		83	1.12	.363	.040
	No		163	1.25	.489	.038
What kind of influence did the following factors have on your decision to participate in education abroad?-Previous travel abroad experiences	Yes		82	2.90	2.058	.227
	No		163	2.74	1.990	.156
What kind of influence did the following factors have on your decision to participate in education abroad?-Personal values (i.e. ambition, equality, equity, learning, generosity, etc.)	Yes		83	1.37	.511	.056
	No		163	1.46	.756	.059
What kind of influence did the following factors have on your decision to participate in education abroad?-Goals and values of clubs or organizations in which I am a member.	Yes		83	2.35	1.041	.114
	No		163	2.84	1.360	.107
What kind of influence did the following factors have on your decision to participate in education abroad?-Friends who have studied abroad in the past	Yes		83	1.87	1.009	.111
	No		163	2.31	1.199	.094
What kind of influence did the following factors have on your decision to participate in education abroad?-Friends who would be traveling with me	Yes		83	2.94	1.699	.186
	No		163	3.29	1.643	.129
What kind of influence did the following factors have on your decision to participate in education abroad?-Financial Resources for Study Abroad Trip	Yes		83	2.65	1.017	.112
	No		162	2.40	1.166	.092

	Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?	N	Mean	Std. Deviation	Std. Error Mean
What kind of influence did the following factors have on your decision to participate in education abroad?-Opportunity for New Experiences	Yes	83	1.17	.377	.041
	No	163	1.22	.431	.034
What kind of influence did the following factors have on your decision to participate in education abroad?-Destination of Study Abroad	Yes	83	1.30	.535	.059
	No	162	1.32	.530	.042
What kind of influence did the following factors have on your decision to participate in education abroad?-Academic Quality of Trip	Yes	83	1.76	.655	.072
	No	163	1.94	.759	.059
What kind of influence did the following factors have on your decision to participate in education abroad?-Desire to Learn a Foreign Language	Yes	82	2.21	1.027	.113
	No	163	2.07	1.022	.080
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Financial costs	Yes	83	2.30	.852	.093
	No	163	2.28	.884	.069
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Personal safety	Yes	82	3.29	.728	.080
	No	163	3.49	.661	.052
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Distance from home	Yes	83	3.53	.650	.071
	No	163	3.55	.763	.060
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Difficulty to fit into schedule	Yes	83	3.10	.905	.099
	No	163	3.34	.804	.063
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Extracurricular commitments	Yes	83	3.25	.746	.082
	No	163	3.56	.620	.049

	Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?	N	Mean	Std. Deviation	Std. Error Mean
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Concerns about studying in an unfamiliar setting	Yes	83	3.46	.721	.079
	No	162	3.54	.697	.055
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Logistical challenges (i.e. visa issues, passport challenges, etc.)	Yes	83	3.42	.683	.075
	No	163	3.44	.686	.054
How much of a barrier were each of the following while trying to schedule an education abroad experience?-The challenge of studying in a second language	Yes	83	3.49	.705	.077
	No	163	3.47	.841	.066
How much did each of the following individuals encourage or discourage you to study abroad?- Friends	Yes	83	1.30	.462	.051
	No	163	1.66	.688	.054
How much did each of the following individuals encourage or discourage you to study abroad?- Classmates	Yes	83	1.67	.767	.084
	No	162	1.88	.754	.059
How much did each of the following individuals encourage or discourage you to study abroad?- University staff and advisors	Yes	83	1.67	.751	.082
	No	163	1.74	.717	.056
How much did each of the following individuals encourage or discourage you to study abroad?- University faculty	Yes	83	1.66	.753	.083
	No	163	1.75	.729	.057
How much did each of the following individuals encourage or discourage you to study abroad?- Family members	Yes	83	1.57	.752	.083
	No	163	1.64	.784	.061
How much did your education abroad trip:-Encourage your intellectual growth	Yes	83	1.35	.572	.063
	No	163	1.43	.598	.047
How much did your education abroad trip:-Assist you in your professional development	Yes	83	1.54	.686	.075
	No	163	1.88	.908	.071

	Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?	N	Mean	Std. Deviation	Std. Error Mean
How much did your education abroad trip:-Encourage your personal growth	Yes	82	1.09	.322	.036
	No	163	1.26	.516	.040
How much did your education abroad trip:-Develop your ability to relate to people of other cultures	Yes	83	1.10	.370	.041
	No	163	1.33	.578	.045
How much did your education abroad trip:-Help you understand your own culture	Yes	83	1.45	.737	.081
	No	163	1.60	.806	.063
How much did your education abroad trip:-Facilitate your understanding of the connection between your community and the rest of the world.	Yes	83	1.36	.636	.070
	No	163	1.51	.723	.057
How much did your education abroad trip:-Motivate you to do well in academics.	Yes	83	2.06	.888	.097
	No	163	2.15	.957	.075
How much did your education abroad trip:-Teach you critical thinking skills.	Yes	83	1.65	.788	.086
	No	163	1.88	.935	.073
How much did your education abroad trip:-Increase your independence.	Yes	82	1.22	.472	.052
	No	163	1.33	.647	.051
How much did your education abroad trip:-Increase your leadership skills.	Yes	83	1.52	.687	.075
	No	163	1.79	.926	.073
How much did your education abroad trip:-Teach you to communicate across cultural differences.	Yes	83	1.33	.607	.067
	No	163	1.46	.747	.059
To what extent do the student groups or clubs you are involved in:-Encourage members to study abroad?	Yes	79	1.73	.916	.103
	No	161	2.37	1.117	.088
To what extent do the student groups or clubs you are involved in:-Value intercultural experiences?	Yes	79	1.62	.821	.092
	No	161	2.05	1.054	.083

	Are you a member of a Fraternity or Sorority here at the University of Nebraska-Lincoln?	N	Mean	Std. Deviation	Std. Error Mean
To what extent do the student groups or clubs you are involved in:-Value students of diverse cultures?	Yes	79	1.62	.739	.083
	No	161	1.96	1.006	.079
To what extent do the student groups or clubs you are involved in:-Encourage the development of cross-cultural friendships?	Yes	79	1.82	.859	.097
	No	161	2.14	1.087	.086
To what extent do the student groups or clubs you are involved in:-Find ways to understand changing political and social dynamics in the world?	Yes	79	2.09	1.028	.116
	No	161	2.32	1.104	.087
To what extent do your the student groups or clubs you are involved in:-Promote core values and principles that led you to study abroad?	Yes	79	1.51	.799	.090
	No	161	2.22	1.099	.087
To what extent do your the student groups or clubs you are involved in:-Connect you to friends and peers with study abroad experience/interest?	Yes	79	1.66	.959	.108
	No	161	2.43	1.144	.090

Appendix G

T-Test Results

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Please you rate your study abroad experience (if more than one, rate the most recent):	19.353	.000	-2.158	244	.032	-.131	.061	-.251	-.011
			-2.373	211.924	.019	-.131	.055	-.240	-.022
What kind of influence did the following factors have on your decision to participate in education abroad?-Previous travel abroad experiences	.345	.558	.610	243	.542	.166	.273	-.371	.703
			.603	157.660	.547	.166	.276	-.378	.711
What kind of influence did the following factors have on your decision to participate in education abroad?-Personal values (i.e. ambition, equality, equity, learning, generosity, etc.)	3.201	.075	-.940	244	.348	-.087	.092	-.268	.095
			-1.062	225.009	.289	-.087	.082	-.247	.074
What kind of influence did the following factors have on your decision to participate in education abroad?-Goals and values of clubs or organizations in which I am a member.	.772	.380	-2.885	244	.004	-.491	.170	-.826	-.156
			-3.143	207.288	.002	-.491	.156	-.799	-.183
What kind of influence did the following factors have on your decision to participate in education abroad?-Friends who have studied abroad in the past	1.364	.244	-2.900	244	.004	-.445	.154	-.748	-.143
			-3.066	192.050	.002	-.445	.145	-.732	-.159
What kind of influence did the following factors have on your decision to participate in education abroad?-Friends who would be traveling with me	.000	.992	-1.555	244	.121	-.349	.224	-.790	.093
			-1.538	160.314	.126	-.349	.227	-.796	.099
What kind of influence did the following factors have on your decision to participate in education abroad?-Financial Resources for Study Abroad Trip	3.755	.054	1.652	243	.100	.249	.151	-.048	.547
			1.726	186.506	.086	.249	.144	-.036	.534

