SECTION I: INTRODUCTION & HISTORY

Subsection I: Early Origins of Study Abroad

The act of studying abroad has been present throughout all ages of human society. Studying abroad in its most general context traces back to the Middle Ages,[1] but can also be connected to "wandering scholars" between 600 BC to 250 AD[2] and students who left their home country to pursue education in another state. In Ancient Athens, students "of Semitic race" joined native students from the Greek isles and Aegean coasts to learn.[3] Travelling from Northern Holland to England in 1190, Emo of Friesland is widely believed to be Oxford University's first foreign student.[4]

It was common for American students to complete their studies in religion or science in Europe, and in the 19th century, many medical students finished their studies in Paris or Vienna.[5] Yet studying abroad slowed in the 18th and 19th centuries, but entered a renaissance in the post-World War II era.[6] In the 2022-2023 academic year, a whopping 280,716 U.S. students studied abroad in both American and foreign schools for academic credit in over 180 countries.[7]

A. The Making of the Modern Study Abroad Program

While study abroad programs vary in structure and focus, many share core themes that emphasize the importance of global citizenship, cultural understanding, and adaptability in a connected world.[8] These programs often combine cultural immersion with workforce preparation.[9] Despite differences in structure and scope, most programs share common goals such as transformative learning, professional relevance, and global engagement. Below are some of the themes reflected in study abroad program designs:

a. Global Career Preparation

Many study abroad programs are intentionally structured to build professional skills relevant to global careers. These programs aim to better develop soft skills. For example, cultural competence is encouraged in study abroad programs through events and activities such as daily outings and cultural lectures as well as stay with host families on weekends. Additionally, study abroad programs expose students to international business, economic, and political systems. Many

---

[1] de Ridder-Symoens, Hilde, ed. 1992. A History of the University in Europe: Volume 1, Universities in the Middle Ages. Vol. 1. Cambridge: Cambridge University Press.

[2] Tillman, Martin. 2008. "A History of U.S. Study Abroad: Beginnings to 1965." International Educator 17 (3): 16–17. http://www.library.hbs.edu/intra/go/abi.html?url=http://search.proquest.com/scholarly-journals/history-u-s-study-abroad-beginnings-1965/docview/200762927/se-2.

[3] Capes, W. W. 1922. University Life in Ancient Athens. New York: G. E. Stechert & Co.

[4] Ghosh, Ratna, and Xiaoli Jing. 2020. "Fostering Global Citizenship Through Student Mobility." https://doi.org/10.1163/25902539-02040009.

[5] Bowman, J. 1987. Education American Undergraduates Abroad: The Development of Study Abroad Programs by American Colleges and Universities. New York: Council on International Educational Exchange.

[6] Isabelli-García, Christina, Jennifer Bown, John L. Plews, and Dan P. Dewey. 2018. "Language Learning and Study Abroad." Language Teaching 51 (4): 439–484.

[7] IIE. n.d. 2023. "IIE Open Doors / U.S. Study Abroad." https://opendoorsdata.org/annual-release/u-s-study-abroad/.

[8] Leonor Gaitán-Aguilar, Joep Hofhuis, and Jeroen Jansz, "A Review of Research on Global Citizenship in Higher Education: Towards a Holistic Approach," *International Journal of Intercultural Relations* 102 (September 2024): 102050, https://doi.org/10.1016/j.ijintrel.2024.102050.

[9] "Independent Research Measuring the Impact of Study Abroad." NAFSA. Accessed July 2, 2025. https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad.

programs also include internships or volunteering opportunities to provide hands-on professional experience. Within five years of graduation, students who studied abroad

- Felt better prepared for job interviews and recruitment processes;
- Were more likely to obtain jobs requiring intercultural awareness;
- More likely to have global career aspirations and follow through on them;
- And tended to leverage their international experiences in job applications and interviews.[10]

b. Language Skills

Language acquisition is a central component of many study abroad programs, whether as a primary goal or complementary benefit. Over 70% of students considered improving their language skills to be "important" or "very important" when selecting a study abroad program.[11] Programs focused on language immersion show measurable results.[12] For example, in a 2010 study of American students in a six-week Spanish program in Argentina Rob Martinsen found that participants demonstrated small but significant improvements in spoken Spanish, as rated by native speakers.[13]

c. Civic and Global Citizenship

Many study abroad programs explicitly promote civic engagement and encourage students to reflect on their role as global citizens. They often challenge students to examine their values and sense of identity. Studies have shown that "study abroad programs have indicated that students tend to face challenges and a sense of discomfort for the program's duration, but their global citizenship traits tend to have improved upon returning."[14]

Subsection II: Evolution due to COVID-19

The global COVID-19 pandemic was officially declared in March 2020, with a reported 1,013 worldwide deaths by February 2020.[15] As the U.S. struggled to contain the COVID-19 virus in March 2020, a 30-day ban on incoming travel for 26 European countries was announced, with inbound travel from China already halted.[16] During this time, around 1,000 students from the U.S. were studying abroad; many were forced to make hasty trips back before the travel ban took full effect.[17]

---

[10] Davina Potts, "Understanding the Early Career Benefits of Learning Abroad Programs," *Journal of Studies in International Education* 19, no. 5 (2015). https://doi.org/10.1177/1028315315579241.

[11] Rob A Martinsen, Short-term study abroad: Predicting changes in Oral Skills, August 16, 2010, https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01095.x.

[12] Rob A Martinsen, Short-term study abroad: Predicting changes in Oral Skills, August 16, 2010, https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01095.x.

[13] Rob A Martinsen, Short-term study abroad: Predicting changes in Oral Skills, August 16, 2010, https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01095.x.

[14] Hinako Kishino and Tomoko Takahashi, "Global Citizenship Development: Effects of Study Abroad and Other Factors," Journal of International Students, May 15, 2019, https://www.ojed.org/jis/article/view/390.

[15] Centers for Disease Control and Prevention. "CDC Museum COVID-19 Timeline." *David J. Sencer CDC Museum*. Centers for Disease Control and Prevention. Published March 15, 2023. Accessed July 12, 2025. https://drive.google.com/file/d/1aTsrI8dICJRIILBEq8bBpe2uOQ4F1qjN/view?usp=drive_link

[16] Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link

[17] Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link

Before the pandemic, study-abroad participation was continually on the rise from the late 1980s until 2020.[18] And while in-person study abroad has begun to rebound since,[19] the new normal study abroad landscape, due in part to the pandemic and the prospect of outbreaks of new strains of COVID-19 or entirely new viruses that affect both students' decision to study abroad, has changed for students and educators alike.[20]

A. Novel Challenges

Students' concerns about the pandemic before going abroad and their perceptions about the severity of COVID-19 restrictions in their study-abroad location were significantly predictive of how they rated the pandemic's impact across the study-abroad dimensions, most notably in language learning.[21]

The global pandemic gave rise to new public health barriers: vaccination protocols, cautious approaches by different institutions towards study abroad, and closure of less traditional, less Western study abroad programs due to travel advisories all impacted participation. Countries with a higher propensity for disease or less healthcare support had to shutter programs or saw a decrease in participation.[22]

As colleges and universities prioritized making travel safe and secure, institutions deliberated whether to require COVID-19 vaccinations for students pursuing in-person study abroad. Additionally, immediately post-COVID, complications exacerbated visa and travel insurance delays: "We're in times that are quite unstable, so people are cancelling more frequently than previously," said Duncan Greenfield-Turk, CEO of Global Travel Moments, a luxury travel agency based in London.[23] A combination of travel restrictions, fears of new variants, and host-country health infrastructure inhibited students from studying abroad.[24]

---

[18] Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." *L2 Journal* 15, no. 2 (2023): 162–176. https://drive.google.com/file/d/1DrUa5BBGLq6NnJ0j8mEUHCzZ-VD9WIYx/view?usp=drive_link

[19] Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." *L2 Journal* 15, no. 2 (2023): 162–176. https://drive.google.com/file/d/1DrUa5BBGLq6NnJ0j8mEUHCzZ-VD9WIYx/view?usp=drive_link

[20] Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." *L2 Journal* 15, no. 2 (2023): 162–176. https://drive.google.com/file/d/1DrUa5BBGLq6NnJ0j8mEUHCzZ-VD9WIYx/view?usp=drive_link

[21] Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." *L2 Journal* 15, no. 2 (2023): 162–176. https://drive.google.com/file/d/1DrUa5BBGLq6NnJ0j8mEUHCzZ-VD9WIYx/view?usp=drive_link

[22] Martel, Mirka, and Julie Baer. COVID-19 Effects on U.S. Higher Education Campuses, Report 4: New Realities for Global Student Mobility in Summer and Fall 2020. New York: Institute of International Education, June 2021. https://drive.google.com/file/d/1lsSKNqE2W6XKx1nwFJo8Cscb7HF6K0RS/view?usp=drive_link

[23] Plucinska, Joanna, Doyinsola Oladipo, and Henry Gale. "Premium Insurance Demand Rises with Global Travel Disruptions." Reuters, June 16, 2025. Accessed July 12, 2025. https://drive.google.com/file/d/14w9gFrXMe6WcIXPbRqghvkYBI0TXyzso/view?usp=drive_link

[24] Martel, Mirka, and Julie Baer. COVID-19 Effects on U.S. Higher Education Campuses, Report 4: New Realities for Global Student Mobility in Summer and Fall 2020. New York: Institute of International Education, June 2021. https://drive.google.com/file/d/1lsSKNqE2W6XKx1nwFJo8Cscb7HF6K0RS/view?usp=drive_link

Various institutional and program cuts have presented barriers to study abroad processes, including budget reductions in global education offices,[25] reducing hours, furloughing employees, and eliminating positions in study abroad offices after COVID.[26]

Additionally, post-COVID, students faced challenges negotiating a second language environment due to institutional language learning failures. In a recent meeting of the University of California's Bordeaux Association, French language teachers affiliated with UCEAP's programs in Bordeaux reported a notable decline in placements scores from pre-pandemic scores: on a scale of 1-5, pre-pandemic students typically scored a 3, with a few scoring 4 or 5s, while in the 2021-2022 year, more than half scored a 2.[27] The instructors chalked this decrease up to two years of online language learning as opposed to in-person language learning.[28]

The affordability of study abroad programs has decreased significantly post-COVID due to several factors, with the study abroad sector losing upward to one billion dollars.[29,30] One of the main student detractors post-COVID is the price of airplane tickets.[31] Immediately after the pandemic, 50% of passengers stated they would not use air travel for up to 6 months, a move that exposed the fragility of air travel and forced airlines to up ticket prices to $500-1500.[32]

The COVID-19 pandemic, in general, impacted disadvantaged groups economically and health-wise disproportionately across the board. Low-income households or rural areas faced particular hardships, including limited access to technology and reliable internet.[33] Black students

---

[25] NAFSA: Association of International Educators. Support U.S. Study Abroad Programs Impacted by COVID-19. Washington, DC: NAFSA. Accessed July 12, 2025. https://drive.google.com/file/d/1270vKsXmu3YVvcq4sAXf4fP-8A1ofYb1/view?usp=drive_link

[26] NAFSA: Association of International Educators. Support U.S. Study Abroad Programs Impacted by COVID-19. Washington, DC: NAFSA. Accessed July 12, 2025. https://drive.google.com/file/d/1270vKsXmu3YVvcq4sAXf4fP-8A1ofYb1/view?usp=drive_link

[27] Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link

[28] Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link

[29] NAFSA: Association of International Educators. Support U.S. Study Abroad Programs Impacted by COVID-19. Washington, DC: NAFSA. Accessed July 12, 2025. https://drive.google.com/file/d/1270vKsXmu3YVvcq4sAXf4fP-8A1ofYb1/view?usp=drive_link

[30] Raymond, Bri. "Are Bloomsburg Students Still Interested in Study Abroad Post-COVID?" *The Voice*, University Wire (Carlsbad), March 31, 2024. https://drive.google.com/file/d/1G86Ymcz3VQ8lmm-_z68IuydEgarPSSkw/view?usp=drive_link

[31] Mok, Ka Ho, Weiyan Xiong, and Guoguo Ke. "Reimagining Higher Education in the Post-COVID-19 Era: Chinese Students' Desires for Overseas Learning and Implications for University Governance." Higher Education Policy 35, no. 3 (May 24, 2022): 591–609. https://drive.google.com/file/d/1pu0GhpqP1E-cIS1Uejfthsfk8jp-Ce1U/view?usp=drive_link

[32] Mok, Ka Ho, Weiyan Xiong, and Guoguo Ke. "Reimagining Higher Education in the Post-COVID-19 Era: Chinese Students' Desires for Overseas Learning and Implications for University Governance." Higher Education Policy 35, no. 3 (May 24, 2022): 591–609. https://drive.google.com/file/d/1pu0GhpqP1E-cIS1Uejfthsfk8jp-Ce1U/view?usp=drive_link

[33] Crato, Nuno, and Harry Anthony Patrinos. "The State of Global Education in a Post-Pandemic World." Flypaper, Thomas B. Fordham Institute, December 19, 2024.https://drive.google.com/file/d/1V8rLHEuCiMcWFZqZxUDwvZ1w9dv0uKvN/view?usp=drive_link

and low-income students were found more likely to select safer activities where the perceived risk of contracting disease is lower due to the financial concerns around access to health insurance.[34]

B. Virtual Study Abroad

Although virtual study abroad programs (VSAs) existed before COVID, they rose in popularity during the pandemic.[35] Formally defined as "study abroad programs of a semester or less in which the international experience is delivered in an online environment,"[36] these programs are often chosen for their accessibility, flexibility, and lack of risk, yet, ultimately, experiential learning, integration with the local community, and overall travel experience are significantly less intense.[37] However, VSAs have been found to help increase equity for physically and mentally disabled students, minority students with less resources, and male students by removing those initial travel risk barriers.[38]

Psychologically, students studying abroad reported increased negative experiences, feelings such as stress, anxiety, or isolation, and difficulties such as trouble staying focused in class that appear to be related to COVID-19-related restrictions in place or the nature of online instruction while abroad. In fact, negative responses tended to be associated with higher mean ratings in restriction level, online/hybrid course modality, online/hybrid language modality, and predeparture concern than the survey sample averages.[39]

Subsection III: Emerging Funding Obstacles

It is clear that low-income students struggle to access study abroad, participating at lower rates proportional to their financial need.[40] Need-based aid plays a direct role in overcoming this barrier; in fact, low-income students who receive a need-based grant were over 50% more likely to study abroad than those who did not.[41]

The One Big Beautiful Bill Act (OBBBA) contains a multitude of provisions that directly decrease the aid students receive. Pell Grants are severely restricted, with consideration of

---

[34] Basterretxea Santiso, Gorka, and Cristina Sanz. "Perspectives and Motives Involved in Study Abroad: COVID, Race and SES." L2 Journal 15, no. 2 (February 10, 2023). https://drive.google.com/file/d/14guihL0BDaEV0p-3Ggj6xRwzQgJvae19/view?usp=sharing

[35] Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" *Journal of International Education in Business* 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

[36] Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" *Journal of International Education in Business* 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

[37] Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" *Journal of International Education in Business* 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

[38] Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" *Journal of International Education in Business* 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

[39] Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." *L2 Journal* 15, no. 2 (2023): 162–176. https://drive.google.com/file/d/1DrUa5BBGLq6NnJ0j8mEUHCzZ-VD9WIYx/view?usp=drive_link

[40] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[41] Whatley, Melissa, and Ashley B. Clayton. "Study Abroad for Low-Income Students: The Relationship Between Need-Based Grant Aid and Access to Education Abroad." Journal of Student Financial Aid 49, no. 2 (2020). https://drive.google.com/file/d/11lDO4gPsMaPzGYYHxvLDUDj3qGlAXwQf/view?usp=sharing.

foreign income, exclusion of families who make twice the amount of the maximum grant, and exclusion of full-ride recipients.[42] Cuts to university funding like the increased endowment tax are also projected to diminish the institutional aid that many colleges can provide.[43] With less robust aid programs, study abroad becomes much more inaccessible.

A. Loans

Taking on subsidized and unsubsidized federal loans decreases the likelihood of studying abroad by about 2% for every $1000 loan increase.[44] This makes clear that increased financial need (even if not reflected in aid access) deters from study abroad; in order to increase study abroad participation, the additional financial burden on each student must be resolved.[45]

Under the OBBBA, multiple repayment plans that ease the burden of loans are eliminated, including Saving on a Valuable Education, Pay As You Earn, Income-Based Repayment, and Income-Contingent Repayment.[46] Even income-driven repayment is significantly worsened with an extension to 30 years rather than 25 or 20.[47] Borrowing caps on federal loans are also more stringent under the legislation, with Parent PLUS loans decreased to a maximum of $65,000 for undergraduate students.[48] One additional overlooked provision of the OBBBA ends federal loan eligibility for students whose projected earnings after graduation are lower than the average earnings of a high school graduate in the same state.[49] Overall, students, especially those in low-earning fields (which are often more likely to study abroad), will be forced to move away from federal, subsidized loans and increasingly rely on private loans.[50]

---

[42] The Senate Committee on Health, Education, Labor and Pensions. 2025. "HELP Committee Provisions of the Senate's One Big Beautiful Bill Act." https://www.help.senate.gov/imo/media/doc/help_committee_reconciliation_2025_section-by-section.pdf.

[43] Knox, Liam. "Federal Cuts Put Institutional Aid at Risk." Inside Higher Ed. Accessed July 16, 2025. https://www.insidehighered.com/news/students/financial-aid/2025/06/24/federal-cuts-could-lead-reduced-financial-aid-offers.

[44] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[45] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[46] Cunningham, Mary. 2025. "Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you." CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.

[47] Cunningham, Mary. 2025. "Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you." CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.

[48] Cunningham, Mary. 2025. "Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you." CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.

[49] The Senate Committee on Health, Education, Labor and Pensions. 2025. "HELP Committee Provisions of the Senate's One Big Beautiful Bill Act." https://www.help.senate.gov/imo/media/doc/help_committee_reconciliation_2025_section-by-section.pdf.

[50] Cunningham, Mary. 2025. "Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you." CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.

When students are willing to save up for study abroad programs ahead of time, they are much more likely to express an intent to study abroad.[51] The added financial burden of the OBBBA should be considered a deterrent to this saving.

B. Large-Scale Impacts

On the university side, the funding for study abroad programs varies significantly from university to university and depending on the host country partners.[52] There are a few common sources. In one survey sent to the universities of 75% of the US study abroad population, a majority of institutions relied on their general funds (from tuition, donation, etc.) and around half used study abroad fees to fund programs.[53] In total, these two sources average 60% of programs' operating budgets.[54] The rest comes from endowments, cost sharing with local providers, and universal fees where all students contribute to the funding of study abroad.[55] With the added financial strain of the OBBBA on students, those study abroad fees could become less feasible for families to handle, weakening programs overall. Other financial strain on universities, especially due to higher endowment taxes,[56] will also put pressure on study abroad programming.

Although not extensively documented, when costs become an issue for educational institutions, there is historical precedent for the elimination of more expensive academic programs.[57] The 2009 financial crisis proved study abroad to be especially vulnerable; the Forum on Education Abroad found over half of responding organizations had changed their study abroad plans for the upcoming year due to financial concerns as a result of this situation.[58] That same year, around 60% of respondents indicated a decrease in the budget for their study abroad programs, including operating budget cuts for half.[59] Over 80% found that increased scholarships, more institutional funding, and stronger departmental commitment to study abroad would be among the three biggest factors in sending more students abroad.[60]

In one notable incident, Gettysburg College drastically shrank their study abroad offerings in 2024.[61] Following financial strain on the university, over 20% of study abroad

---

[51] Entrich, Steve R., Nicolai Netz, and Ryoji Matsuoka. "The Role of Institutional Contexts for Social Inequalities in Study Abroad Intent and Participation." Higher Education 88, no. 4 (2024): 1275–303. https://drive.google.com/file/d/17tXs9INbMmyt9aQBVE08b2xosKar9oIq/view?usp=sharing.

[52] Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.

[53] Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.

[54] Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.

[55] Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.

[56] Schneider, Mark, and Christopher Robinson. 2025. "How Much Will Universities Pay in Endowment Tax?" American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.

[57] Capaldi, Elizabeth D. 2011. "Budget Cuts and Educational Quality." AAUP. https://www.aaup.org/academe/issues/2011-issues-4/budget-cuts-and-educational-quality.

[58] The Forum on Education Abroad. 2009. "State of the Field Survey 2009." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeastatefield2009_000.pdf.

[59] The Forum on Education Abroad. 2009. "Survey on the Impact of the Global Economic Crisis on Education Abroad." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeducationabroadeconsurvey9-09.pdf.

[60] The Forum on Education Abroad. 2009. "State of the Field Survey 2009." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeastatefield2009_000.pdf.

[61] Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.

programs were eliminated in order to develop a more "cost-effective global study portfolio."[62] London, an especially popular destination, was cut due to expenses.[63] This led to sudden restructuring of the program and rushed syllabi.[64]

C. Institutional Discrepancies

Beyond intrascholastic barriers, interscholastic concerns play a large role in study abroad.[65] At different institutions, students study abroad at drastically different rates; about 70% of the variance in study abroad across institutions can be attributed to university-level issues like structural opportunities and campus environment.[66] Under the current political climate, certain institutions are more likely to be targeted than others when it comes to funding issues.[67] The revised endowment tax, for example, raises the rate on endowment investment returns from 1.4% to 4% for universities whose endowments are between $750,001 and $2,000,000 per student and to 8% for universities whose endowments are larger than $2,000,000 per student.[68] This means a loss of over $1 billion over the next 5 years each for Harvard, Princeton, Yale, Stanford, and MIT, and billions more in total from other top-ranked universities.[69] Since these institutions rely on their general funds for scholarship and most expenditures,[70] one can expect those to be some of the first to cut study abroad programs following passage of the OBBBA.

In other situations, funding for study abroad is already tight; HBCUs, for example, particularly struggle with funding access compared to predominantly white institutions.[71] They are more likely to receive subpar government funding and less external support for study abroad

---

[62] Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.

[63] Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.

[64] Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.

[65] Entrich, Steve R., Nicolai Netz, and Ryoji Matsuoka. "The Role of Institutional Contexts for Social Inequalities in Study Abroad Intent and Participation." Higher Education 88, no. 4 (2024): 1275–303. https://drive.google.com/file/d/17tXs9INbMmyt9aQBVE08b2xosKar9oIq/view?usp=sharing.

[66] Entrich, Steve R., Nicolai Netz, and Ryoji Matsuoka. "The Role of Institutional Contexts for Social Inequalities in Study Abroad Intent and Participation." Higher Education 88, no. 4 (2024): 1275–303. https://drive.google.com/file/d/17tXs9INbMmyt9aQBVE08b2xosKar9oIq/view?usp=sharing.

[67] Schneider, Mark, and Christopher Robinson. 2025. "How Much Will Universities Pay in Endowment Tax?" American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.

[68] Schneider, Mark, and Christopher Robinson. 2025. "How Much Will Universities Pay in Endowment Tax?" American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.

[69] Schneider, Mark, and Christopher Robinson. 2025. "How Much Will Universities Pay in Endowment Tax?" American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.

[70] Baum, Sandy, and Victoria Lee. The Role of College and University Endowments. July 1, 2019. https://drive.google.com/file/d/1vFd_B61Uo6qmthTSaBMLCPWNQS3lwSlf/view?usp=sharing.

[71] Mullen, Sarah. "Study Abroad at HBCUs: Challenges, Trends, and Best Practices." In Opportunities and Challenges at Historically Black Colleges and Universities, edited by Marybeth Gasman and Felecia Commodore. Palgrave Macmillan US, 2014. https://drive.google.com/file/d/1ziU5hLUfWMwpoKLbckmlM7ciuw-i2Zsa/view?usp=sharing.

programs.[72] HBCUs also educate Pell Grant students at a much higher rate than the national average.[73] The OBBBA will only exacerbate existing inequalities in this respect.

[72] Mullen, Sarah. "Study Abroad at HBCUs: Challenges, Trends, and Best Practices." In Opportunities and Challenges at Historically Black Colleges and Universities, edited by Marybeth Gasman and Felecia Commodore. Palgrave Macmillan US, 2014. https://drive.google.com/file/d/1ziU5hLUfWMwpoKLbckmlM7ciuw-i2Zsa/view?usp=sharing.

[73] Mullen, Sarah. "Study Abroad at HBCUs: Challenges, Trends, and Best Practices." In Opportunities and Challenges at Historically Black Colleges and Universities, edited by Marybeth Gasman and Felecia Commodore. Palgrave Macmillan US, 2014. https://drive.google.com/file/d/1ziU5hLUfWMwpoKLbckmlM7ciuw-i2Zsa/view?usp=sharing.

SECTION II: STUDY ABROAD OUTCOMES

Subsection I: Current Motivation for Study Abroad Programs

According to William Hoffa, a leading scholar in the field of study abroad history and policy, college study abroad programs were established for four main reasons: to support student academics, promote cross-cultural understanding, improve career prospects, and promote personal development.[74] Studying abroad encourages students to develop new perspectives and behaviors, while allowing a student to consider their own place within the world. Immersion in unfamiliar cultural settings challenges students to navigate and interpret unknown norms and situations, encouraging deeper learning and adaptability.[75]

Long-term study abroad students often choose to live with host families to enhance their cultural immersion and gain a more authentic day-to-day experience.[76] Studying abroad is also a way for students to improve foreign language skills and intercultural competency, which are extremely valuable skills in the ever-globalizing world and economy.[77] Study abroad program graduates are more likely to earn more and experience more wage growth than graduates who do not participate in study abroad programs.[78]

Research also demonstrates that study abroad participants are more likely to develop stronger problem-solving skills and better self-confidence.[79] In today's increasingly interconnected world, cultural intelligence and adaptability are the keys to effective leadership and success. Global challenges require cross-cultural solutions, and the personal skills gained through studying abroad allow students to thoughtfully solve problems that transcend borders. The economic, social, and cultural benefits gained through study abroad programs prepares students for long-term success in their personal and professional lives.

Subsection II: Modern Study Abroad Programs

In the 2022-2023 academic year, 280,054 students in the United States participated in a study abroad program. This constituted 1.51% of students enrolled in degree granting institutions.[80] Despite the broad definition of study abroad, there is less clarity on categorizing different study abroad programs because of their wide variety, thus making determining the precise

---

[74] Smith-Sitton, Lara, and Joan E. McRay. 2019. "Considering the History of Education Abroad Programs to Create Assignments Serving Both the Academic and Professional Needs of Students." Journal of Global Initiatives: Policy, Pedagogy, Perspective 14 (1): Article 7. https://docs.google.com/document/d/135qVYC1KPKmLr0YFpFJjK2Gled8yvpQaWyYienlo7eQ/edit?usp=sharing.

[75] Passarelli, Angela M., and David A. Kolb. 2012. "Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad." In Student Learning Abroad, edited by Michael Vande Berg, Michael Page, and Kris Lou. Sterling, VA: Stylus Publishing. https://docs.google.com/document/d/1HKmK3cxkjBGvT8cbXMD-BPaPwKdcu5Aep100eRYgrf4/edit?usp=sharing.

[76] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[77] Petzold, Knut, and Petra Moog. 2018. "What Shapes the Intention to Study Abroad? An Experimental Approach." Higher Education 75 (1): 35–54. https://doi.org/10.1007/s10734-017-0119-z.

[78] Messer, D., & Wolter, S. C. (2007). Are exchange programs worth it? Higher Education, 54(5), 647–663.

[79] Paige, R. M., G. W. Fry, E. M. Stallman, J. Josić, and J. Jon. 2009. "Study Abroad for Global Engagement: The Long-Term Impact of Mobility Experiences." Intercultural Education 20 (sup1): S29–S44. https://doi.org/10.1080/14675980903370847

[80] Rachel Banks, "U.S. Study Abroad Participation by State," NAFSA: Association of International Educators, accessed June 26, 2025, https://drive.google.com/file/d/1zJQu4qdrDDyT4OI6U49JYx8lerErZExK/view?usp=sharing

number of study abroad programs offered by U.S. universities and institutions subjective. No standardized way of classifying study abroad programs has emerged. Many universities use different means of differentiating their programs. For instance, some universities differentiate via the type of learning students engage in (e.g. classroom, laboratory, and field-based), while others classify based on the degree to which a program is related to a specific subject (e.g. an economics program at London College of Economics versus varied and holistic coursework at the Compultense University of Madrid).[81]

In the broadest sense, the way in which the home institution interacts with a host institution forms three types of study abroad programs: Island, Direct Enrollment, and Third Party.[82]

The Island program is one in which American students study in a center run by a U.S. institution or, occasionally, a third party provider. Courses are taught in English and tailored to the specific needs of the home institution. Credits are fully transferable to their degree programs, and the home institution has ultimate control of coursework, faculty, and social services.[83]

Direct Enrollment programs are those in which students enroll directly in a host university, participating in the same classes as local students. Typically, the home institution will have a close relationship with the host institution, allowing most, if not all, academic credits to be transferable.[84]

The Third Party program, often known as a hybrid program, combines aspects of the Island and Direct Enrollment programs. This type of program is most common where English is not the primary language of instruction. Students will take some classes at a host institution and others at a study center. While students within an Island program only take classes at one location tailored to the specific home institution, students within a Third Party program take some classes along with local students at a host institution as well as classes at a study center. Often, Third Party programs will include some focus on cultural competence.[85]

Subsection III: Various Measurements of Study Abroad Outcomes

Different stakeholders in education have different views on which outcomes of a college education are most valuable. Universities tend to focus on universal objectives, such as society betterment and developing individual cognitive skills.[86] On the other hand, undergraduate students tend to focus on personal and familial goals, future earnings, and career development goals,

---

[81] "What Sort of Study Abroad Programs Are Available?," Harvard College, accessed June 26, 2025, https://college.harvard.edu/resources/faq/what-sort-study-abroad-programs-are-available.

[82] Jayme Scally, "Intercultural Competence Development in Three Different Study Abroad Program Types," *Intercultural Communication Studies* 24, no. 2 (2015). https://drive.google.com/file/d/18_AntQefegqGLGT82omVWq8Ky5NJbmWc/view?usp=sharing

[83] Jayme Scally, "Intercultural Competence Development in Three Different Study Abroad Program Types," *Intercultural Communication Studies* 24, no. 2 (2015). https://drive.google.com/file/d/18_AntQefegqGLGT82omVWq8Ky5NJbmWc/view?usp=sharing

[84] Jayme Scally, "Intercultural Competence Development in Three Different Study Abroad Program Types," *Intercultural Communication Studies* 24, no. 2 (2015). https://drive.google.com/file/d/18_AntQefegqGLGT82omVWq8Ky5NJbmWc/view?usp=sharing

[85] Jayme Scally, "Intercultural Competence Development in Three Different Study Abroad Program Types," *Intercultural Communication Studies* 24, no. 2 (2015). https://drive.google.com/file/d/18_AntQefegqGLGT82omVWq8Ky5NJbmWc/view?usp=sharing

[86] Raymond Y. Chan, "Understanding the Purpose of Higher Education: An Analysis of the Economic and Social Benefits for Completing a College Degree," *Journal of Education Policy, Planning and Administration* 6, no. 5 (2016): 1–40, https://scholar.harvard.edu/sites/scholar.harvard.edu/files/roychan/files/chan_r._y._2016._understanding_the_purpose_aim_function_of_higher_education._jeppa_65_1-40.pdf.

viewing their degree as a way to gain status in the job market.[87] This creates a framework for a value system that policymakers should take into consideration when prioritizing certain outcomes over others.

Rather than speaking to the specific results of studies, this section identifies and compiles the various approaches used in the literature to measure education outcomes broadly, which can serve as foundation for later identifying the outcomes pertaining to college study abroad programs specifically.

- *Earnings*
  - Trend in the Earnings Premium[88]: Tracks the difference between the median earnings of adults with a certain level of postsecondary education and adults with only a high school diploma. It is among the most investigated empirical regularities (positive trend).
  - Lifetime Earnings Premium[89]: Measures the present discounted value (3% rate) of the average difference in lifetime earnings across levels of education (positive trend).
  - Poverty[90]: Measures the percentage of families below the US poverty threshold for each level of education (inverse relationship).
- *Fringe Benefits*
  - Health Insurance[91]: Measures the average annual employer contribution for health insurance, percentage insured through employment, and percentage without health insurance across levels of education (positive relationship).
  - Retirement Plans[92]: Measures annual retirement income across levels of education (positive relationship).
  - Job Prestige[93]: Measures individuals' associations of prestige with certain occupations that have different educational requirements (positive relationship).
- *Employment*
  - Unemployment & Labor Force Participation: Measures the rate of unemployment and non-participation in the labor market in relation to college attainment (inverse relationship)
- *Health*

---

[87] Raymond Y. Chan, "Understanding the Purpose of Higher Education: An Analysis of the Economic and Social Benefits for Completing a College Degree," *Journal of Education Policy, Planning and Administration* 6, no. 5 (2016): 1–40, https://scholar.harvard.edu/sites/scholar.harvard.edu/files/roychan/files/chan_r._y._2016._understanding_the_purpose_aim_function_of_higher_education._jeppa_65_1-40.pdf.

[88] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[89] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[90] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[91] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[92] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[93] Philip Oreopoulos and Kjell G. Salvanes, "Priceless: The Nonpecuniary Benefits of Schooling," *Journal of Economic Perspectives* 25, no. 1 (2011): 159–84, https://drive.google.com/file/d/11_j1OkUdPMaceW_8mGg5BxCvyV90HItw/view?usp=sharing.

    - Life Expectancy[94]: Measures relationship between education attainment and mortality rate (inverse relationship, especially for preventable deaths through modifiable behaviors[95])
- *Other Private Benefits*
    - Happiness[96]: Measures the relationship between subjective well being (life satisfaction, positive and negative affect, and engagement and purpose) and educational attainment.
    - Intergenerational Benefits[97]: Measures years of children's education for parents with varying education attainment (positive causal effect).
- *Crime*
    - Reduction in annual social costs of crime (dollar value of harm to victims and costs of incarceration) associated with higher educational attainment.[98]
- *Philanthropy*
    - Volunteerism[99]: Measured through volunteer participation rate and value of volunteer labor (positive relationship).
    - Annual Charitable Contributions[100]: Measures amount of money donated to charity across education levels (positive relationship).
- *Civic Engagement*
    - Political Participation[101]: Measured through actions such as voting, boycotting, contacting public officials, and discussing politics across education levels (positive relationship).
- *Standardized Testing and Composite Assessments*
    - Student Achievement: One of the most established metrics in U.S. higher education is student achievement, often measured through standardized assessments like the College Outcome Measures Program (COMP) Objective Test.[102]

Developed by the American College Testing Program (ACT) in the 1970s, COMP was designed to assess general education outcomes at the institutional level. It is not federally required but has been adopted voluntarily by hundreds of institutions for internal program evaluation and

---

[94] Robert A. Hummer and Jennifer T. Lariscy, "Educational Attainment and Adult Mortality," in *International Handbook of Adult Mortality*, ed. Richard G. Rogers and Eileen M. Crimmins, Vol. 2, pp. 241–261 (New York: Springer, 2011).

[95] Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *Journal of the American Medical Association, 291(10),* 1238-1245, https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing.

[96] Boris Nikolaev, "Does Higher Education Increase Hedonic and Eudaimonic Happiness?" *Journal of Happiness Studies* 19 (2018): 483–504, https://drive.google.com/file/d/18s-18T-FaCuhEV8byAvuy0tBKMBXBJVh/view?usp=sharing.

[97] Monique de Haan, "The Effect of Parents' Schooling on Child's Schooling: A Nonparametric Bounds Analysis," *Journal of Labor Economics* 29, no. 4 (2011): 859–92, https://drive.google.com/file/d/1Akb1aW2Ya23N_SaBi0jqdZHHJ7U10lda/view?usp=sharing.

[98] Lochner, Lance. 2011. "Non-Production Benefits of Education: Crime, Health, and Good Citizenship." *NBER Working Paper Series*, 16722, https://www.nber.org/system/files/working_papers/w16722/w16722.pdf

[99] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[100] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[101] Philip A. Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society* (2015), Government & Civic Life, no. 4, https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.

[102] Steele, Joe M. 1970. "Evaluating College Programs Using Measures of Student Achievement and Growth." Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing

improvement purposes, including the University of Missouri and Arizona State University.[103] The test is typically administered to both freshmen and seniors to estimate student growth and the value added by college programs. COMP includes two main formats: a Composite Examination (featuring written/oral responses) and a shorter Objective Test composed entirely of multiple-choice items.

COMP allows institutions to assess general education outcomes using a mix of multiple-choice questions that test critical thinking, communication, and problem-solving. When matched to ACT/SAT scores through concordance tables, these assessments allow schools to estimate student growth over time. While individual student-level metrics often suffer from reliability issues, group-level data are robust. For example, the COMP Objective Test shows reliability coefficients as high as 0.98 for group means, with standard errors low enough to draw meaningful conclusions about institutional progress.[104] The COMP model has been used to support changes in curriculum and teaching strategy, indicating that even limited metrics can be transformative when interpreted and used properly.[105]

- *Institutional Indicators and Scorecard Models*
    - "Balanced Scorecard" Model: evaluates institutions on multiple fronts, including research productivity, human capital development, and global competitiveness, as proposed by Somi Seong, Senior Financial Economist at U.S. Securities and Exchange Commission.[106]

These outputs and outcomes are tracked through direct and proxy measures, such as publication quantity and quality, faculty hiring data, and graduate student enrollment. Seong notes that lower-cost surveys may offer less detail but can be deployed more broadly, while longitudinal studies provide richer insights at higher cost.[107]

Notably, institutional skepticism is often present toward assessment, particularly when program outcomes do not meet expectations; prestige rankings might not fully capture educational quality, and concordance tables for standardized testing require assumptions about equivalence that do not always hold across institutions.[108,109] Faculty may resist metrics they see as reductive or misaligned with disciplinary values. While no single measure captures the full scope of college

---

[103] Steele, Joe M. 1970. "Evaluating College Programs Using Measures of Student Achievement and Growth." Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing

[104] Steele, Joe M. 1970. "Evaluating College Programs Using Measures of Student Achievement and Growth." Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing

[105] Steele, Joe M. 1970. "Evaluating College Programs Using Measures of Student Achievement and Growth." Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing

[106] Seong, Somi, Steven W. Popper, Charles A. Goldman, David K. Evans, and Clifford A. Grammich. "Metrics and Measurement for Program Evaluation." In *Brain Korea 21 Phase II: A New Evaluation Model*, 1st ed., 111–60. RAND Corporation, 2008. https://drive.google.com/file/d/1vb6qW_RSgYpdi1I1NuMJbSIPHBij2iYu/view?usp=sharing.

[107] Seong, Somi, Steven W. Popper, Charles A. Goldman, David K. Evans, and Clifford A. Grammich. "Metrics and Measurement for Program Evaluation." In *Brain Korea 21 Phase II: A New Evaluation Model*, 1st ed., 111–60. RAND Corporation, 2008. https://drive.google.com/file/d/1vb6qW_RSgYpdi1I1NuMJbSIPHBij2iYu/view?usp=sharing.

[108] Seong, Somi, Steven W. Popper, Charles A. Goldman, David K. Evans, and Clifford A. Grammich. "Metrics and Measurement for Program Evaluation." In *Brain Korea 21 Phase II: A New Evaluation Model*, 1st ed., 111–60. RAND Corporation, 2008. https://drive.google.com/file/d/1vb6qW_RSgYpdi1I1NuMJbSIPHBij2iYu/view?usp=sharing.

[109] Steele, Joe M. 1970. "Evaluating College Programs Using Measures of Student Achievement and Growth." Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing

outcomes, triangulating across standardized assessments, institutional indicators, and carefully interpreted proxies can provide valuable insights.

The literature on the various outcomes of a college education is vast, and can track metrics that span way beyond financial impacts. Elements such as student engagement and exposure to diverse perspectives are central to a valuable college education.[110] Identifying study abroad programs containing the elements core to a college education and mapping them to these various outcomes will be a major focus of this brief.

Subsection IV: Economic Outcomes – International Impacts

While the US has dominance in the higher education industry, many nations benefit from the student fees, tourism, and industry development from hosting study abroad programs. As internationalization revolutionizes the education sector, institutions have relied on international student populations as a mechanism for growth and research development, including benefits received upon students' return.

A. U.S International Higher Education Dominance

The United States is arguably the top education destination, attracting close to a million international students each year.[111] This metric of foreign student enrollment has increased by more than 300% between 1980 and 2017.[112] While current political tensions threaten the international student population, there is still a vibrant community within undergraduate and graduate institutions for long-term study, short-term study abroad, or exchange programs. Higher education in the United States is heavily influenced by international student revenues as the government scales back funding for research and exchange programs, in turn forcing institutions to charge higher tuition for international students who are often eager for the opportunity to study in America.[113]

In 2019, the US generated $44 billion in education revenue, much of which came from foreign students.[114] In the 2021-2022 economic year, the United States Department of State reported that over one million international students, a record high since the COVID-19 pandemic, contributed $38 billion USD and 335,000 jobs to the United States's economy.[115] While this number could decrease in the coming years with visa troubles, it still signifies the economic

---

[110] Shouping Hu and George D. Kuh, "Diversity Experiences and College Student Learning and Personal Development," *Journal of College Student Development* 44, no. 3 (2003): 320–34, https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing.

[111] Gaurav Khanna, "How Higher Education Became an Important US Export," Issues in Science and Technology 38, no. 1 (2021): 30–33, https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

[112] Gaurav Khanna, "How Higher Education Became an Important US Export," Issues in Science and Technology 38, no. 1 (2021): 30–33, https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

[113] Gaurav Khanna, "How Higher Education Became an Important US Export," Issues in Science and Technology 38, no. 1 (2021): 30–33, https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

[114] Gaurav Khanna, "How Higher Education Became an Important US Export," Issues in Science and Technology 38, no. 1 (2021): 30–33, https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

[115] "United States Announced as Leading Destination for International Students, Annual Impact to U.S. Economy Is $38 Billion and 335,000 Jobs." 2023. United States Department of State. November 13, 2023. https://2021-2025.state.gov/united-states-announced-as-leading-destination-for-international-students-annual-impact-to-u-s-economy-is-38-billion-and-335000-jobs/.

validity and value of international students as they provide direct economic sources for GDP growth.

B. Brain Drain and Gain

Beyond direct economic impacts, the United States benefits from increased talent flow, known as the phenomenon of 'Brain Gain.' Many high-skilled individuals will emigrate thus 'draining' their nation of talent.[116] Consequently, the United States gains the competent international individuals who seek greater opportunities in more developed countries.[117] In a study investigating the push-pull factors of brain drain through an observational study and survey of 949 management students who studied in the UK and the US, both of which were not their home countries, students noted that they chose to study in Europe and North America to either gain better career and employment opportunities or to gain knowledge and qualifications that would close the education gap when they return home.[118] However, only 30.5% of the international students said they intended to return to their home countries after the conclusion of their studies.[119] By gaining over 70% of the most skilled international students, developed countries such as the US and UK can continue to dominate as powerful economies and political states.[120]

Regarding the economic impact of study abroad students in the United States, a partnership established between South Dakota's Northern State University and China's University of Jinan demonstrates one example of the contributions of study abroad students' economic impact.[121] Through a tuition of $11,000, 31 students contributed over $300,000— through tuition alone—to the institution's budget, in addition to money spent on nearby businesses for necessities and travel for tourism.[122] Graphs relating the number of Chinese students studying abroad in the United States and China's GDP per capita from 2004-2014 had a positive correlation coefficient of 0.9812, signifying a strong correlation between the growth of study abroad programs between United States institutions and Chinese students for China's economic developments, as measured by the growth in China's GDP once these students return to China with their education.[123]

---

[116] Yehuda Baruch, Pawan S. Budhwar, and Naresh Khatri, "Brain Drain: Inclination to Stay Abroad after Studies," Journal of World Business 42, no. 1 (March 2007): 99–112, https://drive.google.com/file/d/1ZOFibveesOVTJqNsjil3cxhu2D_02Gos/view?usp=sharing.

[117] Yehuda Baruch, Pawan S. Budhwar, and Naresh Khatri, "Brain Drain: Inclination to Stay Abroad after Studies," Journal of World Business 42, no. 1 (March 2007): 99–112, https://drive.google.com/file/d/1ZOFibveesOVTJqNsjil3cxhu2D_02Gos/view?usp=sharing.

[118] Yehuda Baruch, Pawan S. Budhwar, and Naresh Khatri, "Brain Drain: Inclination to Stay Abroad after Studies," Journal of World Business 42, no. 1 (March 2007): 99–112, https://drive.google.com/file/d/1ZOFibveesOVTJqNsjil3cxhu2D_02Gos/view?usp=sharing.

[119] Yehuda Baruch, Pawan S. Budhwar, and Naresh Khatri, "Brain Drain: Inclination to Stay Abroad after Studies," Journal of World Business 42, no. 1 (March 2007): 99–112, https://drive.google.com/file/d/1ZOFibveesOVTJqNsjil3cxhu2D_02Gos/view?usp=sharing.

[120] Yehuda Baruch, Pawan S. Budhwar, and Naresh Khatri, "Brain Drain: Inclination to Stay Abroad after Studies," Journal of World Business 42, no. 1 (March 2007): 99–112, https://drive.google.com/file/d/1ZOFibveesOVTJqNsjil3cxhu2D_02Gos/view?usp=sharing.

[121] Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. "The Economic Impact of Study Abroad on Chinese Students and China's Gross Domestic Product." *The Journal of Applied Business and Economics* 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing

[122]Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. "The Economic Impact of Study Abroad on Chinese Students and China's Gross Domestic Product." *The Journal of Applied Business and Economics* 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing

[123] Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. "The Economic Impact of Study Abroad on Chinese Students and China's Gross Domestic Product." *The Journal of Applied Business and Economics* 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing

Researchers suggest the growth of Chinese GDP per capita since 2004 can be related to the increase in international skills, networking, and research benefiting these Chinese students; a suggested result is these students return to influential positions in China's technological sectors to drive plans for increased innovation and research potentially essential to drive political and economic development.[124] Another result is China's increased ability to strengthen its own educational institutions with these skill sets and knowledge practices, as some students return to positions in academia and impact the structure of their country's educational system.[125]

C. Global Economic Outcomes of Study Abroad Programs

While most analyses of study abroad programs emphasize student-level or home-country benefits, relatively few explore how these programs affect the economies of host countries. Available research has been predominantly focused on how the program impacted the students rather than how the program impacted the host institution or destination countries.

Study abroad programs are traditionally framed as tools for student enrichment, global citizenship, or institutional prestige.[126] Yet increasingly, governments are recognizing inbound international education as a strategy to advance national economic goals, particularly in emerging economies; host countries have launched dedicated internationalization policies to attract foreign students, such as China's 211 and 985 Projects and Japan's Top Global University Project, which allocated ¥7.7 billion to elevate select institutions into globally competitive hubs.[127] These offerings include English-medium instruction, research opportunities at elite institutions, and targeted recruitment of high-achieving international students to bolster rankings and foster global academic networks.[128]

The mechanisms through which study abroad programs influence host economies are multifaceted. First, tuition revenues represent a direct injection of foreign capital.[129] While tuition is oftentimes complicated with who pays whom, portions of tuition are given to the host country, which, despite variability, adds to the finances of the institution. Universities, particularly private or underfunded public institutions, rely on these payments to maintain operations, hire staff, and expand infrastructure.[130] Second, real estate markets respond dynamically to student demand.

---

[124] Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. "The Economic Impact of Study Abroad on Chinese Students and China's Gross Domestic Product." *The Journal of Applied Business and Economics* 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing

[125] Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. "The Economic Impact of Study Abroad on Chinese Students and China's Gross Domestic Product." *The Journal of Applied Business and Economics* 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing

[126] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[127] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[128] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[129] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[130] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher

International students create upward pressure on housing availability in university towns, leading to new construction, revitalization of rental markets, and, in some cases, gentrification.[131] Third, the service sector experiences a ripple effect. Retailers, food establishments, banks, and transit services increasingly cater to student populations, hiring bilingual staff, expanding hours, and diversifying offerings. Student demand also stimulates short-term employment opportunities and local entrepreneurship.[132] Finally, international students contribute to human capital formation and innovation ecosystems. Foreign students are not only temporary consumers but also potential long-term contributors; through employment, knowledge exchange, and alumni networks that support trade, investment, and diplomacy.[133]

Christopher D. Hammond, associate professor at the University of Tokyo, argues that host nations must navigate these economic incentives while safeguarding against cultural dilution or nationalist backlash.[134] The opportunity lies in balancing competitiveness with inclusive, sustainable development. From tuition revenues and real estate booms to human capital spillovers and innovation hubs, the presence of international students shapes host economies in multifaceted ways. In his research on higher education in China and Japan, Hammond highlights that internationalization policies, such as China's 211 and 985 Projects and Japan's Top Global University Project, are explicitly designed to enhance global competitiveness and drive economic modernization.[135] These policies intersect directly with study abroad by expanding English-taught programs, increasing inbound student mobility, and positioning universities as global research hubs to attract international talent and foster transnational academic exchange.[136]

D. Direct Economic Exchange

One of the most immediate impacts of study abroad programs is the infusion of foreign currency through tuition payments and student expenditures. A research paper regarding

---

Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[131] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[132] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[133] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[134] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[135] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[136] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

human capital development describes international education as a form of "human capital import," where students bring economic resources and demand into the host country.[137]

Government-sponsored scholarship programs, particularly those that cover full tuition and living expenses, act as direct capital inflows to host universities and communities. In countries like Japan, where nearly 80% of institutions are private, international students represent a vital revenue stream.[138] Host cities often experience localized economic growth around student populations. Housing demand increases, cafes and retailers adapt to international clientele, and service jobs emerge to meet students' needs. These effects are especially pronounced in smaller university towns where students comprise a significant share of the population.[139] Unlike domestic programs, international scholarship programs channel external funds into the host economy and institutions, often supported by foreign governments or development agencies. These programs not only support capacity building and human capital development, but also create new revenue streams for host institutions and communities—making them a strategic supplement rather than a substitute for domestic enrollment initiatives.[140]

E. Labor Market and Innovation

Study abroad programs can yield long-term benefits for host countries by contributing to labor market dynamism, human capital development, and knowledge transfer. These benefits occur through direct participation in host economies and indirect, long-term professional and innovation linkages.

First, international students increase labor market flexibility through part-time work, internships, and post-study employment. Based on research conducted with the European Community Action Scheme for the Mobility of University Students (ERASMUS), study abroad has increased the probability of graduates living and working in their host country by 15–20 percentage points, especially among European graduates.[141] Even when students do not remain in the host country, their presence generates long-term economic benefits through the development of international networks, alumni ties, and cross-border knowledge exchange.

As highlighted in the European Commission's impact analysis, study abroad fosters skills that are highly transferable across borders which enhance the global labor market and improve

---

[137] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[138] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[139] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[140] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[141] Parey, Matthias, and Fabian Waldinger. 2016. "Studying abroad and the effect on international labour market mobility: evidence from the introduction of ERASMUS." The Economic Journal 551, no. 121 (December): 194-221. https://drive.google.com/file/d/1LtVkydHre_do7lQBVBoF-KjwYAzMn6na/view?usp=sharing.

productivity both in the host and home countries.[142] Longer academic stays and participation in Optional Practical Training (OPT) in the U.S. are significantly correlated with students' decisions to remain in the host country and enter its labor force.[143]

Second, employers value the soft and hard skills acquired abroad. Study abroad alumni report stronger cross-cultural communication, adaptability, and language skills—traits that improve job placement and performance in globally networked industries.[144] Companies increasingly seek graduates with international experience to collaborate on multinational teams or interface with international clients. Cross-cultural competence is becoming a critical requirement in recruitment.[11]

Third, host countries benefit from international students' role in the innovation economy. Graduates in STEM and business disciplines often contribute to startup ecosystems, research projects, or technology transfer initiatives. In Japan, national policies explicitly connect internationalization in higher education with the cultivation of 'global human resources' to fuel innovation.[12] China's strategy follows a similar path, leveraging inbound student mobility to build global partnerships and innovation capacity.[145]

Moreover, study abroad programs foster global networks that support future trade, research collaboration, and foreign direct investment. These "diaspora pipelines" function as long-term returns on educational investments.[146] International alumni often act as cultural and economic ambassadors, creating enduring connections that serve national interests in diplomacy and economic development. Study abroad programs can yield long-term benefits for host countries by contributing to labor market dynamism—the rate at which jobs are created and destroyed, and workers move between jobs, employment, and unemployment—and knowledge exchange. While many students return home post-graduation, some stay and contribute to domestic industries. Even temporary student residents bolster host economies by participating in part-time work, internships, and entrepreneurial ventures.[147]

Both China and Japan have adopted internationalization strategies aimed at cultivating "global human resources" for economic development.[148] These policies, such as Japan's Top

---

[142] Parey, Matthias, and Fabian Waldinger. 2016. "Studying abroad and the effect on international labour market mobility: evidence from the introduction of ERASMUS." The Economic Journal 551, no. 121 (December): 194-221. https://drive.google.com/file/d/1LtVkydHre_do7lQBVBoF-KjwYAzMn6na/view?usp=sharing.