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
What kind of influence did the following factors have on your decision to participate in education abroad?-Opportunity for New Experiences	3.808	.052	-.936	244	.350	-.052	.056	-.162	.058
			-.978	185.800	.329	-.052	.053	-.157	.053
What kind of influence did the following factors have on your decision to participate in education abroad?-Destination of Study Abroad	.119	.730	-.275	243	.783	-.020	.072	-.161	.122
			-.275	164.202	.784	-.020	.072	-.162	.122
What kind of influence did the following factors have on your decision to participate in education abroad?-Academic Quality of Trip	.122	.728	-1.835	244	.068	-.180	.098	-.372	.013
			-1.925	188.036	.056	-.180	.093	-.364	.004
What kind of influence did the following factors have on your decision to participate in education abroad?-Desire to Learn a Foreign Language	.147	.702	.965	243	.336	.134	.139	-.139	.407
			.963	161.664	.337	.134	.139	-.140	.408
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Financial costs	.076	.783	.213	244	.831	.025	.118	-.207	.257
			.216	170.651	.829	.025	.116	-.204	.255
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Personal safety	.784	.377	-2.139	243	.033	-.198	.093	-.381	-.016
			-2.071	149.170	.040	-.198	.096	-.387	-.009
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Distance from home	.910	.341	-.162	244	.871	-.016	.098	-.209	.177
			-.171	190.084	.865	-.016	.093	-.200	.168
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Difficulty to fit into schedule	.433	.511	-2.183	244	.030	-.247	.113	-.470	-.024
			-2.101	148.935	.037	-.247	.118	-.480	-.015

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Extracurricular commitments	2.002	.158	-3.405	244	.001	-.305	.090	-.482	-.129
			-3.206	140.862	.002	-.305	.095	-.494	-.117
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Concerns about studying in an unfamiliar setting	.256	.614	-.832	243	.406	-.079	.095	-.267	.108
			-.823	160.671	.412	-.079	.096	-.269	.111
How much of a barrier were each of the following while trying to schedule an education abroad experience?-Logistical challenges (i.e. visa issues, passport challenges, etc.)	.007	.932	-.217	244	.828	-.020	.092	-.202	.162
			-.217	165.727	.828	-.020	.092	-.202	.162
How much of a barrier were each of the following while trying to schedule an education abroad experience?-The challenge of studying in a second language	2.724	.100	.201	244	.841	.022	.108	-.190	.234
			.212	192.732	.832	.022	.102	-.179	.222
How much did each of the following individuals encourage or discourage you to study abroad?-Friends	22.456	.000	-4.239	244	.000	-.355	.084	-.520	-.190
			-4.801	226.110	.000	-.355	.074	-.501	-.209
How much did each of the following individuals encourage or discourage you to study abroad?-Classmates	1.474	.226	-1.972	243	.050	-.202	.102	-.403	.000
			-1.961	162.990	.052	-.202	.103	-.405	.001
How much did each of the following individuals encourage or discourage you to study abroad?-University staff and advisors	.641	.424	-.689	244	.492	-.068	.098	-.261	.126
			-.678	158.460	.499	-.068	.100	-.265	.129
How much did each of the following individuals encourage or discourage you to study abroad?-University faculty	1.038	.309	-.925	244	.356	-.092	.099	-.288	.104
			-.915	160.434	.362	-.092	.101	-.290	.107