[143] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[144] Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. "Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education." Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

[145] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[146] Parey, Matthias, and Fabian Waldinger. 2016. "Studying abroad and the effect on international labour market mobility: evidence from the introduction of ERASMUS." The Economic Journal 551, no. 121 (December): 194-221. https://drive.google.com/file/d/1LtVkydHre_do7lQBVBoF-KjwYAzMn6na/view?usp=sharing.

[147] Parey, Matthias, and Fabian Waldinger. 2016. "Studying abroad and the effect on international labour market mobility: evidence from the introduction of ERASMUS." The Economic Journal 551, no. 121 (December): 194-221. https://drive.google.com/file/d/1LtVkydHre_do7lQBVBoF-KjwYAzMn6na/view?usp=sharing.

[148] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

Global University Project, not only aim to improve rankings but also seek to attract foreign talent into science, technology, and innovation sectors. In this view, international students are not just consumers but potential contributors to national R&D and startup ecosystems.[149]

F. Internationalization in Higher Education

As globalization continues to revolutionize social and economic exchanges, education is at the forefront of these international initiatives. Professor Jane Knight of the University of Toronto first coined the term *internationalization* in 1993 as a way of capturing the link between education and international endeavors.[150] By definition, internationalization can be understood as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education."[151] Study abroad programs, language immersion initiatives, and student exchange opportunities all fall under the umbrella of internationalization within education, as society values intercultural experience within academia.[152]

Education has become ever more important as our world is increasingly globalized and internationalized; therefore, education is now a service that can be traded in the global marketplace.[153] While the majority of international students are attracted[154] to the Organization for Economic Co-operation and Development (OECD) countries,[155] many are also studying abroad in Asian countries as they become hotspots for technology development and easier access to visas.[156] Therefore, it is imperative that research investigates the economic impact of studying abroad, not only for those who attend US universities but also for those who study in non-OECD countries.

In many underdeveloped countries, education is an import; for industrialized countries, education is an export. The education export theory can be illustrated by the comparative study of Indonesia and Australia.[157] Marginson and Sawir wanted to see the stratification of international

---

[149] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[150] Jane Knight, "Internationalization Remodeled: Definition,Approaches, and Rationales," Journal of Studies in International Education 8, no. 1 (March 2004): 5–31, https://drive.google.com/file/d/1ABZgTlFoLcwfliOPcZpazieAcSovCmXX/view?usp=sharing.

[151] Jane Knight, "Internationalization Remodeled: Definition,Approaches, and Rationales," *Journal of Studies in International Education* 8, no. 1 (March 2004): 5–31, https://drive.google.com/file/d/1ABZgTlFoLcwfliOPcZpazieAcSovCmXX/view?usp=sharing.

[152] Jane Knight, "Internationalization Remodeled: Definition,Approaches, and Rationales," Journal of Studies in International Education 8, no. 1 (March 2004): 5–31, https://drive.google.com/file/d/1ABZgTlFoLcwfliOPcZpazieAcSovCmXX/view?usp=sharing.

[153] John Beghin and Byungyul Park, "The Exports of Higher Education Services from OECD Countries to Asian Countries: A Gravity Approach," The World Economy 45 (September 25, 2020): 1050–80, https://drive.google.com/file/d/1uFJZd9sREb089KdcnSJO-dJUGyZSQDs9/view?usp=sharing.

[154] OECD countries are the most popular study abroad destinations as they are often associated with high-quality education, developed industries, and rising incomes post-graduate for those that stay in the host country.

[155] OECD has 38 member countries: Australia, Austria, Belgium, Canada, Chile, Colombia, Costa Rica, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and United States.

[156] John Beghin and Byungyul Park, "The Exports of Higher Education Services from OECD Countries to Asian Countries: A Gravity Approach," The World Economy 45 (September 25, 2020): 1050–80, https://drive.google.com/file/d/1uFJZd9sREb089KdcnSJO-dJUGyZSQDs9/view?usp=sharing.

[157] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2

student enrollment in different economic settings as well as the motivations behind these institutional preferences.[158] Through a qualitative survey analysis approach, Marginson and Sawir found that there was a net outflow of students in Indonesia and a net inflow into Australia when comparing enrollment at Universitas Indonesia (UI) in Jakarta, Indonesia, and the Australian National University (ANU) in Canberra, Australia.[159] Specifically, only 0.1% of the UI undergraduates were international students, while 13.4% of students were international at ANU.[160] Interestingly, education and skill training make up 13% of Australia's exports to Indonesia, as many of the 13.4% of students come from either Indonesia or neighboring countries.[161]

This striking difference in international student populations can be attributed to the fact that Indonesian institutions lack the educational reputation or specialized programs that places like Australia have developed and masterfully marketed to the ASEAN region.[162] Given a greater international student population at AUN, there is a demand for their fees to pay for research and inquiry programs.[163] On the other hand, UI has fewer international students, however, sends more Indonesian students abroad to attain skills and bring back western technology.[164] Marginson and Sawir found that 4.3% of ANU income is derived from international student fees, with higher percentages for the engineering department and many research endeavors.[165] These statistics serve as an indication of international student populations being vital to the economic development of

---

(September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[158] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[159] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[160] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[161] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[162] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[163] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[164] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[165] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

an institution, however highlight the limitations of expansion, as only 5% of tuition funds come from international students.[166] In the aggregate, international student fees contribute considerably to university budgets, especially for US institutions, therefore presenting an area for further research and development to harness the potential of study abroad fee revenue.

G. Educational Tourism and Export Economies

Educational tourism is an opportunity where the primary objective of traveling abroad is to meet learning objectives outlined by a formal education program or institution, recognizing that informal learning can still be accomplished in travel designed for leisure tourism.[167] By considering study abroad students as educational tourists, Tomasi, Paviotti, and Cavicchi define ways these student-tourists are contributing to the local economy surrounding their host institution.[168] Beyond paying tuition and on-campus fees, student-tourists spend money on survival necessities, including housing, food, and transportation, while also engaging in leisure spending as tourists with relatives and returning alumni.[169] However, the researchers also note potential negative effects to educational tourism with rising costs for rentals surrounding the university, a diminished economy in summer semester with students away, and fewer jobs due to the willingness of international students to receive a lower salary.[170] It is acknowledged that further research is necessary to consider and analyze how the designs of an institution's strategic study abroad programming specifically increase local development, as compared to the general and natural impact of other forms of tourism.[171]

In turn, educational tourism can prove beneficial to future tourism opportunities especially for study abroad programs conducted in smaller and niche institutions.[172] 17 college students enrolled in a short-term study abroad program in 2017 to take a Transformative Travel elective course in the Greek island of Ikaria.[173] Ikaria is unlike other neighboring Greek islands because it

---

[166] Simon Marginson and Erlenawati Sawir, "University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University," Higher Education 52, no. 2 (September 2006): 343–73, https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.

[167] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=sharing

[168] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=sharing

[169] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=sharing

[170] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=sharing

[171] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=sharing

[172] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport & Tourism Education*, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing

[173] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport &*

lacks much commercial entertainment, such as beaches or clubs; instead, most tourist amenities ranging from hotels and food to tour guides are family-operated and family-owned among the island's village network.[174]

Through thematic analysis of the students' post-course interview responses, researchers found how these study abroad programs in smaller destinations can shift tourists' mindsets to take trips to and bring potential spending revenue toward smaller, less-commercialized destinations often overlooked for highly-popularized, commercialized locations definitively designed to attract the tourism industry and its spending.[175] As one student acknowledged, "My family is the type to go to one spot if we like it and we'll just go over and over again. So he inspired me to travel to new places and when I go to old places to see what is there and how the culture is."[176] Researchers note, however, that a balance is needed for the development of tourism industries in these areas, as rapidly growing tourism commercialization may lead to economic growth at the expense of irreversible impacts on the local environment, community, and culture.[177]

Another benefit for host communities is the development of conversational foreign language skills for English. A study interviewed host community members in agrarian regions of Thailand as part of the Thailand Abroad Experience to determine how study abroad programs impact the economic opportunities of host communities.[178] One interviewee described that those who increased their English skills by conversing with the United States students increased their employable skills and self-reported that the community's English speakers held higher paying jobs, thereby increasing their personal economic outcomes through cross cultural interaction between Thailand's culture and the culture of the visiting students and potential tourists.[179] The existence of study abroad programs also leads to the development of community-based tourism frameworks

---

Tourism Education, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing

[174] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport & Tourism Education*, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zovO1/view?usp=sharing

[175] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport & Tourism Education*, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing

[176] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport & Tourism Education*, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing

[177] Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. "Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination." *Journal of Hospitality, Leisure, Sport & Tourism Education*, no. 100245: 100245.https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing

[178] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

[179] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

to facilitate payments between institutions and host families, standardized prices offered for community services, and combat monetary corruption.[180]

Acknowledging that these frameworks maintain equal economic benefit to those in the host community involved, an instructor summarized, "Communities that have those institutions in place can long term handle issues much better. It helps minimize inadvertently making problems and eliminates or minimizes issues that can arise otherwise around money and power."[181] Another finding included the increased empowerment host families received to maintain their land rights for their agricultural production and sponsorship as a host family; several community members specified their ability to advocate for their land rights generated from their interactions with study abroad students.[182] As one host recalled, academic and technical jargon he learned from students helped his discussions with government officials, which proved especially helpful due to the constant rotation of government officials resulting in the continuous generation of land disputes that seemed previously solved.[183]

Study abroad programs can have tremendous economic benefits for both developing and developed countries, as they foster trade relationships and encourage tourism. Specifically, short-term and long-term education programs positively develop "transition economies" that are in the process of transitioning into a more market economy.[184] Beyond the benefits of fee-paying international students, countries such as Estonia and Lithuania have been able to develop their tourism industry simply from higher education.[185]

To quantify this impact, Jarvis conducted a qualitative study of about 300 short-term international undergraduate students in Estonia.[186] This location was important to research as the nation was transitioning both economically and politically away from its Soviet past.[187] International students can aid in the shift from a transition economy to an industrialized one in which people are attracted to their nation not for its tainted history but for its educational

---

[180] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

[181] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

[182] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

[183] Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." *Frontiers (Boston, Mass.)* 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing

[184] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[185] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[186] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[187] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

opportunities and tourism possibilities.[188] Jarvis found that on average, international students in Estonia spent €3390 or approximately $4,000 during their stay.[189] Beyond their direct expenditures, foreign students were excellent "ambassadors" of the Baltic countries, encouraging their friends and relatives to visit them during their study period.[190] In turn, 75% of students either had visiting friends or relatives (VFR)[191] come during the study abroad period.[192] On average, the students brought 2.9 additional overnight visitors to Estonia, and those visitors on average stayed 4.1 nights.[193] Thus, by engaging in student exchange, there was an economic ripple effect that benefits less developed countries and their tourism industry.

Similarly, Lithuania attracts international students that are advantageous to its nation's economic development. As higher education becomes a commodity, smaller nations such as those in Eastern Europe have a harder time competing in the international education marketplace.[194] Nonetheless, the neo-liberal approach of marketing higher education as a service to buy, smaller countries are ever so important to provide tailored study abroad opportunities with the immersion of a lesser-known destination.[195] Lithuania lacks the resources to compete with the education powerhouses such as the United States and the United Kingdom, but their lower fees, government-subsidized scholarships, and historical locations have allowed them to increase their international student population and the tourism industry that goes along with it.[196] Both Estonia and Lithuania

---

[188] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[189] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[190] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[191] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[192] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[193] Jeff Jarvis, "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy," Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74, https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.

[194] Jolanta Urbanovič, Stephen Wilkins, and Jeroen Huisman, "Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania," Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507, https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.

[195] Jolanta Urbanovič, Stephen Wilkins, and Jeroen Huisman, "Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania," Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507, https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.

[196] Jolanta Urbanovič, Stephen Wilkins, and Jeroen Huisman, "Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania," Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507, https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.

benefit indirectly from educational tourism compared to their larger counterparts, like the US and UK, which benefit more from international fees than they do from educational tourism.[197]

H. Tourism and VFRs in Developed Nations

VFR travellers often use commercial accommodations and patronize small businesses, all of which help increase regional economies of scale.[198] Moreover, VFR tourists often spend more time than usual travelers on holiday and will often come multiple times.[199] Study abroad programs, especially those in the UK that Bischoff and Koenig-Lewis observed, are during the off-season, which means travel spending is vital to the upkeep of small businesses as they are often coming during non-holiday times.[200] In particular, this quantitative study found that UK annual tourism revenue is approximately £74 billion with £59 billion from domestic tourism.[201] Of that £74 billion, the second largest purpose for traveling indicated by participants was residents' visits to friends and relatives which is second only to holiday travel.[202] Within the sample of UK undergraduates, 92.8% cited that they had at least one friend or relative visit between May 2003 to April 2004.[203] The value of such travel is beyond just the VFR's expenditures, but also the monetary spending of the host. The host has an invisible multiplier effect as they may purchase extra food or bedding for their guests, which can be exemplified by the fact that hosts on average spend around £108 per visit in the UK, and their visitors often spend approximately £93 per visit.[204] Interestingly, developed nations like the United Kingdom also benefit from the increased tourism as a result of higher education and international students, just as developing or transitional economies are experiencing this trend.

A similar trend of economic impact is found in a report of the economic impact of study abroad students in the United Kingdom for the 2014-2015 school year. Study abroad students contributed over 6.1 billion British pounds, roughly worth 8.3 million USD in July 2025, to the United Kingdom's economy: about 78% for tuition, a 13% and 12% increase to the economic

---

[197] Jolanta Urbanovič, Stephen Wilkins, and Jeroen Huisman, "Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania," Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507, https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.

[198] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[199] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[200] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[201] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[202] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[203] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

[204] Eberhard E. Bischoff and Nicole Koenig-Lewis, "VFR Tourism: The Importance of University Students as Hosts," International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84, https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

impact of the transport and retail sectors respectively, and over 200,000 full time equivalent jobs generated between all forms of international students.[205] University UK, the United Kingdom organization representing 141 higher education institutions, estimates that visitors for all international and study abroad students totaled 520 million British pounds, roughly 710 million USD as of July 2025, across various tourism-related industries.[206]

I. Higher Education as an Industry

Similar to the United Kingdom, the Commonwealth of Australia is a major exporter of higher education for international students. As the government declines state support for the education sector, many Australian institutions rely on international student fees to fund research initiatives and general university functions.[207] In fact, education yields about $15.5 billion USD for Australia, as it is home to major higher education institutions and is a popular study abroad destination for short-term travel.[208]

A similar economic case can be made for New Zealand, an up-and-coming education exporter that is using government support to increase international student enrolment.[209] Despite being a smaller economy than nations such as Australia and the United States, New Zealand made up to NZ$1.4 billion in education service exports in 2003/2004 and increased each year, accounting for close to 13% of the country's total service exports.[210] While this is significantly lower than the economic yield of the other OECD countries, New Zealand views education as a part of the business sector in which internationalization can increase revenue in undergraduate institutions, VFR travel, and long-term migration post-graduation.[211] This investment in education can be measured from the increase in international students, as the benefits of foreign direct investment and tourism speak for itself. Martens and Starke observed that in 2003, New Zealand had a population of 4 million and had around 35,000 foreign fee-paying students.[212] Comparatively, as of 2024, New Zealand has a population of approximately 5.3 million people and an international student population of about 73,535 students, which shows over a 100%

---

[205] Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. "Educational Tourism and Local Development: The Role of Universities." *Sustainability* 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=drive_link.

[206] Universities, U. K. 2017. "The Economic Impact of International Students." University UK. https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/briefing-economic-impact-international-students.pdf

[207] Philip G. Altbach, "The Perils of Commercialism," International Higher Education 62 (Winter 2011): 21–23, https://drive.google.com/file/d/1skwDrAepcF5fXVpETy2TWNcuNwBQk1Yb/view?usp=sharing.

[208] Philip G. Altbach, "The Perils of Commercialism," International Higher Education 62 (Winter 2011): 21–23, https://drive.google.com/file/d/1skwDrAepcF5fXVpETy2TWNcuNwBQk1Yb/view?usp=sharing.

[209] Kerstin Martens and Peter Starke, "Small Country, Big Business? New Zealand as Education Exporter," Comparative Education 44, no. 1 (February 2008): 3–19, https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.

[210] Kerstin Martens and Peter Starke, "Small Country, Big Business? New Zealand as Education Exporter," Comparative Education 44, no. 1 (February 2008): 3–19, https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.

[211] Kerstin Martens and Peter Starke, "Small Country, Big Business? New Zealand as Education Exporter," Comparative Education 44, no. 1 (February 2008): 3–19, https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.

[212] Kerstin Martens and Peter Starke, "Small Country, Big Business? New Zealand as Education Exporter," Comparative Education 44, no. 1 (February 2008): 3–19, https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.

increase in just 20 years.[213] With this increase in mind, the New Zealand government set a goal to reach NZ$4.4 billion in education exports by 2027, a goal they are projected to achieve and surpass.[214] Overall, higher education serves as the new avenue for economic growth and competitiveness, as smaller nations in Europe and Asia can create hubs of knowledge and innovation to compete, as demonstrated by the case of Estonia, Lithuania, and New Zealand, relative to the US and the UK.

J. Equitable Partnerships: Host-Institution Relations

One of the key components of the host-institution relationship is the mutual international impact.[215] For the host institution, this may come through economic benefit: money spent by students in study abroad programs is now directed toward the host institution.[216] However, differences in payment structures can limit the extent to which the host institution receives this economic benefit. Although both institutions have to agree for a study abroad program to be hosted, Hale establishes the host-institution partnership is only economically sustainable when the agreement allows the host institution to set the prices, compensation, and revenue-sharing structures for the host institution's resources used to sponsor and support the study abroad students.[217] Through three study abroad partnerships with the University of Central Florida (UCF) and University of Botswana (UB), the financial control remained with UCF due to the nature of the study abroad program's governmental funding from the United States Department of State.[218] Agreement, Biraimah, and Kurtz found that UB received compensation through a reimbursement-model of designated expenses, meaning UB, the host institution, did not receive the revenue generated through the program compared to UCF.[219] In addition, discrepancies between each institution's auditing and accounting guidelines caused obstacles to providing equal opportunities and partnerships between the two institutions.[220] In future agreements, this example underlines the importance of designing collaborative partnerships between institutions partnered in study abroad

---

[213] "New Zealand: International Student Enrolments up 67% in 2023 amid Growing Public Support," ICEF Monitor - Market intelligence for international student recruitment, December 4, 2024, https://monitor.icef.com/2024/11/new-zealand-international-student-enrolments-up-67-in-2023-amid-growing-public-support/.

[214] Justin Barnett, "Education New Zealand Targets $4.4 Billion by 2027," Education New Zealand Manapou ki te Ao, August 5, 2024, https://www.enz.govt.nz/news-and-research/ed-news/education-new-zealand-targets-4-4-billion-by-2027.

[215] Hale, Brack W. 2021. "Educating for the Environment: The Role of the Host Destination in Education Travel Programs." *Sustainability* 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing

[216] Hale, Brack W. 2021. "Educating for the Environment: The Role of the Host Destination in Education Travel Programs." *Sustainability* 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing

[217] Hale, Brack W. 2021. "Educating for the Environment: The Role of the Host Destination in Education Travel Programs." *Sustainability* 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing

[218] Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." *Theory into Practice* 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

[219] Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." *Theory into Practice* 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

[220] Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." *Theory into Practice* 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

programs which account for cultural differences and design collaborative agreements which benefit both institutions to obtain the desired mutual international impact, including budget and compensation for economic benefit.

K. Economic Development

Partnerships between students, their home institution, and the host institution within study abroad programs can help provide a needed service that the host institution may not have the resources, including financial, intellectual, and physical resources, to complete within their surrounding community.[221] By focusing on partnered and mutually supported activities, this prevents a strain on the host institution's resources, as hosting study abroad students can divert the institution's resources from supporting its various higher education objectives; even if study abroad programs are hosted during the summer to avoid competition with the institution's local students, this takes away from the faculty's time to research, publish, and apply for grants.[222]

For example, in a study abroad program between Switzerland's Franklin University and Iceland's Westfjords region, one partnership organization of the host institution lacked the funding, staff, and knowledge to reform its trail system; in response, the study abroad program's students practiced conducting environmental field surveys with their instructor and assessed trail quality and problem areas to develop reports on infrastructural improvements to the trail system.[223] Economic development can also occur in the areas of accommodations and accessibility. Through a study abroad program in Thailand sponsoring deaf and hard of hearing students, results included in the travel agencies and the program sponsor working to plan and adapt resources for these students.[224] This included a shift from simply providing accommodations to accessible adjustments, as program developers and host agencies had to consider incorporating immersive experiences, including a substitute to a Thai dance that heavily relied on auditory components for cultural immersion. [225]

Examples of research partnerships within study abroad programs can also be found between United States students enrolled in these programs and their host institutions. Students from Georgia State University engaged in three geographic information science research projects to support their host institution in Belize and its surrounding community, allowing students to develop their geographical science skills under faculty supervision while providing an essential

---

[221] Hale, Brack W. 2021. "Educating for the Environment: The Role of the Host Destination in Education Travel Programs." *Sustainability* 13 (15): 8351. hhttps://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing

[222] Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." *Theory into Practice* 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

[223] Hale, Brack W. 2021. "Educating for the Environment: The Role of the Host Destination in Education Travel Programs." *Sustainability* 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing

[224] Meek, David R., Pauline M. Ballentine, Beverly J. Buchanan, M. Diane Clark, Brad S. Cohen, and Paul K. Simmons. 2025. "A Sign Language Journey to the Land of Smiles: Thailand Study Abroad." *Journal of Deaf Studies and Deaf Education* 30 (2): 234–47. https://drive.google.com/file/d/1TeqnJ2EvfLB21YHWnlq7ZuMdaynuDfIr/view?usp=sharing

[225] Meek, David R., Pauline M. Ballentine, Beverly J. Buchanan, M. Diane Clark, Brad S. Cohen, and Paul K. Simmons. 2025. "A Sign Language Journey to the Land of Smiles: Thailand Study Abroad." *Journal of Deaf Studies and Deaf Education* 30 (2): 234–47. https://drive.google.com/file/d/1TeqnJ2EvfLB21YHWnlq7ZuMdaynuDfIr/view?usp=sharing

service that various partner organizations did not have the resources for.[226] One project of note partnered students with an organization assisting residents to social service resources via public transportation; however, the country lacked a mapping system containing all the offered public transportation routes and their destinations for residents to access and locate social services.[227]

As a result, students developed a database, brochure, pricing and schedule for students to be user-friendly and accessible so that even those with minimal technological experience could more easily navigate public transportation and access much-needed social services; part of the project included a community and cultural component, where students interviewed and spoke to residents for their knowledge of public transportation routes as compared to older websites.[228] Atchison, Hawthorne, and LangBruttig found, similar to establishing partnerships for study abroad programs, host institutions and partner organizations have different expectations and resources then United States institutions and students may be used, emphasizing the need for collaborative dialogue and community engagement.[229]

Subsection V: Economic Outcomes – Domestic

A. Labor Market Growth

While various factors impact the degree to which study abroad affects employability, overwhelmingly, there is a strong positive correlation.[230] In fact, as a result of study abroad experience, employment probability increases by 22.9% and exhibits a statistically significant difference.[231] This was measured through a controlled comparison of those with and without study abroad experience in Italy's Erasmus program.[232] Less formally, participants of study abroad programs overwhelmingly feel that their experience contributed positively to the development of

---

[226] Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." *Journal of Geography in Higher Education* 38 (2): 219–37. https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing

[227] Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." *Journal of Geography in Higher Education* 38 (2): 219–37. https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing

[228] Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." *Journal of Geography in Higher Education* 38 (2): 219–37. https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing

[229] Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." *Journal of Geography in Higher Education* 38 (2): 219–37.https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing

[230] Di Pietro, Giorgio. "Do Study Abroad Programs Enhance the Employability of Graduates?" Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.

[231] Di Pietro, Giorgio. "Do Study Abroad Programs Enhance the Employability of Graduates?" Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.

[232] Di Pietro, Giorgio. "Do Study Abroad Programs Enhance the Employability of Graduates?" Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.

relevant workforce skills (such as intercultural exchange and improved communication), creating a competitive advantage in professional contexts.[233]

Once they secure those jobs, graduates who participated in study abroad programs are likely to have slightly higher occupational status (a metric of career progression based on the International Socio-Economic Index) than their non-study abroad counterparts.[234] This is specifically true for graduates of unspecified fields (like many humanities, economics, etc.), who lack "labor market shelters" and instead have a greater need for other soft factors like the boost that studying abroad provides.[235] Graduates trained for specific occupations did not see significant results, since their transition from higher education to the workforce is far more standardized.[236]

Studies consistently report that study abroad students have higher wages upon return, anywhere from 25% at liberal arts colleges in the US to 56% when previously studied in Poland.[237] However, since those who study abroad are not randomly selected (as especially made clear through equity concerns), the causal effect of study abroad on wage improvement is significantly lower.[238] Specifically, when controlled for demographic factors, field of study, academic performance, and general skills, the act of studying abroad still raised wages by about 5% to 12%, with larger estimates reaching the threshold of statistical significance.[239]

In explaining this trend, there are generally four factors that play a role. First, studying abroad generally improves employer outcomes, with graduates who engage in study abroad programs greatly overrepresented in larger corporations and more multinational corporations.[240] Second, study abroad participants have greater employer mobility—enough so that 60 months after entering the workforce, 43% of participants had realized a wage increase of over 5% compared to 33% of non-participants.[241] Third, studying abroad directly increases

---

[233] Sisavath, Soubin. "Benefits of Studying Abroad for Graduate Employability: Perspectives of Exchange Students From Lao Universities." Journal of International Students 11, no. 3 (June 15, 2021): 547–66. https://drive.google.com/file/d/1ktKL2JMxm15fXXmcYclQCHDsQFOALnb7/view?usp=sharing.

[234] Waibel, Stine, Knut Petzold, and Heiko Rüger. "Occupational Status Benefits of Studying Abroad and the Role of Occupational Specificity – A Propensity Score Matching Approach." Social Science Research 74 (August 1, 2018): 45–61. https://drive.google.com/file/d/1MGfu1OlV5t8r12zkoPxSLSSr0VmezErn/view?usp=sharing.

[235] Waibel, Stine, Knut Petzold, and Heiko Rüger. "Occupational Status Benefits of Studying Abroad and the Role of Occupational Specificity – A Propensity Score Matching Approach." Social Science Research 74 (August 1, 2018): 45–61. https://drive.google.com/file/d/1MGfu1OlV5t8r12zkoPxSLSSr0VmezErn/view?usp=sharing.

[236] Waibel, Stine, Knut Petzold, and Heiko Rüger. "Occupational Status Benefits of Studying Abroad and the Role of Occupational Specificity – A Propensity Score Matching Approach." Social Science Research 74 (August 1, 2018): 45–61. https://drive.google.com/file/d/1MGfu1OlV5t8r12zkoPxSLSSr0VmezErn/view?usp=sharing.

[237] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[238] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[239] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[240] Kratz, Fabian, and Nicolai Netz. "Which Mechanisms Explain Monetary Returns to International Student Mobility?" Studies in Higher Education 43, no. 2 (February 2018): 375–400. https://drive.google.com/file/d/1KqNCncj7DJRF5-97Z0M6xBLIDFvxgkEq/view?usp=sharing.

[241] Kratz, Fabian, and Nicolai Netz. "Which Mechanisms Explain Monetary Returns to International Student Mobility?" Studies in Higher Education 43, no. 2 (February 2018): 375–400. https://drive.google.com/file/d/1KqNCncj7DJRF5-97Z0M6xBLIDFvxgkEq/view?usp=sharing.

productivity through soft skills like communication improvement.[242] Finally, there is a strong correlation between those who engage in study abroad and those who pursue graduate education, although the two are not causally linked.[243]

B. Large-Scale Economic Effects

The most pressing issues in the relationship between higher education and the labor market surround the ability of graduates to transition from leaving one to entering the other.[244] As such, study abroad significantly improves the economic output of universities, especially as cultural reproduction and understanding become increasingly intertwined with graduate transition.[245] Furthermore, with increasing access to higher education as a whole, there is increased market demand for graduates who have higher value (often provided by unique experiences); study abroad functions as a way to fill that gap.[246] Employability also greatly overlaps with equity concerns, so any effort that can counteract that effect—especially in terms of social closure—should be considered.[247]

As for increased wages, these classically produce greater household wealth, leading to increased spending and an overall boost to the economy as a whole.[248] Even assuming a wealth increase of as low as 1% for each student studying abroad, their spending would rise by a factor of over 0.03%.[249]

It is important to note that the employability benefits and wage increases are not consistent across different groups within study abroad programs. Specifically, employability benefits are tied to background factors, with those from privileged and extremely underprivileged backgrounds seeing less significant improvement compared to moderately disadvantaged groups seeing the greatest success.[250] This often stems from the fact that those from extremely disadvantaged backgrounds (i.e. little to no parental education) have access to fewer resources to make the most of their study abroad experience while those from advantaged backgrounds already

---

[242] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[243] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[244] Tomlinson, Michael. "Graduate Employability: A Review of Conceptual and Empirical Themes." Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.

[245] Tomlinson, Michael. "Graduate Employability: A Review of Conceptual and Empirical Themes." Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.

[246] Tomlinson, Michael. "Graduate Employability: A Review of Conceptual and Empirical Themes." Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.

[247] Tomlinson, Michael. "Graduate Employability: A Review of Conceptual and Empirical Themes." Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.

[248] Scopelliti, Demetrio. "Consumer spending: past and present." Monthly Labor Review, Nov (2016). https://fraser.stlouisfed.org/files/docs/publications/bls_mlr/bls_mlr_201611.pdf

[249] Scopelliti, Demetrio. "Consumer spending: past and present." Monthly Labor Review, Nov (2016). https://fraser.stlouisfed.org/files/docs/publications/bls_mlr/bls_mlr_201611.pdf

[250] Di Pietro, Giorgio. "Do Study Abroad Programs Enhance the Employability of Graduates?" Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.

have many of the soft skills that would be gained from study abroad.[251] Increased wages following study abroad experience are almost exclusive to private sector work experiences and correlate with field of study specification (with unspecified encompassing fields like the humanities and specified including education and medicine).[252] The signaling value of study abroad that creates these increased wages is higher in more network-based, independent careers that heavily rely on connections as opposed to other fields where the soft skills gained are not as valuable.[253]

While job opportunities within the US clearly improve after studying abroad, one significant concern is whether or not students remain in the US. Although longer term study abroad from origin countries where economies are weaker often results in up to 40% of students not returning,[254] study abroad participants choosing to move abroad for their career happens less frequently in Western origin countries (around 20% in one study from the Netherlands which concluded that even some loss of talented individuals is possibly outweighed by eventual return and remittances).[255] In fact, overall brain drain is overwhelmingly *into* rather than *out of* the US (with the US hosting around half of high-skilled immigrants worldwide), so the small impact of study abroad programs on the exchange of professionals can largely be ignored when compared to the benefits for participants who remain in the US.[256]

C. Institutional Benefit

Students who study abroad do not only contribute within their host communities, but end up bringing benefits back to their home university.[257] These benefits are not just cultural or educational, but also economic.[258] Generally, returnees of study abroad programs have been observed to be more diverse in their knowledge, which can bring in innovative ideas leading to economic growth for the host country.[259] These graduates can have impacts on those around them

---

[251] Di Pietro, Giorgio. "Do Study Abroad Programs Enhance the Employability of Graduates?" Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.

[252] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[253] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages? A Literature Review." Journal of International Students 11, no. 4 (July 1, 2021): 768–89. https://drive.google.com/file/d/1OowqZPoCQfpbpj4bxr0ch47ulUctCL_O/view?usp=sharing.

[254] Baruch, Yehuda, Pawan S. Budhwar, and Naresh Khatri. "Brain Drain: Inclination to Stay Abroad after Studies." Journal of World Business 42, no. 1 (March 2007): 99–112. https://drive.google.com/file/d/1-Lx1psLPjaW1M5qKn566-huud4X4Y6F_/view?usp=sharing.

[255] Oosterbeek, Hessel, and Dinand Webbink. "Does Studying Abroad Induce a Brain Drain?: Does Studying Abroad Induce a Brain Drain?" Economica 78, no. 310 (April 2011): 347–66. https://drive.google.com/file/d/1jZzrxOaLDw8zKggQcHcRuSsgRgGr3JX0/view?usp=sharing.

[256] Chand, M., and R. L. Tung. "Skilled Immigration to Fill Talent Gaps: A Comparison of the Immigration Policies of the United States, Canada, and Australia." Journal of International Business Policy 2, no. 4 (December 2019): 333–55. https://drive.google.com/file/d/1Vt8MDUKstypeHg3Vxmo6-zNv9F09Bq4b/view?usp=sharing.

[257] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

[258] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

[259] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

as well, increasing productivity for the people near them.[260] This ties back to the university, which can get credit and recognition for the people who have participated and returned successfully from the given study abroad program, which can attract more students to the college and further revenue.[261] In addition to this, students who have studied abroad also tend to remain connected and maintain ties to their host country/university, leading the way to further international connections with bolstered trade and investment. In turn, this interaction benefits the home country/university as well.[262]

There are also general financial benefits to study abroad programs for host universities.[263] According to a study conducted at Muhlenberg College, a total saving of $210,000 would amount, for a group of 200 students studying abroad for a total of two semesters through the college's program.[264] These savings accumulate based on the amount they are spending being less with these students abroad– housing is one of the major saving points here. The study concludes that the overall tradeoff of these study abroad programs for colleges similar to Muhlenberg College is positive, signaling that the university does benefit.[265]

US Companies that run and operate partnerships for study abroad programs benefit as well as home universities.[266] The companies have different partnerships with host universities, which allow participating students to oftentimes have unique scholarships or grants available to them, and included accommodation.[267] In return, these third-party/company providers oftentimes have stronger ties to the host university allowing them to benefit in return.[268]

D. International Trade Relations

Students who study abroad affect the trade of their origin country via two main channels. When students study abroad, they bring with them a demand for their origin countries' products, thereby increasing the host countries' imports from the origin countries.[269] This suggests that

---

[260] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

[261] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

[262] Oldac, Yusuf Ikbal. 2022. "The Contributions of Study Abroad to Home Countries: An Agential Perspective." *Higher Education*, December. https://doi.org/10.1007/s10734-022-00980-z.

[263] Heitmann, George. "The Opportunity Cost of Study Abroad Programs: An Economics-Based Analysis." *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 15, no. 1, 19 Dec. 2007, pp. 57–66, https://doi.org/10.36366/frontiers.v15i1.216.

[264] Heitmann, George. "The Opportunity Cost of Study Abroad Programs: An Economics-Based Analysis." *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 15, no. 1, 19 Dec. 2007, pp. 57–66, https://doi.org/10.36366/frontiers.v15i1.216.

[265] Heitmann, George. "The Opportunity Cost of Study Abroad Programs: An Economics-Based Analysis." *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 15, no. 1, 19 Dec. 2007, pp. 57–66, https://doi.org/10.36366/frontiers.v15i1.216.

[266] The Perks of Studying Abroad with a Third-Party Provider." 2024. Go Overseas. August 5, 2024. https://www.gooverseas.com/blog/perks-of-studying-abroad-with-third-party-provider."

[267] The Perks of Studying Abroad with a Third-Party Provider." 2024. Go Overseas. August 5, 2024. https://www.gooverseas.com/blog/perks-of-studying-abroad-with-third-party-provider."

[268] The Perks of Studying Abroad with a Third-Party Provider." 2024. Go Overseas. August 5, 2024. https://www.gooverseas.com/blog/perks-of-studying-abroad-with-third-party-provider."

[269] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

American students who study abroad increase United States exports to the students' host countries during the duration of their program. However, since students typically return to their origin countries, the Preference Channel effect of study abroad primarily increases U.S. imports from the host countries afterwards. Moreover, by studying abroad, students reduce information barriers which are a relevant deterrent to bilateral trade.[270] The information channel can increase both exports and imports of the origin country because it lowers transaction costs by mitigating communication and institutional barriers between countries.[271] Cultural information acquisition accounts for about 6% of overall trade costs.[272]

The above data reveals that an increase in temporary student migration to a host country (i.e. study abroad) is positively correlated with an increase in both imports and exports from the student's origin country. A 10% increase in student migration is associated with a 0.4% increase in exports from the host to the origin country and a similar increase in imports.[273] Furthermore, since imports (products exported from the United States to the host country) are primarily affected by the information channel rather than the preference channel, this suggests that the information channel is the driving force behind the imports student share coefficient.[274]

Students studying abroad differ from other emigrants because they are usually highly skilled and bound to an academic institution where they foster international connections.[275] Students are also uniquely positioned to form social connections with other international students and host nationals, creating educational networks.[276] These educational networks significantly boost bilateral trade flows, especially with countries with dissimilar institutions and cultures.[277]This is especially the case in countries with high numbers of alumni associations, of which the United States has the most.[278] These alumni associations allow students to maintain the educational networks they created during their schooling. Thus, study abroad, via the creation of long-lasting educational networks, improves trade flow beyond the duration of an individual student's program.

Additionally, the act of education itself—a key component of *study* abroad programs—increases support for economic globalization (defined as those that disagree with the statement that their country should limit the import of foreign products to protect its national economy), thus

---

[270] James Anderson, Eric Wincoop, "Trade Costs." Journal of Economic Literature, 2004, https://drive.google.com/file/d/1llo-nEOXgYuuiIeJkmRZITs3IyGvwo_H/view?usp=drive_link

[271] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

[272] James Anderson, Eric Wincoop, "Trade Costs." Journal of Economic Literature, 2004, https://drive.google.com/file/d/1llo-nEOXgYuuiIeJkmRZITs3IyGvwo_H/view?usp=drive_link

[273] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

[274] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

[275] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

[276] Lena Susanne Specht, "International Trade Effects of Student Migration," The Center for Growth and Opportunity, March 27, 2024, https://www.thecgo.org/research/international-trade-effects-of-student-migration/.

[277] Marina Murat, "Out of sight, not out of mind. Education networks and international trade," World Development, 2014, https://drive.google.com/file/d/13RjOFPijg-LXN80Sz4vF3rHPLeUojlDZ/view?usp=drive_link.

[278] Marina Murat, "Out of sight, not out of mind. Education networks and international trade," World Development, 2014, https://drive.google.com/file/d/13RjOFPijg-LXN80Sz4vF3rHPLeUojlDZ/view?usp=drive_link.

improving attitudes and behavior toward international trade in the long run.[279] This is especially true when the schooling focuses on tolerance, pluralism, and reducing the perceived cultural threat of globalization[280] which the majority of study abroad programs directly or indirectly aid.[281]

E. Post-Graduate Earnings

One of the best indicators of program success is the direct income effect of attending a study abroad program on post-graduate earnings.[282] While there is limited research on US student incomes post-study abroad programs, a multitude of studies have been conducted on Eastern European nations and their study abroad experiences.[283] Specifically, a 2016 Organization for Economic Co-operation and Development study investigated Polish students' economic outcomes from participating in the European Community Action Scheme for the Mobility of University Students (ERASMUS) program.[284] This study abroad program is one of the most successful educational exchange opportunities in the world, with over 30 EU member states and European countries participating in this immersive mobility program.[285] Past studies have found positive correlations between studying abroad and wages as a self-documented 16% of students reported they felt studying abroad allowed them to earn higher incomes relative to their counterparts.[286] Due to response bias and confounding variables, Liwiński attempted to undertake a more comprehensive review of Polish student outcomes with reference to program participation and post-graduate income relative to their counterparts who did not take part in the ERASMUS program.[287] The results concluded that students who completed at least one semester abroad had a wage premium of 35% in their first job after graduation holding a bachelor's degree, with income

---

[279] Omer Solodoch, "The Effect of Education on Support for International Trade: Evidence from Compulsory-Education Reforms." International Organization, 2024, https://www.cambridge.org/core/journals/international-organization/article/effect-of-education-on-support-for-international-trade-evidence-from-compulsoryeducation-reforms/11513D6D2509A2B939ED0B3470916E09.

[280] Omer Solodoch, "The Effect of Education on Support for International Trade: Evidence from Compulsory-Education Reforms." International Organization, 2024, https://www.cambridge.org/core/journals/international-organization/article/effect-of-education-on-support-for-international-trade-evidence-from-compulsoryeducation-reforms/11513D6D2509A2B939ED0B3470916E09

[281] Sybille Heinzmann, Roland Künzle, Nicole Schallhart, and Marianne Müller, "The Effect of Study Abroad on Intercultural Competence: Results from a Longitudinal Quasi-Experimental Study," *Frontiers: The Interdisciplinary Journal of Study Abroad* 26, no. 1 (2015): 187–208.

[282] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[283] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[284] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[285] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[286] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[287] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

increases higher for those holding bachelor's degrees than those with master's degrees.[288] Thus, participants who had undergraduate study abroad programs had stronger economic outcomes than those who did not participate.[289]

Similar research was conducted in a 1999 and 2001 Swiss study which investigated the impact of student exchange programs on one-year post-graduate salaries.[290] Compared to their counterparts who did not take part in study abroad semester programs, there was a slight 3.3% increase in starting salary.[291] When considering the quality of graduates' employment positions including whether the position is temporary, degree required or part-time, a regression model would increase the starting salary advantage to 4.1%.[292] While this is not statistically significant within the sample population at the standard 5% confidence level, it does demonstrate a link between the variables in which graduates with a background in study abroad seemingly have an advantage in the marketplace both for employment and for economic mobility.[293] The differences in wage increases in the studies demonstrate a limitation in concluding an absolute causal relationship as observed salary advantages are distinct to case studies.[294] Despite the lack of unequivocal evidence, it can be assumed that there is a link between study abroad participation and wage premiums given both theoretical and economic analysis.[295]

Within the existing literature, there is a myriad of studies similar to those above that assert an economic relationship for students outside the US studying abroad.[296] However, there are limited studies that investigate the income effect for United States students studying abroad.[297] Nevertheless, a keystone 2008-2012 study investigated the relationship between study abroad participation and post-graduate outcomes for public university students in the United States.[298] Partlo and Ampaw conducted their research under the assumption that the investments students

---

[288] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[289] Jacek Liwiński, "Does It Pay to Study Abroad? Evidence from Poland," OECD Economics & Finance Conference, September 6, 2016, 273–84, https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.

[290] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[291] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[292] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[293] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[294] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[295] Dolores Messer and Stefan C. Wolter, "Are Student Exchange Programs Worth It?," SSRN Electronic Journal, July 8, 2006, https://drive.google.com/file/d/1jY4nd80ladW29cykcx9sh8GPGsacd4ik/view?usp=sharing

[296] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[297] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[298] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

make in their higher education will in turn result in measurable outcomes in their career and income beyond the qualitative benefits of job satisfaction, educational attainment, and skill development.[299]

Using a 2-level hierarchical linear model with a sample population derived from the National Center for Educational Statistics of 1.6 million U.S undergraduate students between 2007 to 2012, Partlo and Ampaw found that income levels for study abroad students were slightly higher per year, around $3,000, in 2009, which was one-year post-graduation.[300] However, when evaluated in 2012, incomes only nominally increased by a couple hundred dollars more per year; this decrease in income is potentially a consequence of the US Great Recession in 2009.[301] The lack of conclusive and indisputable evidence suggests a need for further research into American student income advantages from studying abroad as there is not only a lack of literature but also confounding variables in existing academic research.[302]

Furthermore, undergraduate graduation rates and timelines are often linked with labor market outcomes. In turn, delays in graduation negatively impact employment probability and potential earnings.[303] This trend can be explained by the concern that such graduates will have obsolete or forgotten knowledge from their counterparts; moreover, the candidate selection process will either be passed or challenging as delays could be a signal of low productivity, ambition, and knowledge.[304] Consequently, it is imperative that students graduate on time while also having the most comprehensive and immersive experience possible.[305] For instance, European undergraduate students who undertook STEM degrees as well as study abroad observed the greatest graduation marks or academic improvements of up to 6 marks on final exams while also graduating on time.[306] Thus, students who not only undertake demanding course loads but also those who elected to

---

[299] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[300] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[301] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[302] Margaret Partlo and Frim Ampaw, "Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education," Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24, https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.

[303] Aina, Carmen, and Giorgia Casalone, "Early Labor Market Outcomes of University Graduates: Does Time to Degree Matter," Socio-Economic Planning Sciences 71 (September 2020), https://doi.org/10.1016/j.seps.2020.100822.

[304] Aina, Carmen, and Giorgia Casalone, "Early Labor Market Outcomes of University Graduates: Does Time to Degree Matter," Socio-Economic Planning Sciences 71 (September 2020), https://doi.org/10.1016/j.seps.2020.100822.

[305] Aina, Carmen, and Giorgia Casalone, "Early Labor Market Outcomes of University Graduates: Does Time to Degree Matter," Socio-Economic Planning Sciences 71 (September 2020), https://doi.org/10.1016/j.seps.2020.100822.

[306] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf, "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus," Economics of Education Review 99 (April 2024), https://drive.google.com/file/d/1SMp16idxax1TGMqbNKfntnZIC5EVuzXD/view?usp=sharing.

participate in engaging study abroad curriculum are now better prepared to enter the workforce, with the hopes of increasing technology and innovation in their employability and future careers.[307]

The Consortium for Analysis of Student Success through International Education (CASSIE), compiled semester-by-semester records of over 200,000 students across the United States who took part in study abroad programs.[308] In alignment with prior findings, this study found positive correlations between education abroad and graduation rates for 4 and 6 years.[309] Specifically, students who studied abroad were 14.8% more likely to graduate in 4-years compared to their counterparts, as well as being 8% more likely to graduate in 6-years.[310] Moreover, this comprehensive study found empirical evidence of increases in credit hours earned, which, while small, still impactful for degree completion.[311] Interestingly, researchers also found that there was a small decrease in average time to degree completion for study abroad students compared to non-participants.[312]

Further research into the correlation between graduation rates and study abroad success has been conducted in the US, particularly with the University of Texas Austin study in 2011.[313] Barclay Hamir found that there was a neutral to slightly negative correlation between study abroad participation and time to degree, which means students were able to complete their undergraduate courses on time or early while also spending time abroad.[314] Despite the extended period of time off campus, students are able to graduate on time because such programs are built to be short-term academic and cultural experiences that immerse students in location but also maintain focus on their studies.[315] These trends are not distinct to theUniversity of Texas but are represented by

---

[307] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf, "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus," Economics of Education Review 99 (April 2024), https://drive.google.com/file/d/1SMp16idxax1TGMqbNKfntnZIC5EVuzXD/view?usp=sharing.

[308] Rachana Bhatt et al., "Education Abroad and College Completion," Research in Higher Education 63, no. 6 (January 14, 2022): 987–1014, https://drive.google.com/file/d/1msj2rcQZszGLjGOdxi8NjvHMgAv2sZjb/view?usp=sharing.

[309] Rachana Bhatt et al., "Education Abroad and College Completion," Research in Higher Education 63, no. 6 (January 14, 2022): 987–1014, https://drive.google.com/file/d/1msj2rcQZszGLjGOdxi8NjvHMgAv2sZjb/view?usp=sharing.

[310] Rachana Bhatt et al., "Education Abroad and College Completion," Research in Higher Education 63, no. 6 (January 14, 2022): 987–1014, https://drive.google.com/file/d/1msj2rcQZszGLjGOdxi8NjvHMgAv2sZjb/view?usp=sharing.

[311] Rachana Bhatt et al., "Education Abroad and College Completion," Research in Higher Education 63, no. 6 (January 14, 2022): 987–1014, https://drive.google.com/file/d/1msj2rcQZszGLjGOdxi8NjvHMgAv2sZjb/view?usp=sharing.

[312] Rachana Bhatt et al., "Education Abroad and College Completion," Research in Higher Education 63, no. 6 (January 14, 2022): 987–1014, https://drive.google.com/file/d/1msj2rcQZszGLjGOdxi8NjvHMgAv2sZjb/view?usp=sharing.

[313] Heather Barclay Hamir, "Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree ," Educational Administration: Theses, Dissertations, and Student Research 65 (April 2011): 1–239, https://drive.google.com/file/d/1JZouCXuJhq7QhqhUSJUc0gPgs62zA0RK/view?usp=sharing.

[314] Heather Barclay Hamir, "Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree ," Educational Administration: Theses, Dissertations, and Student Research 65 (April 2011): 1–239, https://drive.google.com/file/d/1JZouCXuJhq7QhqhUSJUc0gPgs62zA0RK/view?usp=sharing.

[315] Heather Barclay Hamir, "Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree ," Educational Administration: Theses, Dissertations, and Student Research 65 (April 2011): 1–239, https://drive.google.com/file/d/1JZouCXuJhq7QhqhUSJUc0gPgs62zA0RK/view?usp=sharing.

Sutton and Rubin's study[316] of the University System of Georgia.[317] Ultimately, this benefits students economically as they are able to graduate on time with the added benefit of cultural experience, global learning, and language immersion— all skills employers desire.

Subsection VI: Academic Outcomes

Discourse in the scholarly community around the relationship between study abroad participation and academic performance is not only limited but quite divided.[318] The majority of studies find a positive correlation between international experience and academic metrics such as GPA, however the magnitude of such improvements are disparate.[319] Specifically, a study of a large university in Belgium found that economics and business, law, engineering and science students who studied abroad lost 7% in terms of grades relative to their "non-mobile" peers.[320] This negative effect can be explained by the fact that many students' choice of study does not align with the study abroad program and thus disrupts their academic performance.[321] For instance, students who are undertaking a STEM degree at home often struggle with humanities courses that are most common in study abroad opportunities, and vice versa.[322] On the other hand, a study of law students at a UK university who studied abroad for a year found that over a five year period, the average increase for students who studied abroad was 6.48%, versus 4.74% for those who did not.[323] While this may seem like a miniscule increase, the British academic marks system makes it so this could be a letter grade improvement simply from study abroad participation.[324]

A. Meta-Analyses

Terra Dotta, a company that provides solutions for educational institutions, conducted a study in 2023 that surveyed over 200 students across public and private universities in the United

---

[316] The University System of Georgia GLOSSARI project underscores the time to degree benefits as the majority of participants from the 1999-2008 study graduated on time or early.

[317] Richard C. Sutton and Donald L. Rubin, "The Glossari Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes," Frontiers: The Interdisciplinary Journal of Study Abroad 10, no. 1 (August 15, 2004): 65–82, https://drive.google.com/file/d/1ImeNHw8c4kcPE-el_2Gz6mf76FVNsEf-/view?usp=sharing.

[318] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[319] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[320] Dirk Czarnitzki, Wytse Joosten, and Otto Toivanen, "International Student Exchange and Academic Performance," SSRN Electronic Journal, January 2021, 1–50, https://drive.google.com/file/d/1LqGhhFZnlTjrQmHoP3h7CFtY2ojpBW-B/view?usp=sharing.

[321] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[322] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[323] Paul James Cardwell, "Does Studying Abroad Help Academic Achievement?," European Journal of Higher Education 10, no. 2 (January 31, 2019): 147–63, https://drive.google.com/file/d/1HthCJCa0QECTVZ-mWQO2Ie7zNR76yEHu/view?usp=sharing.

[324] Paul James Cardwell, "Does Studying Abroad Help Academic Achievement?," European Journal of Higher Education 10, no. 2 (January 31, 2019): 147–63, https://drive.google.com/file/d/1HthCJCa0QECTVZ-mWQO2Ie7zNR76yEHu/view?usp=sharing.