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
How much did each of the following individuals encourage or discourage you to study abroad?-Family members	.000	.991	-688	244	.492	-.072	.104	-.277	.134
			-697	171.352	.486	-.072	.103	-.275	.131
How much did your education abroad trip:-Encourage your intellectual growth	2.391	.123	-1.007	244	.315	-.080	.079	-.237	.077
			-1.021	171.646	.308	-.080	.078	-.235	.075
How much did your education abroad trip:-Assist you in your professional development	4.365	.038	-2.959	244	.003	-.335	.113	-.558	-.112
			-3.235	209.228	.001	-.335	.104	-.539	-.131
How much did your education abroad trip:-Encourage your personal growth	33.749	.000	-2.762	243	.006	-.172	.062	-.295	-.049
			-3.199	231.957	.002	-.172	.054	-.278	-.066
How much did your education abroad trip:-Develop your ability to relate to people of other cultures	48.220	.000	-3.366	244	.001	-.235	.070	-.372	-.097
			-3.862	231.458	.000	-.235	.061	-.355	-.115
How much did your education abroad trip:-Help you understand your own culture	2.209	.138	-1.413	244	.159	-.149	.106	-.357	.059
			-1.455	178.822	.147	-.149	.103	-.352	.053
How much did your education abroad trip:-Facilitate your understanding of the connection between your community and the rest of the world.	3.729	.055	-1.576	244	.116	-.148	.094	-.332	.037
			-1.644	184.980	.102	-.148	.090	-.325	.030
How much did your education abroad trip:-Motivate you to do well in academics.	1.992	.159	-.690	244	.491	-.087	.126	-.335	.161
			-.707	176.441	.480	-.087	.123	-.330	.156
How much did your education abroad trip:-Teach you critical thinking skills.	1.050	.306	-1.893	244	.060	-.227	.120	-.463	.009
			-2.001	191.850	.047	-.227	.113	-.450	-.003

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
How much did your education abroad trip:-Increase your independence.	7.423	.007	-1.313	243	.190	-.106	.080	-.264	.053
			-1.453	211.791	.148	-.106	.073	-.249	.038
How much did your education abroad trip:-Increase your leadership skills.	5.370	.021	-2.376	244	.018	-.273	.115	-.500	-.047
			-2.612	211.998	.010	-.273	.105	-.480	-.067
How much did your education abroad trip:-Teach you to communicate across cultural differences.	7.047	.008	-1.422	244	.156	-.135	.095	-.322	.052
			-1.520	197.793	.130	-.135	.089	-.310	.040
To what extent do the student groups or clubs you are involved in:-Encourage members to study abroad?	7.509	.007	-4.404	238	.000	-.638	.145	-.924	-.353
			-4.711	185.307	.000	-.638	.136	-.906	-.371
To what extent do the student groups or clubs you are involved in:-Value intercultural experiences?	3.591	.059	-3.179	238	.002	-.429	.135	-.696	-.163
			-3.457	193.370	.001	-.429	.124	-.674	-.184
To what extent do the student groups or clubs you are involved in:-Value students of diverse cultures?	2.409	.122	-2.690	238	.008	-.342	.127	-.593	-.092
			-2.982	202.568	.003	-.342	.115	-.569	-.116
To what extent do the student groups or clubs you are involved in:-Encourage the development of cross-cultural friendships?	8.218	.005	-2.245	238	.026	-.314	.140	-.589	-.038
			-2.431	191.213	.016	-.314	.129	-.569	-.059
To what extent do the student groups or clubs you are involved in:-Find ways to understand changing political and social dynamics in the world?	2.654	.105	-1.539	238	.125	-.228	.148	-.520	.064
			-1.577	165.416	.117	-.228	.145	-.514	.057
To what extent do your the student groups or clubs you are involved in:-Promote core values and principles that led you to study abroad?	16.043	.000	-5.121	238	.000	-.711	.139	-.985	-.438
			-5.697	204.365	.000	-.711	.125	-.957	-.465

To what extent do your the student groups or clubs you are involved in:-Connect you to friends and peers with study abroad experience/interest?	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tail	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
	9.692	.002	-5.200	238	.000	-.777	.149	-1.071	-.482
		-5.521	181.779	.000	-.777	.141	-1.054	-.499	

Appendix H

Chi-Square Test for Rate of Study

Pearson's Chi-squared test

data: c.table

X-squared = 172.987, df = 1, p-value < .0001

Second

First	Yes	No	Total
Yes	276	3297	3543
No	429	13968	14397
Total	705	17235	17940