States.[325] For 57% of surveyed students, study abroad opportunities, programs, and support influenced their decision of where to attend university.[326] 72% of surveyed students plan or hope to participate in a study abroad program, and nearly all surveyed students feel that studying abroad is important for personal and professional development.[327]

A separate study analyzed data from 221,981 bachelor's degree-seeking first time students across 35 educational institutions in the state of Georgia. Of these students, 14%, or 30,649, studied abroad during their years in college. Using OLS regression analysis, this study found that students who studied abroad were 14.8% more likely to graduate in 4 years compared to their peers who did not.[328] For 6-year graduation rates, students who studied abroad were 8% more likely to graduate in 6-years compared to students who did not.[329] Students who studied abroad earned their degree about 4.5 weeks earlier on average than students who did not. Furthermore, students who studied abroad were found to have obtained a 0.12 higher grade point average (GPA) upon graduation and earned about 1.7 more credit hours in their college careers compared to their peers who did not study abroad.[330]

This same study also utilized matching analysis in order to find more thorough results.[331] This analysis agreed that study abroad had a positive correlation with on-time graduation, although the effect was smaller: students who studied abroad were 3.8% more likely to graduate in 6 years and 6.2% more likely to graduate in 4 years, compared to their corresponding peers who did not study abroad.[332] For the students who graduated within 6 years, students who studied abroad finished their degree 2.6 weeks, or 0.16 semesters, earlier than students who did not study abroad.[333] Students who studied abroad also completed college with an average of 2.19 more credit hours and obtained an average grade point average of 0.16 points higher than their peers who did

---

[325] "Voice of the Students Study Abroad 2023." n.d. Terradotta.com. https://get.terradotta.com/hubfs/ebooks/Terra_Dotta_E_BOOK_Student_Survey_2023_FNL2.pdf.

[326] "Voice of the Students Study Abroad 2023." n.d. Terradotta.com. https://get.terradotta.com/hubfs/ebooks/Terra_Dotta_E_BOOK_Student_Survey_2023_FNL2.pdf.

[327] "Voice of the Students Study Abroad 2023." n.d. Terradotta.com. https://get.terradotta.com/hubfs/ebooks/Terra_Dotta_E_BOOK_Student_Survey_2023_FNL2.pdf.

[328] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[329] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[330] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[331] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[332] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[333] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

not study abroad.[334] Overall, this study suggests that study abroad contributes to higher academic achievement—higher grade point averages, faster graduation rates, and more credit hours upon graduation—without contributing to longer time to degree completion.[335]

Western Michigan University (WMU) publishes data on their study abroad programs.[336] In the 2023-2024 academic year, 462 students studied abroad—a large proportion of their students, as WMU had 17,605 students in 2024.[337] WMU does not publish an official percentage of study abroad participation. At Western Michigan, 56% of students who studied abroad graduated in four years, compared to a 33% four year graduation rate for students who did not study abroad.[338] A similar correlation was found for retention rates: 97% of students who studied abroad during their first year on campus continued at WMU for the following academic year.[339] This rate was 16% higher when compared to the retention rate of students who did not study abroad.[340] Joe Milostan, the director of study abroad and international faculty enrichment at WMU's Haenicke Institute for Global Education, stated that, "Having worked in the education abroad field for over 15 years, one thing I have heard and seen repeatedly from students when they return from overseas is how much more confident and independent they feel after studying abroad. The development of these skills during a study abroad program has an impact on overall student success."[341]

A separate evaluation of study abroad statistics from Kansas State University (KSU) examined the impacts of studying abroad among its students.[342] From 2012 to 2020, approximately 8.46% (4,394 of 51,893) of KSU students studied abroad in this studied cohort.[343] The students who studied abroad were found to have obtained a statistically significantly (by Chi-squared test) higher grade point average than those who didn't study abroad—3.41 versus 3.07.[344] Those who studied abroad also had higher graduation rates than those who did not: 56.6% versus 47.47% for four year graduation rates and 92.79% versus 64.68% for six year graduation rates.[345] This study concluded that study abroad participants performed better across several academic measurements.[346]

B. Case Study: University of Limerick

---

[334] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[335] Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. "Education Abroad and College Completion." *Research in Higher Education* 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.

[336] "Study Abroad Data (2017-24)." n.d. Wmich.edu. https://wmich.edu/studyabroad/101/data.

[337] "Study Abroad Data (2017-24)." n.d. Wmich.edu. https://wmich.edu/studyabroad/101/data.

[338] "Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.

[339] "Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.

[340] "Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.

[341] "Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.

[342] "Participant Statistics." n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.

[343] "Participant Statistics." n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.

[344] "Participant Statistics." n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.

[345] "Participant Statistics." n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.

[346] "Participant Statistics." n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.

The goal of their case study is to examine the long term effects of studying abroad on student academic performance at the home institution, which is the University of Limerick.[347] This research is extremely pertinent to the current socio-economic climate, as post-graduate economic mobility is a common priority among undergraduate students.[348] Studying abroad presents a unique opportunity to gain a range of skill and global perspectives that are interpreted as an educational investment to future employers.[349] Research has shown connections between wage premiums and study abroad participation, as well as evidence of academic performance and degree attainment and salaries.[350] Public perception often neglects these positive effects from studying abroad, in turn creating an obstacle to the enrollment and mobility of students.[351]

This case study is focused on The University of Limerick (UL) which is one of the eight universities in Ireland that is publicly funded out of the 30+ higher education institutions.[352] Most students have the opportunity to study abroad while at UL, with most electing to participate in the EU's Erasmus study programme, totaling 2,545 in the 2017/2018 school year.[353] UL is the largest Irish HEI exporter of students to the Erasmus program, with over 20% of Irish students in the 2017/2018 school year.[354]

The University of Limerick utilizes the grade point average (GPA) system to evaluate academic performance and determine degree classifications.[355] The numerical value used to create an average of grades received is known as a Quality Credit Average (QCA) and is calculated on a semester and cumulative basis ranging from 4.0 (A1) to 0 (F).[356] For degree calculations, only the

---

[347] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[348] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[349] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[350] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[351] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[352] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[353] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[354] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[355] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[356] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

weighted QCA from the second, third, and fourth year of study will be calculated.[357] Researchers decided to examine students working towards a Bachelor of Business Studies (BBS) which is a four year degree program.[358]

Students interested in the study abroad program were required to meet the QCA threshold of 2.40 (C2 average) in order to apply.[359] This presents a limitation to the results, as the sample was already at a minimum level of academic achievement and would hopefully improve to a higher QCA than 2.4 rather than lowering the average below entry requirements.[360] The meritocracy of the study abroad program and confounding personal factors limit the external validity of this study beyond UL.[361] To reduce bias, the researchers used a sample of 2,705 BBS students in UL who graduated between the academic years 2010 and 2020.[362] The robust data set includes semester-by-semester QCA, language participation and corresponding QCA, whether they studied abroad or not, and demographic characteristics including gender and socioeconomic status.[363] The researchers decided to test several models to see if there was an association between studying abroad and academic improvements.[364]

It was important throughout the research process to ensure that external factors outside of the specific impact of study abroad programs were adjusted for.[365] As such, with the observed data, researchers created three different models.[366]

The first model, without any variables taken into account, shows that the raw and unadjusted relationship between academic performance and short-term study abroad was a positive

---

[357] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[358] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[359] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[360] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[361] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[362] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[363] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[364] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[365] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[366] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

and strong correlation.[367] The post-treatment QCA, or the final year QCA, showed a difference of QCA between the treated and untreated students of a magnitude of 0.13.[368] At the University of Limerick, this is the equivalent of a full letter grade above, for example from B2 to B1, for half of a student's modules in their final year of post-secondary education in the U of L Grade Point Average system.[369] Not only was this statistically significant, it was also deemed "practically significant" given the large margin of improvement within the span of only two semesters, significantly altering the student's cumulative QCA as a whole.[370] However, this test failed to determine an independent association, given there were no covariates or unobserved confounders screened for.[371]

There were several demographic factors that must be considered as confounding variables to finding an independent relationship between short-term study abroad participation and academic performance, which were screened for in the second model.[372] Firstly, financial factors such as aid were taken into account; 37% of full-time students in Ireland received some form of financial assistance, based on income.[373] Researchers also looked at the secondary school attended by each of the students, which were separated into three categories: Standard public high schools; disadvantaged (DEIS) secondary schools, which are those designated under the Delivering Equality of Opportunity in Schools program for disenfranchised children; and private, tuition-paying high schools.[374] With these factors accounted for, as well as the gender, language status, major choice, and pre-college test scores, the model continued to show a statistically and practically significant relationship between final year academic performance and exchange

[367] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[368] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[369] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[370] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[371] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[372] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[373] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[374] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

participation.[375] However, this occurred at half the magnitude observed using the first model, at a magnitude of a 0.07 QCA change.[376]

The final model used sensitivity analysis tools for regression models, attempting to calculate bias in the research, as well as interaction terms used to examine if the relationship between academic performance and study abroad participation differs by the geographical location where a student chooses to study abroad as well as whether or not the student had somebody from their class with them during the exchange.[377] With control for the prior academic performance in the form of a student's leaving certificate examination points (college entrance exam scores) and their early college QCAs, as well as the implementation of such inverse probability weightings, there was ultimately no independent association found between short-term study abroad and academic performance.[378] The increase in GPA was 0.02, which was not deemed statistically significant, and showed a reasonable balance between study abroad participants and non-participants.[379]

However, there may be heterogeneity in the impact of studying abroad across different groups of students or different experiences, which was difficult to look at further given a relatively small number of exchange students in this sample.[380] Research did show a positive and significant relationship for students of various languages, and reaffirmed that there was no negative impact, contrary to a previous study and to survey results indicating a perception of more lax and misaligned curricula in study abroad programs.[381] It was difficult, however, to isolate the impact of study abroad conclusively.[382] In a study at the University of Delaware, students were tested on their L2 Listening ability of Spanish, separated into a group on campus and another group during their study abroad term, and found the improvement over a five-week period to be relatively

---

[375] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[376] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[377] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[378] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[379] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[380] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[381] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
[382] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

similar.[383] Furthermore, it seemed that higher-achieving students, labeled so before a study abroad experience, performed better upon return to the University, whereas worse-achieving students did worse.[384]

Concerns arose that students were only eligible for study abroad conditional on achieving a minimum QCA of 2.40 in their first year of study at the University, which meant that the sample may not have been representative of the full student population.[385] This implies a possibly poor covariate balance between exchange and non-exchange groups, which is why the third model restricted the analysis to subjects with better overlap of covariate distributions.[386] This difficulty impedes in ability to find a fully independent relationship, though, as evidenced by the mixed results of positive and negative in previous studies, as well as further inconclusive results in several others.[387] A similar study in Italy, for example, showed that there was no significant effect on academic achievement, despite being able to assess positive impacts in self-confidence, adaptability, social orientation, willingness to communicate, and openness.[388]

C. Foreign Language Skills

Current research has resulted in mixed conclusions regarding the strength of impact of study abroad programs on a student's significant gain proficiency in foreign language subskills: reading, writing, listening, and speaking.[389] Comparing students who participated in a short-term five week study abroad program on their home campus as opposed to abroad, a 2008 study found no significant difference between students' development of listening comprehension skills except in the area of long narrative listening.[390] Between the two groups, researchers noted there was no significant difference between students' previous experience with Spanish within or beyond the classroom; students self-selected to take a third-semester Spanish course either on-campus or abroad in Spain or Costa Rica with the same curriculum and instruction hours in preparation for

---

[383] Jorge H. Cubillos, Lisa Chieffo, and Chunbo Fan, "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills," Foreign Language Annals 41, no. 1 (March 2008): 157–86, https://drive.google.com/file/d/1EoE1E69BG6_M4SIf2p_Pm2Y34yF3QIPc/view.

[384] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[385] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[386] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[387] John Cullinan, Darragh Flannery, and Donal Palcic, "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data," Education Economics 30, no. 3 (September 20, 2021): 251–69, https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.

[388] Silvia De Poli, Loris Vergolini, and Nadir Zanini, "The Impact of a Study Abroad Programme on Learning Abilities and Personality Traits: Evidence from a Randomization," *Applied Economics Letters* 25, no. 8 (June 26, 2017): 562–66, https://drive.google.com/file/d/1349FFNDxRxzFoxjSszcR7UYENWPMq84m/view?usp=sharing

[389] Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing

[390] Cubillos, Jorge H., Lisa Chieffo, and Chunbo Fan. 2008. "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." *Foreign Language Annals* 41 (1): 157–86. https://drive.google.com/file/d/1H6szdZMBz2AsBsRh6B-FiKypVQOA1--e/view?usp=sharing

the post-course assessment.[391] Cubillos, Chieffo and Fan noted that any differences for an increase in foreign language sub skill proficiency between students who studied abroad compared to at-home were not indicated by these results of formal exam manners of assessing foreign language subskills.[392]

Regarding the impacts of term length, a 2010 study of students at the University of Delaware compared the impacts of a short-term five week study abroad program and a semester-long study abroad program on students' perceptions of their foreign language self-efficacy.[393] Self efficacy is a person's belief in themselves to complete or achieve a task, regardless of the level of difficulty.[394] Upon analyzing the results of the students' self-assessment questionnaire, Cubillos and Ilvento concluded that although additional benefits are associated with longer programs, students' self-efficacy increased for all sub skills regardless of the program length.[395] In fact, Cubillis and Ilvento noted the persuasion potential for students in shorter study abroad programs, who experienced significant increases in self-efficacy, to pursue additional foreign language and cultural studies at their home institution.[396]

D. Cultural Awareness

Worldmindedness, which is a need for increasingly diverse organizations, is how a person in a community can both recognize and appreciate alternative perspectives.[397] A study tested the impact of the study abroad program's location on students' self-perceived worldliness after completing the study abroad program; the locations included, England, Germany, China, and Costa Rica.[398] Researchers sought to test if students who participated in a program would be more worldwide than those who didn't, and on an additional level, if the cultural difference between the student's home and study abroad location would impact the extent to which worldminded was

---

[391] Cubillos, Jorge H., Lisa Chieffo, and Chunbo Fan. 2008. "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." *Foreign Language Annals* 41 (1): 157–86. https://drive.google.com/file/d/1H6szdZMBz2AsBsRh6B-FiKypVQOA1--e/view?usp=sharing

[392] Cubillos, Jorge H., Lisa Chieffo, and Chunbo Fan. 2008. "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." *Foreign Language Annals* 41 (1): 157–86. https://doi.org/10.1111/j.1944-9720.2008.tb03284.x.

[393] Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing

[394] Bandura, Albert. 1989. "Regulation of Cognitive Processes through Perceived Self-Efficacy." *Developmental Psychology* 25 (5): 729–35. https://drive.google.com/file/d/1KyWMUIqKknPllrN4olKoeBCA8JP6H3nQ/view?usp=sharing

[395] Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing

[396] Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing

[397] Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

[398] Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

impacted.[399] Hofstede's cultural dimensions, a framework utilizing power distance, individualism, masculinity, and uncertainty avoidance, were used to determine differences between each of the four study abroad locations and the students' home university location in the United States.[400]

While the first part of the hypothesis received full support, the second hypothesis received partial support; the only significant difference in worldmindedness score, which was assessed through a student's opinion on various statements, resulted from Costa Rica and England study abroad programs.[401] Students rated on a scale of 1, strongly agree, to 6, strongly disagree, their opinion on statements including, "We should be willing to fight for our country without questioning whether it is right or wrong," and "Immigration should be controlled by an international organization rather than by each country on its own." [402] The first statement aimed to assess anti-worldmindedness, while the second statement referenced a pro-worldmindedness standard.[403] Douglas and Jones-Rikkers assert that Costa Rica study abroad students experienced greater cultural differences and immersion experiences compared to their classmates studying abroad in England.[404]

Furthermore, study abroad programs are centered around cross-cultural interactions, designed to create a more cosmopolitan student who has an increased global understanding and perspective. A study of students (n = 304) who studied abroad in Europe and counterpart students staying on home-campuses (n=519) revealed that those who participated in study-abroad programs had greater levels of international political concern, in addition to higher interests in cross-cultural interactions and appreciation.[405] The aforementioned group also had greater positive feelings about their home country, the United States, while experiencing a more critical attitude towards the U.S. when compared to those who stayed on their home campuses.[406]

Similarly, 232 study abroad students were surveyed before and after their study abroad program based on the Cross-Cultural Adaptability Inventory, a scale that analyzes traits such as

---

399 Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

400 Hofstede, Geert. 1983. "The Cultural Relativity of Organizational Practices and Theories." *Journal of International Business Studies* 14 (2): 75–89. https://drive.google.com/file/d/1dn8TLFV3__VY-e-wm9_JLAMtuh9qhJvp/view?usp=sharing

401 Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

402 Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

403 Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

404 Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

405 Carlson, Jerry S., and Keith F. Widaman. "The Effects of Study Abroad during College on Attitudes toward Other Cultures." International Journal of Intercultural Relations, vol. 12, no. 1, Jan. 1988, pp. 1–17. ScienceDirect, https://drive.google.com/file/d/1eBpnP5WLc5HkL9wE3E0GbY7dsxaG558-/view?usp=sharing

406 Carlson, Jerry S., and Keith F. Widaman. "The Effects of Study Abroad during College on Attitudes toward Other Cultures." International Journal of Intercultural Relations, vol. 12, no. 1, Jan. 1988, pp. 1–17. ScienceDirect, https://drive.google.com/file/d/1eBpnP5WLc5HkL9wE3E0GbY7dsxaG558-/view?usp=sharing

perceptual acuity, flexibility and openness, and personal autonomy.[407] Peers of the students in the SA programs were also surveyed to provide a 3rd-person perspective, finding that the SA students exhibited greater cross-cultural awareness and were overall more cosmopolitan.[408] Certain behaviors indicative of world-mindedness are also developed from studying abroad, including the general improvement of critical thinking skills and globally informed perspectives.[409] In 2023, researchers analyzed a subset of data surrounding 17 four-year colleges in 11 states across the United States, finding that students who participated in study abroad programs were shown to have greater improvements in critical thinking, NFC (propensity to challenge oneself cognitively), and PATL (disposition to read literature and express ideas through writing independently outside of school) at the end of their four-year college experience.[410]

E. Employability

The benefits of study abroad for student development have become more pronounced as American colleges have shifted educational priorities towards a more global perspective.[411] Global corporations have also begun prioritizing cosmopolitan individuals, with 56% of multinational/global companies having goals to increase short-term international job assignments in 2015.[412] As such, studies have focused on the specific academic and professional advantages of studying abroad.

In a study of 36 institutions and their 30,649 students in study abroad (SA) programs, students in SA programs had a 0.12 higher Grade Point Average and were 6.2% more likely to graduate in 4 years.[413] Greater noticeable differences existed for first-generation (11.4% difference in 4-year graduation rates to FG non-SA), need-based aid receiving (6.1% difference in 6-year graduation rates), and underrepresented students (0.12 higher GPA) when compared to those not falling in such categories.[414] Though, limiting factors include the fact that this may be corollary, that is study abroad programs may be competitive and/or students with higher GPAs are more likely to study abroad.

Employability and career outcomes were generally greater for those who participated in study abroad programs. Graduates (who had been in an SA program) saw wages that were

---

[407] Kitsantas, Anastasia, and Judith Meyers. Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness? 2001. ERIC, https://drive.google.com/file/d/1FB0PeV2hDiJ-kcStgqo9vunZdj6579Q7/view?usp=sharing

[408] Kitsantas, Anastasia, and Judith Meyers. Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness? 2001. ERIC, https://drive.google.com/file/d/1FB0PeV2hDiJ-kcStgqo9vunZdj6579Q7/view?usp=sharing

[409] Cai, WeiWei, and Gopal Sankaran. "Promoting Critical Thinking through an Interdisciplinary Study Abroad Program." Journal of International Students, vol. 5, no. 1, Jan. 2015, pp. 38–49. www.ojed.org, https://drive.google.com/file/d/1tG9E6eQsqUS41AX5sDUQFUJUZidXZuQr/view?usp=sharing

[410] Chad N. Loes & Brian P. An (2024) Study Abroad Enhances Cognitive Development, Journal of Student Affairs Research and Practice, 61:1, 72-85, https://drive.google.com/file/d/1Ebb5FhIQC6dcW0BE3ZETx4RACOfjeWgk/view?usp=sharing

[411] Tarchi, Christian, and Alessio Surian. "Promoting Intercultural Competence in Study Abroad Students." European Journal of Psychology of Education, vol. 37, no. 1, Mar. 2022, pp. 123–40. DOI.org (Crossref), https://drive.google.com/file/d/16eNT7lQ7qRkoKezwgyOelGB3Zs4UX-uM/view?usp=sharing

[412] Worldwide Survey of International Assignment Policies and Practices. Marsh McLennan (Mercer), 2015, https://mobilityexchange.mercer.com/international-assignments-survey.

[413] Study Abroad | CASSIE | University System of Georgia. https://drive.google.com/file/d/1wDAzLp9i16xnO3fsFrhHKcDgLFfcfMjx/view?usp=sharing

[414] Study Abroad | CASSIE | University System of Georgia. https://drive.google.com/file/d/12Kiow-GiH0zHwLZWwySHvhwlI3LxlSMQ/view?usp=sharing

moderately higher (ranging from 3% to 10% difference in wage in different studies) than their counterparts.[415] This, in part with previous studies showing that employers value those with experience around the globe and the many skills that are developed in study abroad programs, display the real-world benefits of study abroad programs.

Subsection VII: Societal Outcomes

Study abroad's associations with civic engagement and shifts in student perspectives have also been extensively studied by some. These impacts are highlighted below.

A. Local Community Engagement and Activism

A study, conducted in 2009 through participants at a small, liberal arts college in the midwest, aimed to find the effects of a semester abroad on students' civic engagement.[416] This school was chosen because many of its students studied abroad and because this school kept detailed records.[417] 354 people responded to the survey: 193 had studied off-campus for a semester and 141 had not.[418] This allowed the researchers to compare between these two groups.[419] It surveyed people who had studied abroad within the last 20 years (between 1986 and 2007) in order to create a mix between longer-term and shorter-term effects.[420] This study defined civic engagement as the following: civic commitment on a domestic and international level, staying current with both local and global events, philanthropy through giving of time and money, and the practice of voluntary simplicity in one's lifestyle.[421]

It was found that those who studied abroad were significantly more civically engaged.[422] Students who studied abroad were significantly more likely to report using public transportation frequently (71%) than those who didn't (42%).[423] People who participated in study abroad were

---

[415] Netz, Nicolai, and Fine Cordua. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." Journal of International Students, vol. 11, no. 4, July 2021. DOI.org (Crossref), https://drive.google.com/file/d/1gbeuKCcl6BMH2jS80lZe5yC8ez5XeGGQ/view?usp=sharing

[416] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[417] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[418] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[419] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[420] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[421] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[422] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[423] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

also more likely to report intentionally purchasing locally-made products (79.8% vs 70.7%)[424] and shopping at a farmer's market (60.1% vs 47.5%).[425] Studying abroad also appears to increase participation in protests and demonstrations, with 32% of study abroad participants reporting that they had engaged in one within the past 5 years, compared to 19.3% of their peers.[426] There was also a notable difference in reading/listening/watching international news: 89.1% of those who studied abroad reported that they did this activity frequently or occasionally, compared to 80.7% of those who didn't go abroad.[427]

There was also a great difference in engaging in intercultural activities: students who studied abroad were much more likely to report frequently or occasionally attending events of a culture different than their own compared to those who didn't (42.7% vs 25.7%),[428] and those who studied abroad were more likely to report frequently or occasionally spending free time with people from a different culture than those who didn't (70.5% vs 52.1%).[429] One respondent stated, "My off-campus experience definitely affected, and continues to affect, my life today. One participant shared that their time abroad had a lasting impact on them. They stated, "I recognize the positive aspects of a different type of life."[430] Experiencing a new lifestyle changed their perspective.

B. Voting, Volunteering, Donating

Another study, conducted in 2019 at New York University, examined the impact of study abroad on civic engagement through three key aspects: voting, volunteering, and donating.[431] The study employed data from the Educational Longitudinal Survey (ELS), a restricted-use database with the only longitudinal dataset with information on both involvement in study abroad and its impact on civic engagement, as well as other precollege and college variables to control for

---

[424] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[425] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[426] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[427] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[428] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[429] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[430] Don DeGraaf, Cynthia Slagter, Kelly Larsen, Elisa Ditta. 2015. "View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs." Frontiersjournal.org. August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.

[431] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

potential confounding variables in the analysis stage.[432] Tenth graders were surveyed in 2002, and had follow-ups in 2004 (12th grade), 2006 (college sophomore), and 2012 (average age of 26).[433]

The researcher used propensity score analysis to address student self-selection into study abroad, or, in other words, a model was built that took into account characteristics such as "gender, race, parental income, first-generation status, parental nativity, parent involvement, and social capital."[434] Pre-college variables that were accounted for in the model included "high school GPA and SAT composite score," "frequency of family day trips or vacations," "family composition (i.e. coming from a two parent household)," disability diagnosis, and how much students volunteered in high school.[435] College variables that were accounted for in the model included "institutional control, selectivity, major, and college GPA."[436] However, because the study used observational data, unobserved factors such as passport ownership, desire to seek out diverse experiences, international travel experience, and adventurousness are not accounted for.[437]

When it comes to voting after college, study abroad itself was not a statistically significant predictor, but there were other interesting results for other variables that impacted voting.[438] Between students who studied abroad and students who did not, "the change in the odds of voting for first-generation students is approximately 2.4 times what it is for non-first-generation students."[439] This statistically significant evidence points to the value of providing study abroad experiences for first-generation students.[440]

When it comes to volunteering after college, study abroad participants are almost 26% more likely to volunteer post-college than those who didn't study abroad.[441] Unlike voting, first-

---

[432] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[433] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[434] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[435] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[436] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[437] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[438] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[439] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[440] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[441] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

generation college student status didn't make a difference in rates at which students volunteered post-college.[442]

When it comes to donating, study abroad itself was not a statistically significant predictor.[443] However, "students who participated in a community-based project were 55% more [likely] to report donating after college."[444] A limitation of this study is that the author was unable to identify from the data whether or not each study abroad program contained a community-based project element, so it leaves the question to be answered of whether it is the kind of experiences study abroad programs offer that relates civic engagement, rather than participation/non-participation in study abroad.[445]

In order to spread the civic benefits of study abroad, the author recommends that U.S. universities create opportunities that appeal to more students, especially those in historically underrepresented groups like "first-gen college students, racial/ethnic minorities, LGBT students, men, students with disabilities, [and] athletes."[446] There are a few levers to achieve this. First, universities can offer short-term and summer programs in the form of a single course that satisfies general education or major requirements as to not interfere with strict course sequences in pre-professional tracks.[447] Second, universities can incorporate student abroad materials in parent orientation sessions, which can help parents understand how to overcome financial barriers and learn about the benefits of study abroad.[448] Schools such as the University of Utah, Loyola University New Orleans, and Roanoke College, among others, have promotional information for study abroad programs targeted for parents specifically.

The challenge institutions face with study abroad programs is finding ways to link what students learn to a national context.[449] Programs can include objectives such as "understanding

---

[442] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[443] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[444] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[445] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[446] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[447] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[448] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[449] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

social problems, the plight of oppressed peoples, and human rights," and add components of service-learning to foster behaviors that are transferable to when students are back in the U.S.[450]

C. Political Participation

Many recent studies have indicated that studying abroad is positively correlated with increased political and civic engagement. Students who study abroad often return with a heightened awareness of global political systems, social inequities, and civic responsibilities. A 2018 study[451] led an analysis (N=1,874) to investigate how living abroad affects the structures of self, not just its content and context. They found compelling evidence that living abroad increases self-concept clarity: the degree to which people have a clear, defined, internally consistent, and stable understanding of who they are.[452] This is particularly relevant to political participation because self-concept clarity is positively correlated with political efficacy, civic engagement, and value-driven decision-making[453]. The study showed that individuals who have lived abroad, especially during longer stays, are more likely to engage in what researchers call self-discerning reflections, meaning deep, critical examinations of their values and identities as distinct from their home culture.[454]

This clearer self-concept is often used as a precursor to ideological commitment and civic engagement, supported by a wide body of literature in political psychology[455]. For instance, scholars have found that individuals with higher self-concept clarity are more likely to act in accordance with personal values and to engage in consistent political behaviors such as voting, issue-based advocacy, and public discourse participation found in both a 1996[456] and 2013[457] study. The study also contributed to the idea that enhanced self-concept clarity led to greater career decision-making clarity, often tied to the pursuit of public interest careers such as diplomacy, policy, or advocacy.[458]

---

[450] Radomir Ray Mitic, *Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes* (PhD diss., ProQuest LLC, 2019), https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.

[451] Hajo Adam, Otilia Obodaru, Jackson G. Lu, William W. Maddux, and Adam D. Galinsky, "The Shortest Path to Oneself Leads Around the World: Living Abroad Increases Self-Concept Clarity," *Organizational Behavior and Human Decision Processes* 145 (March 2018): 16–29, https://doi.org/10.1016/j.obhdp.2018.01.002.

[452] Author links open overlay panelHajo Adam a et al., "The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity," Organizational Behavior and Human Decision Processes, February 20, 2018, https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.

[453] Author links open overlay panelHajo Adam a et al., "The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity," Organizational Behavior and Human Decision Processes, February 20, 2018, https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.

[454] Author links open overlay panelHajo Adam a et al., "The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity," Organizational Behavior and Human Decision Processes, February 20, 2018, https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.

[455] Author links open overlay panelHajo Adam a et al., "The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity," Organizational Behavior and Human Decision Processes, February 20, 2018, https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.

[456] "Apa PsycNet," American Psychological Association, accessed July 25, 2025, https://psycnet.apa.org/buy/1996-01707-011.

[457] "Document Details," Scopus, accessed July 25, 2025, https://www.scopus.com/pages/publications/84876032023?inward=.

[458] Author links open overlay panelHajo Adam a et al., "The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity," Organizational Behavior and Human Decision Processes, February 20, 2018, https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.

Additionally, this aligns with the 2023 RAND survey of Boren study abroad program alumni (commissioned by the National Security Education Program) found that a significant share of respondents reported that the Boren Award experience directly shaped their career paths, particularly guiding decisions to enter public service, and that public-sector employment was the most common sector for early-career alumni. This includes a substantial portion in defense, diplomacy, and intelligence agencies.[459] The pathway abroad, reflection, identity and action helps explain why study abroad alumni often emerge more politically active, civically engaged, and purpose-driven suggesting that deeper forms of foreign immersion enhance reflection and personal understanding, which then tends to lead to clearer career choices.

D. Regional Variation

Study abroad is typically framed as a "transformative experience," and there are many studies that agree and prove this, but political effects vary by region dramatically. The sociopolitical environment of the host country plays a role in the shaping of how students interpret and engage with American political and educational systems once they return.

a. Europe

Students studying in Western Europe, particularly Scandinavian countries such as Sweden, Denmark, Norway and more, are immersed in political systems that emphasize economic equality through universal healthcare, tuition-free higher education, and strong unionizations[460]. These experiences typically challenge the frequently idealized systems that the United States has:

1. American capitalism, especially in areas like healthcare, housing, and income inequality;
2. Becoming more favorable towards policies like universal healthcare and wealth distribution and;
3. More critical views of the U.S. welfare system as inadequate or exclusionary by comparison.[461]

Research shows that students returning from social-democratic nations are more likely to:

- Favor universal healthcare and redistributive tax systems;
- View the U.S. welfare system as exclusionary or inadequate and;
- Support stronger labor protections and social equity policies.

A 2010 study found that U.S. students who studied in countries like Denmark, Norway, and Sweden reported significantly increased support for wealth redistribution and universal healthcare policies.[462] This aligns with broader trends in study abroad literature emphasizing host-country influence on returning students' political beliefs. "Students exposed to Scandinavian public

---

[459] 2023 NSEP Annual Report, accessed July 25, 2025, https://www.dlnseo.mil/Portals/148/Reports/2023%20NSEP%20Annual%20Report.pdf?ver=vhYTakMVrNOL5hQ0M5fiRw%3D%3D.

[460] "Social Democracy," Social Democracy - an overview | ScienceDirect Topics, accessed July 25, 2025, https://www.sciencedirect.com/topics/social-sciences/social-democracy#:~:text=In%20subject%20area:%20Social%20Sciences,the%20Social%20&%20Behavioral%20Sciences%2C%202001.

[461] "Social Democracy," Social Democracy - an overview | ScienceDirect Topics, accessed July 25, 2025, https://www.sciencedirect.com/topics/social-sciences/social-democracy#:~:text=In%20subject%20area:%20Social%20Sciences,the%20Social%20&%20Behavioral%20Sciences%2C%202001.

[462] The intersection of language and culture in study abroad, accessed July 25, 2025, https://files.eric.ed.gov/fulltext/EJ1071129.pdf.

services return more aware of structural inequality in the U.S. and more likely to support systemic reforms."[463]

These direct experiences often contrast sharply with U.S. policies and prompt a reevaluation of American capitalism, especially in areas like healthcare access, income inequality, and housing affordability. These countries have some of the highest union membership rates in the world, with over 60% of the workforce unionized in Denmark, Sweden, and Finland, and up to 91% in Iceland. These experiences often reframe students' understanding of capitalism, shifting them toward greater support for wealth redistribution, public services, and labor rights. Exposure to these models deepens their political engagement and fosters more critical views of U.S. inequality and privatization.[464]

Students studying through DIS Copenhagen or similar Scandinavian programs have reflected that experiencing Denmark's "cradle-to-grave" social policies sparked critical comparisons with American systems, particularly in housing, income inequality, and access to education.[465]

b. Middle East and North Africa and Global South Regions

In contrast to Western Europe and many other regions of the world, the Middle East, North African regions and overall the broader global south tend to return with increased skepticism of United States foreign policy, awareness of displacement and authoritarianism, and a heightened desire to engage in diplomacy or aid work.

Between 2000 and 2001 and 2008 and 2009 the number of U.S. undergraduates studying in MENA, primarily Egypt, Jordan, and Morocco increased from 694 to 4,485 representing a more than 500% increase[466]. But even with a rise in study abroad to these regions only 2.2% of all United States study abroad students went to Middle Eastern and North African regions by 2016 as compared to 55% who studied in Europe[467] [468].

"North African regions and overall the broader global south tend to return with increased skepticism of United States foreign policy, awareness of displacement and authoritarianism, and a heightened desire to engage in diplomacy or aid work." [469] Which is also reflected in American discourse around study abroad in MENA often reflects geopolitical framing and ideological lenses. Learning Arabic or studying abroad in Egypt/Morocco is sometimes presented with an

---

[463] The intersection of language and culture in study abroad, accessed July 25, 2025, https://files.eric.ed.gov/fulltext/EJ1071129.pdf.

[464] The Progressive Policy Institute, "PPI's Trade Fact of the Week: Scandinavia Has the World's Highest Union-Membership Rates," Progressive Policy Institute, September 18, 2024, https://www.progressivepolicy.org/ppis-trade-fact-of-the-week-scandinavia-has-the-worlds-highest-union-membership-rates/.

[465] DIS Abroad, "Illuminating Alumni: Nathan Ober, Fulbright Scholar," DISCOVER STUDY ABROAD, April 1, 2016, https://discoverstudyabroad.org/2121/.

[466] Http://files.eric.ed.gov/fulltext/EJ1016251.pdf, accessed July 25, 2025, https://www.researchgate.net/publication/292140626_httpfilesericedgovfulltextEJ1016251pdf.

[467] Cara Lane-Toomey, "Government Factors Influencing an Expansion of Study Abroad in the Middle East/North Africa," *Frontiers: The Interdisciplinary Journal of Study Abroad* 24, no. 1 (August 15, 2014): 121–40, https://doi.org/10.36366/frontiers.v24i1.340.

[468] "Identity Resources by Region: Middle East and North Africa (MENA): U-M LSA Center for Global and Intercultural Study," LSA, accessed July 25, 2025, https://lsa.umich.edu/cgis/student-resources/identities-abroad/identity-resources-middle-east-north-africa.html.

[469] 2023 NSEP Annual Report, accessed July 25, 2025, https://www.dlnseo.mil/Portals/148/Reports/2023%20NSEP%20Annual%20Report.pdf?ver=vhYTakMVrNOL5hQ0M5fiRw%3D%3D.

"Orientalist" logic[470] which as quoted in an article "Orientalist" logic, "The peoples of the Middle East are often portrayed as weak, barbaric and irrational. Westerners, in comparison, are made to seem strong, progressive and rational. This style of thinking, in which East and West, or Orient and Occident, are placed into a mutually exclusive binary, is central to Orientalist thought[471]." which often frames the region in terms of U.S. national security interests rather than mutual learning[472].

Some of the key influences that contribute to this are the following:

1. Exposure to conflict, refugee crises, and the United States geopolitical involvements;
2. Engagement with non-governmental organizations, civil society, and transitional governments and;
3. Immersion in contexts often labeled by U.S. media as politically unstable or conflict-prone[473].

Some of the key political conflicts that contribute to this are the following:

1. Critical stances on United States military interventionism and global inequality;
2. Greater interests in public sector rolls more particularly in foreign service, refugee advocacy and;
3. Stronger focuses on human rights and international development[474].

E. Shifts in Political Identity and Affiliation

While research consistently finds that studying abroad tends to increase student participants' civic engagement and global citizenship, there is little evidence that education abroad shifts students' ideology toward a specific side of the political spectrum. Analyzing peer-reviewed journals displays the lack of research, as well as a proven association, between studying abroad and a direct uniform shift towards a party affiliation (e.g. towards more liberal or more conservative views). Based on the brief writer's literature review, no source solely focused or tracked student partisan identity or affiliation pre and post study abroad.

However, existing research does surround the changes to students' beliefs and attitudes, including nationalism, patriotism, and tolerance toward others.[475] U.S. students returning from a study abroad program were more patriotic than those who did not participate, being "considerably prouder of America" and its culture (i.e. American literature, the armed forces/military, arts,

---

[470] "Escholarship," eScholarship, University of California, accessed July 25, 2025, https://escholarship.org/content/qt90g8r79m/qt90g8r79m_noSplash_bf8c5a6b2da2221264078362ce82dd01.pdf?

[471] Cyma Hibri PhD, "Orientalism: Edward Said's Groundbreaking Book Explained," The Conversation, April 30, 2025, https://theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429#:~:text=The%20peoples%20of%20the%20Middle,is%20central%20to%20Orientalist%20thought.

[472] "Escholarship," eScholarship, University of California, accessed July 25, 2025, https://escholarship.org/content/qt90g8r79m/qt90g8r79m_noSplash_bf8c5a6b2da2221264078362ce82dd01.pdf?

[473] Http://files.eric.ed.gov/fulltext/EJ1016251.pdf, accessed July 25, 2025, https://www.researchgate.net/publication/292140626_httpfilesericedgovfulltextEJ1016251pdf.

[474] 2023 NSEP Annual Report, accessed July 25, 2025, https://www.dlnseo.mil/Portals/148/Reports/2023%20NSEP%20Annual%20Report.pdf?ver=vhYTakMVrNOL5hQ0M5fiRw%3D%3D.

[475] Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing

political influence, athletic accomplishments).[476] These same students did not feel superior to their foreign peers however, with the rise in nationalism paired with a decrease in chauvinism; students felt less fearful and threatened by countries. Students had what the author of the study deems as "enlightened nationalism," or a stronger national pride in tandem with a greater tolerance for others.[477] The same paper finds that students had no significant difference in one's sense of shared values with individuals of their host country, finding that students were not necessarily influenced by the predominant ideologies while studying abroad.[478] Similarly, research finds that students who studied abroad were more likely to be empathetic, with greater civility and epistemic humility at a statistically significant rate ($p < .01$ and $p < .05$ respectively) than those who did not study abroad; yet, these characteristics have been found to not be directly associated with one political orientation.[479]

Research, such as the previously mentioned studies, suggests that studying abroad has a more complex effect on students, with changes on students' attitudes and perspectives rather than a simple ideological shift.[480] This evidence finds that studying abroad allows students to become more globally aware and civically engaged, without necessarily dictating a student's political partisanship.[481] This is an important hypothesis that provides motivations for governments along all sides of the political spectrum to support studying abroad, with exceptions to those that wish to follow a more isolationist foreign policy perspective.

F. Student Attitudes towards Colonialism and Imperialism

The idea of education abroad is centered around immersing students in a new environment, bolstering critical thinking and personal growth. Yet, in the modern day, many U.S. study abroad students default to adventure and comfort for personal pleasure, becoming what some may deem a "glorified tourist."[482] Programs are often set up for students to be passive absorbers of their environment, resulting in participants only noticing the surface level of certain cultures and

---

[476]Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing
Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing

[477]Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing

[478]Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing

[479] Boulware, Jeannie Ngoc, et al. "Stranger in a Strange Land: The Role of Study Abroad in Civic Virtues." Journal of Moral Education, vol. 52, no. 1, Jan. 2023, pp. 34–42. DOI.org (Crossref), https://drive.google.com/file/d/1N6u5_5XoI_Y8qdF52RsWdoXMVAH_R9Sn/view?usp=sharing

[480] Jones, Calvert W. "Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism." International Studies Quarterly, vol. 58, no. 4, Dec. 2014, pp. 682–705. https://drive.google.com/file/d/1k5LexsqxNXa6Eq4ZEo7KLQNBPDXn6i1U/view?usp=sharing

[481] Boulware, Jeannie Ngoc, et al. "Stranger in a Strange Land: The Role of Study Abroad in Civic Virtues." Journal of Moral Education, vol. 52, no. 1, Jan. 2023, pp. 34–42. DOI.org (Crossref), https://drive.google.com/file/d/1N6u5_5XoI_Y8qdF52RsWdoXMVAH_R9Sn/view?usp=sharing

[482] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

viewing locals as "exotic objects."[483] Intentional coursework is necessary for students to develop and learn critically, allowing them to receive the full benefits of studying abroad.[484]

"Colonial students" is a term that describes certain study abroad participants who opt to travel to Western countries in English-speaking programs and countries, staying in what is recognizable and not personally challenging.[485] Over half of U.S. study-abroad enrollment is in Europe and roughly 60% are in "Western developed destinations" (i.e. Europe, North America, Australia, New Zealand), with a tendency for American students to stick to countries that are more "comfortable" despite wishing "to see new wonders."[486] During study abroad, they fall back to socializing with their study abroad peers and fellow Americans, rarely ever leaving their own confines and exploring local life.[487] This phenomenon and direct imbalance presents a large issue, as it risks the perpetuation of colonial legacy without direct confrontation and critical learning in countries such as Asia, South America, and the Middle East.[488] This Eurocentric perspective is counterintuitive with the goals for study abroad, as it should serve to create global citizens out of U.S. students, shifting Westernized views toward a more global perspective.

G. Lack of Critical Pedagogy and Challenging Perspectives

Studies find that simply studying abroad does not automatically produce global citizens, aware of global power and colonial legacies. This issue exists beyond study abroad in Western developed countries, remaining largely present in study abroad participants in every region of the world. Uncritical travel, or travel without self-reflection and efforts for deeper understanding of a host country's history, can easily lead to harmful stereotyping and "deeper investments in nationalistic patriotism or colonialism."[489]

A study on U.S. students in India found that critical perspectives on race were not developed based on simple exposure, and that most had failed to question their own prejudice and biases towards other nationalities and races.[490] Specifically, White U.S. students were said to be

---

[483] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

[484] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

[485] Ogden, Anthony. "The View from the Veranda: Understanding Today's Colonial Student." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 15, no. 1, Dec. 2007, pp. 35–56. https://drive.google.com/file/d/1yl4n30XgM504CxJtQSZUECihn4TudbOu/view?usp=sharing

[486] Ogden, Anthony. "The View from the Veranda: Understanding Today's Colonial Student." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 15, no. 1, Dec. 2007, pp. 35–56. https://drive.google.com/file/d/1yl4n30XgM504CxJtQSZUECihn4TudbOu/view?usp=sharing

[487] Ogden, Anthony. "The View from the Veranda: Understanding Today's Colonial Student." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 15, no. 1, Dec. 2007, pp. 35–56. https://drive.google.com/file/d/1yl4n30XgM504CxJtQSZUECihn4TudbOu/view?usp=sharing

[488] Castiello-Gutiérrez, Santiago, and Nick J. Gozik. "Decolonizing Education Abroad: Grounding Theory in Practice." Standards in Action, The Forum on Education Abroad, 2022, pp. 183–202. https://drive.google.com/file/d/10OegHxmzOiqfeQEfpTQFCiuFmSRtZitn/view?usp=sharing

[489] Dolby, Nadine. "Reflections on Nation: American Undergraduates and Education Abroad." Journal of Studies in International Education, vol. 11, no. 2, Jun. 2007, pp. 141–56. https://drive.google.com/file/d/11YAesKSLVzm5jPlRg2PIZI5I8P7wCIZf/view?usp=sharing

[490] Thomas, David P., and Zoe Frances Luba. "White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experiential Learning." Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement, vol. 39, no. 2, Apr. 2018, pp. 182–98. https://drive.google.com/file/d/1eT8C_MxV4Lh_VhLaoCAv4vmYaUspIQE8/view?usp=sharing

"unaware of their whiteness", and upon their return, were still unable to "reflect deeply on race, racism, and their own position within global hierarchies."[491] Students continued to look at local life through a U.S. lens, a familiar Western perspective, displaying that programs should consider pushing students to develop new attitudes and appreciation for their host country.[492] Similarly, Canadian students in a study abroad program in Cuba were seen to reinforce "colonial patterns, viewing the host country through a consumerist viewpoint."[493] Due to the cost of study abroad programs, an "objectifying tourist gaze" is produced, as students are burdened with the amount of money spent for their experience [whether it be loan, parent, or scholarship funded].[494] This separation between students and the host country means that individuals remain largely unaware of possible colonial pasts.

Another case study on U.S. students in Spain found that students, despite well-intentioned efforts, can impose U.S. frameworks and abroad.[495] Through what is referred to as "social justice imperialism," students often ignored diving deep into local histories, opting to rather repeat the power dynamics and colonial views they had meant to challenge in the first place.[496] Guided reflection and pedagogy from a program is powerful, shifting students away from their own biased perceptions.

Programs and respective faculty should guide students to examine historical inequalities. Scholars believe that centering certain study abroad programs around Ethnic Studies or "decolonial content" can push students to see beyond their own perspective, towards "racial consciousness."[497] Integration of such pedagogy within the larger study abroad curriculum can push students away from superficial ideas and towards a more nuanced understanding of their host country, leading to critical self-reflection crucial for personal growth and global citizenship.[498] Rather than passive tourism, which leads students to treat host countries as a simple "backdrop" and "canvas," students

---

[491] Thomas, David P., and Zoe Frances Luba. "White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experiential Learning." Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement, vol. 39, no. 2, Apr. 2018, pp. 182–98. https://drive.google.com/file/d/1eT8C_MxV4Lh_VhLaoCAv4vmYaUspIQE8/view?usp=sharing

[492] Thomas, David P., and Zoe Frances Luba. "White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experiential Learning." Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement, vol. 39, no. 2, Apr. 2018, pp. 182–98. https://drive.google.com/file/d/1eT8C_MxV4Lh_VhLaoCAv4vmYaUspIQE8/view?usp=sharing

[493] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

[494] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

[495] Katie, DeGuzman. Multiple Lenses on DEI: An Education Abroad Case Study Analysis. Association of International Education Administrators (AIEA) https://drive.google.com/file/d/1XWcHuwC9ih0wjkxHagwD8UqcUBOoQNfZ/view?usp=sharing.

[496] Katie, DeGuzman. Multiple Lenses on DEI: An Education Abroad Case Study Analysis. Association of International Education Administrators (AIEA) https://drive.google.com/file/d/1XWcHuwC9ih0wjkxHagwD8UqcUBOoQNfZ/view?usp=sharing.

[497] Barnd, Natchee. "Being Bad Guests: Teaching Ethnic Studies with Study Abroad." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 37, no. 2, Apr. 2025, pp. 1–33. https://drive.google.com/file/d/1nraxEIRcjqqOKj5HeOTlmeih0EHCqJi3/view?usp=sharing

[498] Barnd, Natchee. "Being Bad Guests: Teaching Ethnic Studies with Study Abroad." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 37, no. 2, Apr. 2025, pp. 1–33. https://drive.google.com/file/d/1nraxEIRcjqqOKj5HeOTlmeih0EHCqJi3/view?usp=sharing

should have deep engagement with the culture.[499] Students studying abroad in Tanzania saw the development of non-transactional relationships with locals following structured community engagement, with students directly citing the involvement as advancing their intercultural competence.[500]

[499] Sharpe, Erin K. "Colonialist Tendencies in Education Abroad." International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.

[500] Lolkus, Michael, et al. "Study Abroad Participants' Reflections on Relationship Development: The Role of Context, Curriculum, and Community Engagement." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 34, no. 4, Nov. 2022, pp. 53–90. https://drive.google.com/file/d/179OlZaFpbTqKlc6EvBdt7WVgZPt1J8HN/view?usp=sharing

SECTION III: INEQUALITY

Subsection I: Racial/Cultural/Identity-Based

A. Gender

a. Demographic

Perhaps the most well-documented demographic disparity in study abroad appears when gender is considered, since men make up only a third of study abroad participants.[501] In fact, not only do men study abroad at a lower rate, but their intentions to study abroad (regardless of following through) are consistently lower.[502]

The reasoning behind female overrepresentation does not depend on confounding variables that may impact differences in ability, financial status, field of study, or overall ambition.[503] Rather, it often boils down to each participant's intention for studying abroad, where men cited intercultural experience significantly less frequently than women.[504] As such, men's likelihood of choosing to study abroad as opposed to pursuing other career opportunities is much lower, instead opting for internships, part-time work, and other opportunities.[505]

The gap in gender participation has largely persisted over time. A study on European study abroad opportunities found that women in France, Germany, and Italy continued to be overrepresented from 2000 to 2012, with the gap even widening in some instances.[506] As for the US, despite the lack of a conclusive longitudinal study, individual evaluations from 2019, 2022, and as recently as 2024 continue to display a clear gap between male and female interest.[507] This remains the case across types of postsecondary educational institutions, with liberal arts colleges demonstrating similar discrepancies for female students regardless of GPA and major.[508]

b. Barriers

---

[501] Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. "Gender Influences on Students' Study Abroad Participation and Intercultural Competence." Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.

[502] Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. "Gender Influences on Students' Study Abroad Participation and Intercultural Competence." Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.

[503] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. "Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad." Research in higher education 52 (2011): 123-150. https://drive.google.com/file/d/1sZbiGKWKwSmQFB7gcDEvLGziTJAsGeTW/view?usp=sharing.

[504] Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. "Gender Influences on Students' Study Abroad Participation and Intercultural Competence." Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.

[505] Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. "Gender Influences on Students' Study Abroad Participation and Intercultural Competence." Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.

[506] Di Pietro, Giorgio. "Changes in the Study Abroad Gender Gap: A European Cross-country Analysis." Higher Education Quarterly 76, no. 2 (April 2022): 436–59. https://drive.google.com/file/d/1xdb-bYDLQmdAIiijjUw2XAxFIaAKdD6z/view?usp=sharing.

[507] Asankulova, Zhanylai, and Stephan Thomsen. "Studying Abroad Experience and the Wages of Females." Higher Education 87, no. 2 (February 2024): 401–31. https://drive.google.com/file/d/1Cmr8Bz5kED3ae9ZGLzwXinZ6Z1XE4diJ/view?usp=sharing.

[508] Hurst, Allison L. "'Class and Gender as Predictors of Study Abroad Participation among US Liberal Arts College Students.'" Studies in Higher Education 44, no. 7 (July 3, 2019): 1241–55. https://drive.google.com/file/d/1W_RGIeEuWtjgH_ubnOwElNGCCtWBnErg/view?usp=sharing.

Barriers to gendered study abroad participation far exceed cultural awareness. Women may face safety barriers that prevent them from studying abroad.[509] Families may be unwilling to support certain female students traveling alone[510] and women are more likely to be caregivers,[511] preventing them from pursuing study abroad.

Parent education has a significant impact on females' intent to study abroad, whereas it has no significant effect on males.[512] This may be due to either females holding their parents' opinions in higher esteem or the greater autonomy in decision making given to male children by their parents.[513]

B. Racial

a. Demographics

In addition to being largely female, the majority of study abroad students are white.[514] In fact, when compared to other racial groups, white students were overrepresented by a factor of 1.25 times their college population while Black students were underrepresented by a factor of over 3.5.[515] White students are more likely to come from families where travel abroad is more common and to know other students who have had experience with international pursuits.[516]

In the United States, the majority of students who participate in short-term study abroad programs are White, estimated to be around 68% by the Institute of International Education in 2022.[517] Racial and ethnic diversity is underrepresented in relation to the proportion of

---

[509] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. "Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad." Research in higher education 52 (2011): 123-150. https://drive.google.com/file/d/1US_ycKnWSvVjQtDNXLfk65DQ60uin0Hm/view?usp=drive_link

[510] Murray Brux, Jacqueline, and Blake Fry. "Multicultural students in study abroad: Their interests, their issues, and their constraints." Journal of studies in International Education 14, no. 5 (2010): 508-527. https://drive.google.com/file/d/1SHcK3qZVCg438MiAE3DTrDCOm0oOZOTV/view?usp=drive_link

[511] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. "Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad." Research in higher education 52 (2011): 123-150. https://drive.google.com/file/d/1US_ycKnWSvVjQtDNXLfk65DQ60uin0Hm/view?usp=drive_link

[512] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. "Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad." Research in higher education 52 (2011): 123-150. https://drive.google.com/file/d/1US_ycKnWSvVjQtDNXLfk65DQ60uin0Hm/view?usp=drive_link

[513] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. "Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad." Research in higher education 52 (2011): 123-150. https://drive.google.com/file/d/1US_ycKnWSvVjQtDNXLfk65DQ60uin0Hm/view?usp=drive_link

[514] Smith, David E., and Darryl J. Mitry. Benefits of Study Abroad and Creating Opportunities: The Case for Short-Term Programs. | EBSCOhost. 1 Mar. 2008, https://drive.google.com/file/d/1ifg7hdbZARcjp83DTzugNEtOto5NtbFV/view?usp=sharing.

[515] Simon, Jennifer, and James W. Ainsworth. "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital." ISRN Education 2012 (December 26, 2012): 1–21. https://drive.google.com/file/d/1FxduSFSlkIp9RFyyNayfqybTPYqkD0mH/view?usp=sharing.

[516] Simon, Jennifer, and James W. Ainsworth. "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital." ISRN Education 2012 (December 26, 2012): 1–21. https://drive.google.com/file/d/1FxduSFSlkIp9RFyyNayfqybTPYqkD0mH/view?usp=sharing.

[517] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

undergraduate students of color overall. While in recent years there has been a gradual increase in the number of students of color, they comprised only 31.6% of U.S. students who studied abroad during the academic year of 2020-2021, while making up 43.65% of undergraduate students.[518] Racism was a major obstacle to persistent enrollment, contributing to "feelings of non-belonging, isolation, underperformance, disengagement, and ultimately affecting student retention and completion."[519] Campus racial climates can also hold a significant impact on rates of student attrition. Additionally, survey results indicate that students of color reported to be feeling under-prepared for college work that may be derived from impostor feelings reported among such students, particularly those experiencing an intersectionality of underrepresented demographics.[520] However, research suggests that a lack of information about study abroad programs, including the process of financial aid or opportunities for scholarships, acts as a principal deterrent as to why less students of color self-select into studying abroad. An absence of support systems and concerns of hostility abroad were large sources of concern that acted as main challenges to access.[521] The numerical predominance of White students also can be isolating for students of color participating in study abroad programs. Researchers have recommended that universities shift their focus onto the positive experiences of students of color studying abroad as a form of positive exposure, rather than focusing on the barriers; such exposure would act as an "enabling network" as a motivational factor, which included anticipated gains based on perceptions built through family, peers and friends, and faculty and staff.[522]

While the racial disparity has persisted since the evolution of modern study abroad, especially seeing as the activity was originally very exclusive, the gap had begun to close prior to the pandemic. Whereas white students made up 84.3% of study abroad participants in 2000, by 2019, the percentage had fallen to 70.0%.[523] Conversely, Black students had gone from 3.5% to

---

[518] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[519] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[520] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[521] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[522] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[523] Digest of Education Statistics. "Number of U.S. Students Studying Abroad and Percentage Distribution, by Sex, Race/Ethnicity, and Other Selected Characteristics: Selected Years, 2000-01 through 2019–20." National Center for Education Statistics, 2021. https://nces.ed.gov/programs/digest/d21/tables/dt21_310.10.asp.

5.5%, Hispanic from 5.4% to 10.6%, and Asian from 5.4% to 8.6%.[524] With respect to racial minorities, Asians stand out from other groups, with their share of study abroad participation reaching an *overrepresentation* by a factor of about 1.2 in 2019.[525]

Regardless of decision-making factors, the drastic difference in race-based access does not stem from apathy; in fact, in one study, over 90% of students of color agreed that study abroad would improve their college experience.[526] In another, every Black student interviewed indicated they had thought of studying abroad and generally regarded it positively.[527]

b. Barriers

CIEE has defined barriers to racial minorities in 11 distinct categories: program structure; language requirements; length of study; finance/cost of program; rigid on-campus requirements; marketing (printed materials, promotional campaigns); admissions requirements; lack of support of faculty/department; campus culture; state legislature-mandated requirements; and difficulty in transfer of credits.

Racial minorities may face barriers due to lack of "cultural capitol" that is considered "normal" in higher education: cultural capital is defined as widely shared, high status cultural signals like attitudes, formal knowledge, behaviors, goods, and credentials used for social and cultural exclusion.[528]

Due to a perceived lack of cultural capital, minority students, particularly Black students, are assumed not to be interested in study abroad, and thus, school personnel and "gatekeepers" affiliated with the study abroad process are less likely to promote programs to them.[529] Recruiters assumed that applicants possessed specific cultural capital, namely, that they participated in extracurricular activities and came from "well-adjusted" nuclear families, who led active social lives in clubs and society.[530] In general, Black students are more likely to have multiple jobs, to come from families who are less financially stable and who have not traveled abroad; school personnel are less likely to see minorities as "typical" American college students.[531]

---

[524] Digest of Education Statistics. "Number of U.S. Students Studying Abroad and Percentage Distribution, by Sex, Race/Ethnicity, and Other Selected Characteristics: Selected Years, 2000-01 through 2019–20." National Center for Education Statistics, 2021. https://nces.ed.gov/programs/digest/d21/tables/dt21_310.10.asp.

[525] Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.

[526] Tracy-Ventura, Nicole, et al. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.

[527] Harris, Michelle Renee', and James W. Hynes. "Study Abroad and College Students of the African Diaspora: Attitudes, Access and Barriers." Eastern European Journal of Transnational Relations 3, no. 2 (2019): 11–27. https://drive.google.com/file/d/1QuxfzEH8LuBZIWhB46lpRZD4uDgrieJN/view?usp=sharing.

[528] Lamont, Michele, and Annette Lareau. "Cultural capital: Allusions, gaps and glissandos in recent theoretical developments." Sociological theory (1988): 153-168. https://drive.google.com/file/d/1-ajzgirMHwhU-CPID-yC5jxAN_qyeyYe/view?usp=drive_link

[529] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[530] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[531] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

Despite racial minority students' interest in study abroad, school personnel affiliated with study abroad processes might neglect Black students due to the perception that they are not interested in study abroad.[532] As such, study abroad presents a unique challenge for Black students, since the most popular destinations are often in Europe, South and Central America, Asia, and Australia; in other words, anywhere but Africa.[533] Simultaneously, however, assumptions by administrators that Black students only desire to study abroad in Africa lead to inequitable recruitment efforts when predominantly Europe-based opportunities are available.

This may be due to a lack of representation and diversity in study abroad recruitment faculty: lack of minority staff sends the subtle message to minority students that study abroad does not apply to them.[534]

Further, location of study abroad programs further discourages ethnic minorities from participation. The prevalence of Western Europe-centered programs caters to the interests and history of White, middle-class students.[535] Comments by international education professionals clearly define the problem: "Africa, Latin America, and the Middle East will remain much too scary for most of our students'" or "Large members of students will never want to study in Africa or the Middle East. It is a nice goal but is not going to happen."[536]As a result, minority students whose racial or ethnic origins are represented by geographic regions are discouraged from participation.

C. Language Minority Status

Linguistic capital, defined as "the language diversity that students of color and non-native English speakers bring to an institution," has the potential to enrich the linguistic diversity of a college campus, only if correctly valued by institutions. However, while leveraging linguistic capital has been a priority for native English-speaking students, researchers have not valued nor conceptualized such capital for students of color and for those from non-English language minority backgrounds, contributing to racial and ethnic inequities.[537] Many perceive study abroad opportunities as linguistically inaccessible or feel unprepared due to limited support for non-English speakers.[538] Although study abroad was once closely tied to language acquisition, current

---

[532] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[533] Harris, Michelle Renee', and James W. Hynes. "Study Abroad and College Students of the African Diaspora: Attitudes, Access and Barriers." Eastern European Journal of Transnational Relations 3, no. 2 (2019): 11–27. https://drive.google.com/file/d/1QuxfzEH8LuBZIWhB46lpRZD4uDgrieJN/view?usp=sharing.

[534] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[535] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[536] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[537] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[538] Nyunt, Gudrun, Elizabeth Niehaus, and Mac Benavides. 2024. "A Catalyst for Learning or Reinforcement of Inequities: Using a Critical Hope Lens to Understand the Potential and Limitations of Short-Term Study Abroad in Fostering Students'

programming often centers English and overlooks the assets multilingual students bring; in fact, students whose dominant language is not English frequently report concerns that their language background may hinder their ability to succeed in or even apply for international programs.[539]

D. LGBTQ+

More than 60 countries consider same-sex relations a crime,[540] certain countries only accept male and female passports, and the prevalence of entrapment campaigns and unwelcoming communities may discourage members of the LGBTQ+ communities from studying abroad in certain countries.[541]

E. Religious Minority Students

Scholars have found that students undertaking a cross-border journey, especially in the context of short-term study abroad programs, have a limited ability to integrate themselves into the host community, experiencing high levels of stress upon arrival in a new culture.[542] Working with international students, researchers reveal that a large aspect of this socio-cultural stress is a perception of larger distance that warrants difficulties in adjustments, particularly pertaining to religion. The generational buildup of different cultural and social values, traditions, morality, religion, knowledge, and skills, meaning the greatest difficulty arises from the onset of when such international students enter the host country and are least familiar with the host culture with limited interaction with the local people.[543] Furthermore, hostility toward foreigners was greatly exacerbated by the September 11th attacks of 2001, with a rise of populist sentiment that characterized foreigners as "national threats."[544]

This increased scrutiny and surveillance of international students has led to a strained relationship for institutions and the students. With this socio-political barrier, Muslim students have been facing harassment or islamophobia when studying abroad.[545] Although this mostly pertains to foreign students outside of the U.S. coming into the U.S. as a study abroad experience,

---

Ability to Effectively Interact Across Differences." Journal of Diversity in Higher Education 17 (3): 346–57. https://drive.google.com/file/d/1CtJLyeASyQBE4D8gZayosA5Mqder3eJ8/view?usp=sharing

[539] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[540] U.S. Department of State, "Lesbian, Gay, Bisexual, and Transgender Travelers," Travel.State.Gov, accessed June 28, 2025, https://drive.google.com/file/d/1DLtXZjQ4WgFvm-kEHcyCTrGugr9hhuJK/view?usp=drive_link

[541] U.S. Department of State, "Lesbian, Gay, Bisexual, and Transgender Travelers," Travel.State.Gov, accessed June 28, 2025, https://drive.google.com/file/d/1DLtXZjQ4WgFvm-kEHcyCTrGugr9hhuJK/view?usp=drive_link

[542] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[543] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[544] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[545] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

the data is still applicable to Muslim students living in the U.S. considering participating in overseas programs, particularly when self-selecting to European states.[546] Universities have been revealed to be exhibiting the phenomenon of "othering," a practice involving "the process through which a dominant group defines into existence a subordinate group."[547] As with gender or race or other physical characteristics, religion becomes the identity of the individual, both in self-affirmation and in marking the differentiation of the outsider. In the particular case of Muslim students, they experience differences in teacher-student relationships and an inability to adhere to social norms, and hence often feel misunderstood, isolated, and lonely in the classroom.[548]

F. Student Athletes/ROTC

A student-athlete may feel cultural pressure to prioritize athletic status over academic status.[549] Time commitments, loss of team positions, and staying in shape can lead student-athletes to stray away from study abroad opportunities.

G. Students With Disabilities

Students with disabilities, including chronic health conditions, mental disorders, and learning disabilities, witness significant financial, technical, organisational, linguistic, psychological, and practical barriers to participation. Furthermore, a lack of information about IMPs hinders their participation, including inadequate accommodations/support abroad, few disability accessible housing, mental health counseling, and academic support for disabled students.[550]

H. Undocumented/DACA Students

Travelling internationally as an undocumented or DACA student requires students to obtain an advance parole document and suffer the risks of being denied reentry, making study abroad opportunities virtually impossible. [551]

I. Geographic

Studies from NAFSA have shown that there is significant variation in participation in study abroad programs based on the U.S. state in which the college programs were located; in the 2018-19 academic year, the percentage of students studying abroad by state ranged from 0.19% (Alaska)

---

[546] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[547] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[548] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[549] Potuto, Josephine Jo R., and James O'Hanlon. "National study of student-athletes regarding their experiences as college students." College Student Journal 41, no. 4 (2007). https://docs.google.com/document/d/15NK81a1JictM9ibtA9rITYTnWJf5T6bLJdSuYZTxmio/edit?usp=drive_link

[550] Heirweg, Sofie, Lieve Carette, Andrea Ascari, and Geert Van Hove. "Study abroad programmes for all? Barriers to participation in international mobility programmes perceived by students with disabilities." International Journal of Disability, Development and Education 67, no. 1 (2020): 73-91. https://drive.google.com/file/d/1Q-QFc6GtzTePEfwDnvu9PRkwCbK6-S7_/view?usp=drive_link

[551] Northwestern University. "Undocumented and DACA Students." Accessed June 28, 2025. Getting Started: Identity Abroad, Northwestern University. https://drive.google.com/file/d/131IZiHXJMZ1yfJI4SGVb-2jPPfXgKxsS/view?usp=drive_link

to 5.11% (Vermont).[552] Institutions located in states with a higher international imports-to-exports ratio boasted higher amounts of study abroad programs.[553] Due to political differences between the Democratic and Republican parties, resource prioritization may differ from state to state. For some noticeably Republican states, there has been declining support of "good value" institutions; most public and private institutions offering study abroad were located in states with lower Republican government control.[554]

Geographic stratification in U.S. higher education significantly shapes institutional access to study abroad programming. Institutions located in urban centers and more affluent regions are more likely to offer robust international education infrastructures, including faculty-led short-term programs, dedicated advising offices, and external partnerships.[555] In contrast, geographically peripheral or lower-resourced institutions often lack the capacity to provide comparable opportunities. As a result, students' access to study abroad is not determined solely by personal interest or merit but by the spatial positioning of their institution within the broader educational hierarchy.[556] This stratification reinforces institutional prestige and opportunity gaps across the postsecondary landscape. Students at highly selective, urban-based universities, where study abroad is marketed as a normative and expected part of the undergraduate experience, are significantly more likely to participate than their peers at less selective institutions.[557] Students attending colleges and universities in rural areas face unique geographic barriers to participating in study abroad. Such institutions are less likely to house international offices, offer a diverse portfolio of short-term programs, or maintain consistent relationships with study abroad providers.[558]

Moreover, the physical distance from major airports and logistical constraints of rural living may discourage students from pursuing international opportunities altogether. In many cases, rural campuses also serve students who are less likely to have traveled internationally or

---

[552] NAFSA: Association of International Educators. Study Abroad Participation by State, Academic Year 2019–20. Washington, DC: NAFSA, 2020. PDF. https://drive.google.com/file/d/1nKrLdKuttNlBB6QWLQbVx0GizYTfP9D3/view?usp=drive_link

[553] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." Frontiers: The Interdisciplinary Journal of Study Abroad 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[554] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." Frontiers: The Interdisciplinary Journal of Study Abroad 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[555] Bastedo, Michael N., and Ozan Jaquette. 2011. "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing

[556] Bastedo, Michael N., and Ozan Jaquette. 2011. "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing

[557] Bastedo, Michael N., and Ozan Jaquette. 2011. "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing

[558] Bastedo, Michael N., and Ozan Jaquette. 2011. "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing

who face additional cultural or familial barriers to mobility.[559] Beyond infrastructure, there are also issues of perceived relevance. In rural communities, study abroad may not be as deeply embedded into the academic or cultural narrative of higher education. Students may view global learning as peripheral to their career aspirations or incompatible with local values and obligations.[560] Public two-year institutions located in rural areas or towns were less likely to offer study abroad experiences compared to institutions in urban locales.[561] This may be attributed to spatial site factors: institutions offering study abroad were also slightly closer to an international airport in a statistically significant manner (around 55 minutes driving compared to 60 minutes).[562]

Rural students are defined broadly as students who originate from a non-metro area; around 31% of rural students achieve college degrees, revealing discrepancies in current literature about their relation to higher education.[563] Rural students predominantly attend two-year community colleges or CTE (technical career centers) because they are often the only options available,[564] and are generally underserved in terms of resources, especially in areas of internationalism. Whatley in a survey of institutions offering study abroad across the U.S., found that public two-year institutions located in rural areas or towns were less likely (on a scale of 0-1, rural areas rated 0.38) to offer study abroad experiences compared to institutions in urban locales.[565] Compared to 4-year universities in urban areas, rural institutions have higher levels of part-time enrollment and are often located in areas with more tax-exempt properties and declining populations.[566] While there is a common misconception in study abroad spaces that interculturality, including programs like study abroad, mostly advances those from more wealthy populations and at "elite" institutions,

---

[559] Bastedo, Michael N., and Ozan Jaquette. 2011. "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing

[560] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[561] Whatley, Melissa. "Clearing the Hurdle: The Relationship Between Institutional Profiles and Community College Study Abroad." In Study Abroad Opportunities for Community College Students and Strategies for Global Learning, 90–106. Hershey, PA: IGI Global, 2019. https://doi.org/10.4018/978-1-5225-6252-8.ch006.

[562] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[563] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[564] Brandon, Maya B. "Community Colleges: The Anchors of Rural Communities." Beyond BLS, U.S. Bureau of Labor Statistics, January 22 2024. Accessed July 5 2025. https://drive.google.com/file/d/1i0s-Gr6RhahYpoNOAGFMpw9X_SM31Z79/view?usp=drive_link

[565] Brandon, Maya B. "Community Colleges: The Anchors of Rural Communities." Beyond BLS, U.S. Bureau of Labor Statistics, January 22 2024. Accessed July 5 2025. https://drive.google.com/file/d/1i0s-Gr6RhahYpoNOAGFMpw9X_SM31Z79/view?usp=drive_link

[566] Brandon, Maya B. "Community Colleges: The Anchors of Rural Communities." Beyond BLS, U.S. Bureau of Labor Statistics, January 22 2024. Accessed July 5 2025. https://drive.google.com/file/d/1i0s-Gr6RhahYpoNOAGFMpw9X_SM31Z79/view?usp=drive_link

studies have disproved this notion, citing that students from rural areas attending "non-elite" institutions benefit from interculturality as well.[567]

Discrepancies towards rural areas may be attributed to spatial site factors: institutions offering study abroad were also slightly closer to an international airport (around 55 minutes driving compared to 60 minutes).[568] This stratification opens additional barriers: most college students attend school close to home, particularly those who are most disadvantaged.[569] Common reasons for rural students self-selecting out is detailed by IDEAS, a nonprofit dedicated to advancing study abroad in rural institutions: "Many students at our rural institution have not left their corner of the world and are fearful or unaware of opportunities;" "thinking they won't fit in, adjusting to college life was hard enough;" "they self-select before they speak to us or are afraid of being away from family;" "Internet."[570]

Rural students are most likely to be first generation, low income, and study close to home.[571] Additionally, 65% of rural college students are White.[572] Although most avoid studying abroad, those that do overwhelmingly express their personal challenges and life struggles related to their educational goals: therefore, they approach study abroad and interculturality from an empathetic perspective, often self-selecting into programs they feel have cultural similarities.[573] Due to accessibility barriers, many rural students choose to self-select into virtual abroad programs.[574]

---

[567] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[568] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[569] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[570] IDEAS Program, *"Rural Students Across the Globe: Recruiting and Supporting Rural U.S. Students Abroad"* (webinar presentation slides, December 1, 2022), U.S. Department of State's IDEAS Program, supported by World Learning, PDF, https://www.studyabroadcapacitybuilding.org/wp-content/uploads/2022/12/Rural-Students-Webinar-Slides.pdf.

[571] Wells, C. R., P. Sah, S. M. Moghadas, A. Pandey, K. Shoukat, Y. Wang, H. Tian, et al. 2020. "Impact of International Travel and Border Control Measures on the Global Spread of the Novel 2019 Coronavirus Outbreak." Proceedings of the National Academy of Sciences of the United States of America 117 (13): 7504–9. https://drive.google.com/file/d/1a-AQjuII8EB75c-yMmvpfYMXh-Icz0W1/view?usp=drive_link

[572] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[573] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[574] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

Rural students apply study abroad experiences to their local environments; many students report that they could easily empathize with those abroad due to day-to-day struggles with money and shared career choices.[575] Surveys showed that 91% of rural students who participated in study abroad programs say that they now accept differences in people,[576] 87% adapt to a more diverse work environment,[577] and expressed an interest in more diverse friendships and social networks.[578]

About 33% of students that study abroad are from urban areas, second only to students from suburban areas.[579] However, surveys show that although more students from suburban areas participate in study abroad programs, urban institutions offer more study abroad programs overall.[580] However, urban institutions' funding and program capabilities waiver significantly, with vast differences in high-income and low-income residential areas.[581] There are growing college deserts within urban areas as wealthy suburban exodus overtakes urban institutions.[582]

Hispanic and Black students generally attend urban institutions at a higher rate than rural and suburban institutions.[583] It is important to note that due to urban decline, these demographics

---

[575] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[576] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[577] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[578] Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023. https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link

[579] Wanger, Stephen P., Michael Breslin, Fred Griffiths, and Tong Wu. "Institutional Barriers to Study Abroad Participation: The Perceptions of Undergraduate African American Students." International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars 10, no. 1 (Fall 2020). Accessed August 20, 2025. https://drive.google.com/file/d/1Gd5DLRVZ1_CVOCXaMVBrvUWC4Z-8Pc6M/view?usp=drive_link

[580] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[581] Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. "The 'Geography of Opportunity' in Community Colleges: The Role of the Local Labor Market in Students' Decisions to Persist and Succeed." Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link

[582] Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. "The 'Geography of Opportunity' in Community Colleges: The Role of the Local Labor Market in Students' Decisions to Persist and Succeed." Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link

[583] High, Clennis F. An Analysis of the Disparity between Urban, Suburban, and Rural Community, Junior and Technical Colleges on TASP Performance: It's Not Just a Minority Problem. 34 pages. Research report. 1998. https://drive.google.com/file/d/1KyE9dtoDfiG_u8fS0t3TxKCXNGu1btIY/view?usp=drive_link

are decreasing.[584] Demographics from urban students who study abroad vary diversely from low socioeconomic status to high socioeconomic status.[585]

50% of students that study abroad are from suburban areas, making students from suburban areas the geographic subgroup that studies abroad the most.[586] However, suburban institutions rank behind urban institutions in terms of the number of study abroad programs offered.[587] Despite this, suburbia offers a college oasis with more well-funded programs across the board.[588] Students from suburbia tend to be White, wealthy, and more likely to study abroad.[589]

J. Socioeconomic

While the luxury of study abroad has somewhat faded, economic access still plays a role in program participation. Directly, nearly every economic variable considered in relation to college experience correlates with study abroad participation.[590] Financial need negatively correlates with study abroad experience, as does total student loan amount (which puts further strain on students), and a lack of access to grant funding.[591] Both student financial ability and institutional support play a role in study abroad participation.[592]

Indirectly, socioeconomic status relates to each of the previously identified demographics. For example, students who are the first generation in their family to attend college—often correlated with lower socioeconomic status—study abroad approximately half as often as

---

[584] Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. "The 'Geography of Opportunity' in Community Colleges: The Role of the Local Labor Market in Students' Decisions to Persist and Succeed." Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link

[585] Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. "The 'Geography of Opportunity' in Community Colleges: The Role of the Local Labor Market in Students' Decisions to Persist and Succeed." Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link

[586] Wanger, Stephen P., Michael Breslin, Fred Griffiths, and Tong Wu. "Institutional Barriers to Study Abroad Participation: The Perceptions of Undergraduate African American Students." International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars 10, no. 1 (Fall 2020). Accessed August 20, 2025. https://drive.google.com/file/d/1Gd5DLRVZ1_CVOCXaMVBrvUWC4Z-8Pc6M/view?usp=drive_link

[587] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[588] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[589] Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. "The 'Geography of Opportunity' in Community Colleges: The Role of the Local Labor Market in Students' Decisions to Persist and Succeed." Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link

[590] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[591] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[592] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

continuing generation students.[593] At the same time, first-generation students are much more likely to belong to a racial minority than others (about 70% white enrollment in college compared to comprising 50% of first-generation students).[594]

For both these characteristics, confidence plays a large role in access; upwards of 70% of first-generation and students of color do not know where to begin when it comes to being involved in study abroad as opposed to only 30% reporting they feel uncomfortable with the idea.[595] Along with confidence, cost was cited as a factor in aversion to study abroad by 75% of students of color and 77% of first generation students.[596] Further than just the high cost of attendance, dependency on summer work for income, when most study abroad programs occur,[597] and lack of extracurriculars due to economic fragility[598] disadvantages students with lower socioeconomic status.Students whose parents had higher levels of educational attainment are more likely to intend to study abroad.[599]

a. Persistent Barriers

Social class may be viewed not only as the economic position people occupy in a society but as "attitudes, beliefs, experiences, and perceptions of one's social world."[600]According to Bourdieu's theory of "habitus," a "set of deeply internalized master dispositions that generate

---

[593]"First-Generation College Graduates' Participation in Extracurricular and Co-Curricular Activities as Undergraduate Students." Center for First-Generation Student Success, 2019. https://46502496.fs1.hubspotusercontent-na1.net/hubfs/46502496/FGF%20Fact%20Sheets/First-generation%20College%20Graduates%E2%80%99%20Participation%20in%20Extracurricular%20and%20Co-curricular%20Activities%20as%20Undergraduate%20Students.pdf.

[594] Redford, Jeremy, and Kathleen Mulvaney Hoyer. "First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences." Stats in Brief. National Center for Education Statistics, 2017. https://nces.ed.gov/pubs2018/2018009.pdf.

[595] Tracy-Ventura, Nicole, et al. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.

[596]Tracy-Ventura, Nicole, et al. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.

[597] Hembroff, Larry A., and Debra L. Rusz. Minorities and Overseas Studies Programs: Correlates of Differential Participation. Occasional Papers on International Educational Exchange: Research Series 30. Council on International Educational Exchange, 205 East 42nd St., New York, NY 10017., 1993.https://drive.google.com/file/d/1OZyCvfGWnw-5u-NCy868lfhJDKRw-GdS/view?usp=drive_link

[598] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[599] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[600] Jennifer Simon and James W. Ainsworth, "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital," International Scholarly Research Notices 2012 (2012): 1–21 https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

action,"[601] students with lower socioeconomic status may be discouraged from participation–viewing study abroad as an "unnecessary luxury" and unaligned with their habitus.[602]

The family environment has a significant impact on a student's habitus and, consequently, their inclination to study abroad. A parent's nativity influences habitus: if a parent is foreign-born, the student is more likely to study abroad.[603]

Lack of household educational resources (specific place to study, daily newspaper, encyclopedia, etc.), lack of parental employment, lack of parental income, lack of mother/father family structure, and high numbers of siblings all may act as "habitus" barriers towards study abroad access, as they all decrease a student's perceived "cultural capital."[604]

First-generation continue to face significant barriers to study abroad participation, particularly in short-term programs. Despite comprising over one-third of the U.S. undergraduate population, only 8% of first-generation graduates have studied abroad, compared to 17% of their continuing-generation peers.[605] Many of these students also come from low-income households, and the financial cost of study abroad presents a central deterrent. While some institutions offer scholarships or financial aid portability, first-generation students often lack the knowledge or advising support to navigate these options.[606] 81% of first-generation and students of color did not know where to start when considering study abroad.[607] Even when financial concerns are addressed, additional hurdles persist. First-generation students may experience uncertainty about how study abroad fits within their degree path or fear that taking time away from campus could jeopardize their academic progress.[608] Cultural unfamiliarity with international education can also

---

[601] Bourdieu, Pierre, Jerome Karabel, and Albert H. Halsey. "Power and ideology in education." Cultural reproduction, social reproduction. Oxford University Press, Oxford (1977).

[602] Jennifer Simon and James W. Ainsworth, "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital," International Scholarly Research Notices 2012 (2012): 1–21
https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

[603] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60.
https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[604] Jennifer Simon and James W. Ainsworth, "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital," International Scholarly Research Notices 2012 (2012): 1–21, https://doi.org/10.5402/2012/413896.
https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

[605] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47.
https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[606] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47.
https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[607] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47.
https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[608] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47.
https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

reduce self-efficacy, as these students frequently report not knowing where to start or whether they "belong" in global learning environments.[609]

First-generation students also traditionally face difficulties in achieving cultural capital, as they generally lack institutional and familial support, prioritize shorter degree timelines, and fear taking on loans or spending money on non-mandatory programs.[610] They are more likely to work full time when enrolled and face challenges during postsecondary education that place them at the highest risk of dropping out.[611]

Additionally, certain families may be less open or accepting of study abroad due to the student's caregiver role or fear of distance, which further limits student participation.[612] High socioeconomic status parents are more likely to encourage study abroad through international travel and museum visits, causing their children to take more foreign language courses and viewing study abroad as a time to "find themselves," a commonly found middle class adage and construct.[613] Minority students lack these formative opportunities that shape their habitus. Collectively, these barriers limit their exposure to transformative global experiences and reinforce a cycle of educational stratification that study abroad initiatives should be designed to disrupt. It is a shame that first-generation students don't have equal access to study abroad given the fact that they actually benefit disproportionately when they are able to experience it.

While the benefits of study abroad have been widely acknowledged for all students, focusing specifically on first-generation and low-income students reveals a difference in effect. A study of 117,300 students, 24.8% of whom were first-generation, found that first-generation students who studied abroad had a 6.2% percent greater likelihood of graduating in 4 years.[614] When accounting for possible self-selection bias (as often seen with a student's prior achievement in the form of high school GPA and SAT Scores), the benefits of studying abroad were even higher than before for first-generation students.[615] While continuing-generation students who studied abroad saw a 2.8 percent difference between their peers, first-generation students saw more than

---

[609] Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching 14 (1): 23–47.
https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing

[610] Pell Institute for the Study of Opportunity in Higher Education. Moving Beyond Access: College Success for Low-Income, First-Generation Students. Washington, DC: Pell Institute, [n.d.].
https://drive.google.com/file/d/1l9UclDl9F6Go29BKhRhSVu55lyl4g2_z/view?usp=drive_link

[611] Pell Institute for the Study of Opportunity in Higher Education. Moving Beyond Access: College Success for Low-Income, First-Generation Students. Washington, DC: Pell Institute, [n.d.].
https://drive.google.com/file/d/1l9UclDl9F6Go29BKhRhSVu55lyl4g2_z/view?usp=drive_link

[612] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60.
https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[613] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60.
https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[614] Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." *The Journal of Higher Education*, vol. 95, no. 3, Apr. 2024, pp. 285–312. *DOI.org (Crossref)*, https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.

[615] Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." *The Journal of Higher Education*, vol. 95, no. 3, Apr. 2024, pp. 285–312. *DOI.org (Crossref)*, https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.

double the percentage increase.[616] The table below displays the results before accounting for self-selection.[617]

A study by Colorado State University mirrored similar results, with the four-year graduation rate of first-generation study abroad students being 8 percentage points greater than first-generation students who stayed on their home campuses.[618] This study did not account for self-selection bias, which can be a factor in the positive outcomes of first-generation students who are more likely to be high-achieving. First-generation students also found that they hosted specific strengths due to the difficulties associated with being first-generation.[619] Having been able to navigate through the struggles of college and life independently, first-generation college students are able to become confident, strong, and self-sufficient, a concept that can be attributed to resilience theory.[620] The theory that adversity and the adaptiveness to challenges can result in student success applies to all traditionally disadvantaged students, including FGLI.[621] These factors allow for greater personal growth during studying abroad, while the new opportunity pushes students to take even greater advantage of the experience: first-generation students, supported yet pressured by their families, drive students out of their comfort zones.[622] This theory has been referred to as "First-Generation Strength," where first-generation students are empowered during study abroad opportunities due to previous experience and familial support/burdens.[623]

b. Lack of existing networks

A paucity of peer networks additionally acts as a barrier: if a student's friends do not succeed academically or participate in study abroad programs, students may not be exposed to international or intellectual guidance that facilitates study abroad participation.[624] While children

---

[616] Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." *The Journal of Higher Education*, vol. 95, no. 3, Apr. 2024, pp. 285–312. *DOI.org (Crossref)*, https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.

[617] Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." *The Journal of Higher Education*, vol. 95, no. 3, Apr. 2024, pp. 285–312. *DOI.org (Crossref)*, https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.

[618] Study Abroad and Graduation Outcomes. Colorado State University Institutional Research, Planning and Effectiveness, Oct. 2021. https://drive.google.com/file/d/19sKNT0NPNjN-87tkfOMnTawOKu46srUd/view?usp=sharing

[619] Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017. https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing

[620] Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017. https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing

[621] Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017. https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing

[622] Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017. https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing

[623] Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017. https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing

[624] Whatley, Melissa, and Amy E. Stich. "From exclusive to inclusive: A mixed-methods investigation of study abroad participation and practices." The Journal of Higher Education 92, no. 1 (2021): 140-167. https://drive.google.com/file/d/1x9iKiMMZ4Fb8BHJgTRvVM9oWSNYN4J1_/view?usp=drive_link

of middle- or upper-class families have a variety of networks available to them, low-income individuals and racial minorities are usually excluded from crucial social networks.[625]

Educational discrepancies before college may also bar certain students from studying abroad: lack of exposure to languages in secondary education[626] or poorly funded schools or areas that may have less focus on international outlooks, and lack exposure to others who have studied abroad, may alienate students from the study abroad process.[627]

K. Area of Study

Study abroad programs continue to be mostly restricted to those who are humanities or social sciences majors: areas of humanities (32.4%) and language (51.9%) report a higher percentage of encouragement for their students to study abroad compared to science related majors (25.7%).[628] Within the humanities, Additionally, the prevalence of Western-Europe centered programs[629] catering to the interests and history of White, middle class students,[630] and curriculum restrictions while abroad[631] are detractors for students looking for a more diverse perspective, notably minority students. A lack of institutional programs with thematic emphasis or career application for STEM majors stands as a barrier to perceived importance.[632] Despite the growth of institutional support for international study abroad across many U.S. universities, the major a student selects impacts their likelihood of studying abroad during their undergraduate years.

Study abroad is seen as a valuable academic experience, but actual participation in international programs is uneven across fields of study.[633] Out of the 280,716 U.S. students who studied abroad in the 2022-2023 academic year, 21% had Business and Management (including general business, commerce, finance, accounting, and hospitality degrees), 17.7% had the social

---

[625] Van Der Meid, J. Scott. "Asian Americans: Factors influencing the decision to study abroad." Frontiers: The Interdisciplinary Journal of Study Abroad 9, no. 1 (2003): 71-110. https://drive.google.com/file/d/1H-CnD9hbzaULkA50QZ-KxaLQkp8COo08/view?usp=drive_link

[626] Gallant, Darren Richard. "World language requirements for study abroad: impact on student intention and participation." PhD diss., University of Illinois at Urbana-Champaign, 2024. https://drive.google.com/file/d/1q6Um4-4JWCTfk3nuwNlgxR8BZvNRdw4l/view?usp=drive_link

[627] Jennifer Simon and James W. Ainsworth, "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital," International Scholarly Research Notices 2012 (2012): 1–21, https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

[628] Paus, Eva, and Michael Robinson. "Increasing study abroad participation: The faculty makes the difference." Frontiers: The Interdisciplinary Journal of Study Abroad 17 (2008): 33-49. https://drive.google.com/file/d/1NYlGncfXjcrulT7EUdl4XAOyRzLX0dsS/view?usp=drive_link

[629] Trilokekar, Roopa Desai, and Polina Kukar. "Disorienting experiences during study abroad: Reflections of pre-service teacher candidates." Teaching and Teacher Education 27, no. 7 (2011): 1141-1150.https://drive.google.com/file/d/1QX1WblPzRLMjRq9vbl3AsUJlZ_ks5vZg/view?usp=drive_link

[630] Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991. https://drive.google.com/file/d/1vV66N0-D2ck7sfEaQtcf0w9nQIP6SkEr/view?usp=drive_link

[631] HAAS, Christina, Roopa Trilokekar, Anumoni Joshi, and Lisa Brunner. "International students are'Ideal Immigrants'." In DAAD Science Workshop (Wissenschaftswerkstatt. 2023. https://drive.google.com/file/d/1k5_5CaI5G58TEIyYXuSJ4qV_eLpjobe_/view?usp=drive_link

[632] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." Frontiers: The Interdisciplinary Journal of Study Abroad 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[633] "IIE Open Doors / Fast Facts." n.d. IIE Open Doors / Fast Facts. Accessed July 9, 2025. https://opendoorsdata.org/fact_sheets/fast-facts/.

sciences, 7.4% had fine and applied arts, and 5.7% had foreign language and international studies as their field of study.[634] Only 8.2% of participants had physical and life sciences as their field of study, and 6.1% were studying within the health professions.[635] This skew towards humanities majors exists despite the fact that STEM and Health and Behavioral Sciences majors account for around 38% of degrees conferred to undergraduates, as compared to about 20% of degrees awarded in the liberal arts and 21% in Business and Administration.[636]

This disparity between humanities majors and STEM majors within study abroad has several causes. STEM majors often follow rigid and sequential course requirements that make it difficult to take a semester abroad without falling behind on degree requirements. Many required classes cannot be easily replaced by courses offered internationally, especially if instruction of these courses is not in English.[637] Many pre-medical students also require time for studying for the MCAT (a medical school admissions exam) and scheduling medical school interviews. In contrast, humanities majors often have greater flexibility in fulfilling distribution requirements and can apply more electives taken abroad toward their degrees with fewer restrictions.[638] Using data from the 2007 National Study of Living Learning Programs, Niehaus and Inkelas found that 55% of biological science majors, 39.9% of engineering majors, 45.6% of mathematics and statistics, and 41.7% of physical sciences majors intended to study abroad. Overall, 45.9% of STEM majors intended to study abroad, as compared to 55.6% of non-STEM majors who intended to study abroad.[639] The fact that a smaller percentage of STEM students intend to study abroad may suggest that these students do not see international education as compatible with their academic or professional goals.

Salisbury, Paulsen, and Pascarella used the 2003-2004 National Survey of Student Engagement to assess which kinds of students were most likely to study abroad. They found that students majoring in humanities and social sciences were more likely to select semester or year long study abroad programs than those in STEM majors.[640] The authors suggested that differences in academic flexibility and perceived alignment with career goals may account for this divide.[641] The authors did not specify their reasoning behind these perceived differences.

---

[634] "IIE Open Doors / Fast Facts." n.d. IIE Open Doors / Fast Facts. Accessed July 9, 2025. https://opendoorsdata.org/fact_sheets/fast-facts/.

[635] "IIE Open Doors / Fast Facts." n.d. IIE Open Doors / Fast Facts. Accessed July 9, 2025. https://opendoorsdata.org/fact_sheets/fast-facts/.

[636] State Science & Technology Institute (SSTI). "An Overview of Bachelor's and STEM Degrees Awarded by Field: 1970–2017." SSTI, February 6, 2019. https://ssti.org/blog/overview-bachelors-and-stem-degrees-awarded-field-1970-2017.

[637] Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/

[638] Warnick, Gregg Morris, Marie S. Call, and Randall Davies. 2018. "Understanding Engineering and Technology Student Perceptions: Barriers to Study Abroad Participation." In . https://peer.asee.org/understanding-engineering-and-technology-student-perceptions-barriers-to-study-abroad-participation?

[639] Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/

[640] Salisbury, M.H., Paulsen, M.B. & Pascarella, E.T. Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students' Intent to Study Abroad. Res High Educ 52, 123–150 (2011). https://doi.org/10.1007/s11162-010-9191-2

[641] Salisbury, M.H., Paulsen, M.B. & Pascarella, E.T. Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students' Intent to Study Abroad. Res High Educ 52, 123–150 (2011). https://doi.org/10.1007/s11162-010-9191-2

The cultural framing of study abroad also often leans toward exploration of the humanities. Programs often emphasize language acquisition, cultural immersion, travel opportunities, and experiences tied to history, literature, or the arts. These areas are typically perceived to only benefit the studies of humanities students. For example, a semester abroad in Italy might focus on Renaissance art or classical literature for students studying history, art, the classics, or literature. While STEM-specific programs that include lab placements and research exist, they remain comparatively rare.[642] STEM-specific programs are growing, though, as showcased by the many companies that now offer them, including IES (Institute of Education Sciences), AIFS (American Institute for Foreign Study), and CIEE (Council on International Educational Exchange).

STEM students often opt out of study abroad due to a broad range of self-selection factors tied to confidence, language, and academic identity. Dr.Niehaus and Dr.Inkelas, who studied the reasons STEM majors do not study abroad, found that STEM majors were less likely to study abroad due to concerns about language proficiency and minimal access to foreign-language STEM courses.[643] STEM courses taught in a foreign language may prove daunting to students as complex concepts can be hard to understand when one is not absolutely fluent in the language being used in the classroom. Language-related self doubts demonstrate that many STEM students think of themselves as outsiders in study abroad contexts. Neihaus did not cite a quantitative way of assessing this idea.[644]

Studying abroad can be a beneficial tool to STEM students. A 2025 study of undergraduate health science and nursing majors found that students who studied abroad reported being more familiar with international travel and expressed desires for cross-cultural clinical experiences, giving them more experience in a diverse healthcare setting.[645] According to Dr.Wainwright, Dr.Ram, Dr.Teodorescu, and Dr.Tottenham, who studied the importance of developing cross cultural skills in students studying STEM, science transcends borders, and it positively benefits all STEM fields when scientists have the opportunity to collaborate with their international peers. To improve the status of science everywhere, it is imperative that scientists gain international and intercultural competence.[646] Dr.Laudel Grit found that studying abroad leads to more international research partnerships, as students and early-career researchers with international experience are more likely to co-author papers with international collaborators.[647]

L. Key Focus Areas

Lack of information and misinformation are perceived as significant barriers as well—research shows students who obtained information about study abroad from multiple sources were

---

[642] "IIE Open Doors / Fast Facts." n.d. IIE Open Doors / Fast Facts. Accessed July 9, 2025. https://opendoorsdata.org/fact_sheets/fast-facts/.

[643] Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/

[644] Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/

[645] Bjørnnes Ann, Kristen et. al. 2025. "Exploring Intentions: Factors Influencing International Study Decisions in Healthcare Bachelor Degree Programs." BMC Medical Education 25 (1): 555. https://doi.org/10.1186/s12909-025-07136-4.

[646] Wainwright, P., Ram, P., Teodorescu, D., & Tottenham, D. (2009). Going global in the sciences: A case study at Emory University. In R. Lewin (ed.), The handbook of practice and research in study abroad: Higher education and the quest for global citizenship (pp. 381-398). New York, NY: Routledge.

[647] Laudel, Grit. "What Do We Measure by Co-Authorships?" Research Evaluation 11, no. 1 (2002): 3–15. https://doi.org/10.3152/147154402781776961

significantly more likely to participate,[648] and the more difficult students perceived finding information about study abroad, the less likely they were to participate.[649] Furthermore, the inadequate promotion: colleges that do provide aid fail to adequately publicize aid; lack of financial aid or grants for study abroad programs by institutions, along with concerns about credit transferability, has further discouraged students from lower socioeconomic backgrounds from participating.

Additionally, the type of institution and availability of resources in a particular institution limit students who can study abroad, particularly students attending community college: only about 33% of all community colleges offer at least one type of international education program; of those, about 13 percent offer designated education abroad programs.[650] Public institutions offer slightly less study abroad programming than private institutions.[651] Low student-to-faculty ratios, courses taught by full-time faculty members, and more doctoral candidates facilitate[652] study abroad participation as well, revealing barriers to access for institutions with fewer facilities.

Worries about academic eligibility, including concerns about credit transferability, fear of delaying graduation,[653] and worries about diminishing or not having a high enough GPA[654] limit students from studying abroad. Furthermore, institutional policies regarding students with criminal histories or disciplinary records may limit certain students' opportunities.

Subsection II: Self-selection, Trends, and Efficacy

A. Program Length

In the last few decades, American higher education institutions have increasingly promoted study abroad as a transformative educational experience. As study abroad programs have grown more popular for the average student, more programs of varying depths, lengths, and subjects have grown to accommodate the different schedules and interests of students. There are growing debates over how the length of study abroad programs influence the personal, academic, economic, and intercultural development of participating students. Understanding both the effects of program

---

[648] Miller, Lisa Renee. Undergraduate participation in study abroad, internship, and research programs: Cultural capital variables. University of California, Los Angeles, 2004. https://drive.google.com/file/d/1JPo-JIUmUl0UlsV0SvUecRUTI78EzRn8/view?usp=drive_link

[649] Hauschildt, Kristina, Christoph Gwosc, Nicolai Netz, and Shweta Mishra. Social and economic conditions of student life in Europe: Synopsis of Indicators. EUROSTUDENT V 2012-2015. W. Bertelsmann Verlag, 2015. https://drive.google.com/file/d/1Opv5xtiwgjnS4QzOxcH2bK4fjAQWlLQs/view?usp=drive_link

[650] Malveaux, Gregory F., and Rosalind Latiner Raby, eds. Study abroad opportunities for community college students and strategies for global learning. IGI Global, 2019.

[651] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[652] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60. https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[653] Spiering, Kerri, and Sheri Erickson. "Study abroad as innovation: Applying the diffusion model to international education." International Education Journal 7, no. 3 (2006): 314-322.

[654] Paus, Eva, and Michael Robinson. "Increasing study abroad participation: The faculty makes the difference." Frontiers: The Interdisciplinary Journal of Study Abroad 17 (2008): 33-49. https://drive.google.com/file/d/1NYlGncfXjcrulT7EUdl4XAOyRzLX0dsS/view?usp=drive_link

length and the profile of students who choose longer study abroad programs is critical when considering designs for effective international education policies and equitable programming within universities.

a. "Long-Term" Study Abroad Implications

The definition of a "long-term" study abroad program varies widely across universities and literature. Many universities and programs describe semester long study abroad programs as "long-term" when compared to shorter Summer, Spring, or Winter break offerings, but other programs of similar merit define "long-term" study abroad as a full-year spent at a degree and credit granting institution abroad, while considering a semester abroad as "short-term" program.

b. Length of Study Abroad Programs

Research on study abroad outcomes has long cited duration as a key determinant of impact. One of the most widely cited studies by Dr.Mary Dwyer, president emerita of the Institute for the International Education of Students Abroad (IES), found a clear positive correlation between the length of time abroad and the degree to which students reported lasting benefits.[655] The Institute for the International Education of Students (IES) is an organization dedicated to providing study abroad opportunities for U.S. students and researching the impacts of study abroad. In a study of 3,723 students who studied abroad with the IES, 32% studied abroad with IES for a full year (about 32 weeks in length), 62% studied with IES for a full semester (semester programs are a minimum of 16 weeks), and only 6% studied with IES for a summer term (typically only six to seven weeks long).[656] This survey asked students about several factors of their study abroad experience, including academic achievement, personal and intercultural growth, and career achievement.

c. Academic Achievement and Engagement

Regarding academic achievement, Dwyer's study found that full-year students were much more likely to enroll in foreign university courses as opposed to taking courses specifically designed for American students (64% full year versus 43% Fall Semester, 47% Spring Semester, and 51% Summer Term), use a foreign language on a regular basis (44% Full year versus 30% Fall Semester, 31% Spring Semester, and 37% Summer Term), and change their college majors after being influenced by studying abroad (72% Full-Year versus 59% Fall Semester, 57% Spring Semester, and 60% Summer Term).[657] Full-year study abroad students were "twice as likely to attain a Ph.D. degree (7%) than students attending shorter terms (3%)".[658] The full results of the academic achievement part of the survey can be found in the table below. [659]

d. Personal and Intercultural Development

---

[655] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[656] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[657] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[658] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[659] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

In regards to the personal and intercultural development of study abroad students, full-year study abroad students were more likely to open up to an interest for learning about another culture or language, be influenced to get a job overseas, seek a greater diversity of friends, and develop a more sophisticated way of looking at the world. It should be noted that over 92% of all full-year, semester, and summer term students said that studying abroad continued to influence their interactions with people from different cultures (97% of Full Year students, 93% of Fall Semester Students, and 92% of Spring and Summer Term Students agreed with this statement).[660] 90% or higher of all students agreed that studying abroad influenced them to seek out a greater diversity of friends, understand their own cultural biases, and increase their self confidence.[661] This may point to studying abroad influencing personal growth to some extent, no matter the length of study.

e. Career Development Outcomes

In terms of career development, full-year students were more likely to engage in international work after studying abroad, establish relationships abroad that became career contacts, and be influenced to get a job overseas. Full-year students were also more likely to change their career plans as a result of studying abroad. Overall, Dwyer's study points to the idea that studying abroad longer has a multitude of benefits for students due to their deeper and longer engagement with the host culture. This extended period of time allows students to engage in sustained reflection and adaptation to a new culture.

f. Intercultural Competence and Measured Gains

Complementing these findings, a meta-analysis by Vande Berg, Connor-Linton, and Paige tested gains in intercultural development during study abroad using the Intercultural Development Inventory (IDI). The IDI is an online survey used to assess intercultural competence at an individual level. It is measured on a scale of 55-145 points, with levels of understanding toward cultural differences including denial, polarization, minimization, acceptance, and adaptation. The index seeks to examine how an individual perceives and reacts to cultural differences and similarities using a variety of survey questions.[662] Their study demonstrated that the average IDI gain for semester long participants was 16.19 points, compared to only 7.07 points for shorter term participants.[663] Overall, these findings demonstrate that as a student spends longer abroad, they will develop more intercultural competence, and career, personal, and linguistic skills.

g. Self-Selection of Students into Longer Programs

While the advantages of studying abroad long-term are clear, there is an equally important dimension in who opts to participate in these programs. Salisbury, Paulsen, and Pascarella analyzed data from the 2003-2004 National Survey of Student Engagement, and found that students with higher parental income, stronger high school academic preparation and prior international experience were disproportionately more likely to choose longer durations of study

---

[660] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[661] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing

[662] "Intercultural Development Inventory (IDI) - MN Dept. of Health." n.d. Accessed July 1, 2025. https://www.health.state.mn.us/communities/practice/resources/equitylibrary/idi.html.

[663] Michael Vande Berg, Mark Connor-Linton, and R. Michael Paige, "The Georgetown Consortium Project: Interventions for Student Learning Abroad," Frontiers: The Interdisciplinary Journal of Study Abroad 18 (2009): 1–75.

abroad.[664] For example, students with family incomes exceeding $100,000 were over twice as likely to study abroad for a semester or more than those with incomes under $50,000. This may be due to program costs or the lack of time a student has for study abroad due to other responsibilities like child-care or jobs. The same study found that humanities and social science majors were 70% more likely to select semester or year-long abroad programs than students in STEM fields.[665] This may reflect differences in perceptions of compatibility between program length and degree requirements. Many STEM majors have more required classes with less flexibility and may be unable to take their specialized courses for credit abroad.

h. Motivation and Prior Interest

In the study with the IES alumni, Dwyer also found that students who studied abroad for a full-year were more likely to already have a strong interest in studying abroad prior to enrolling in their home undergraduate university, and 20% of full-year study abroad students studied abroad more than once. Full-year students were also more likely to let the ability to study abroad influence their choice in undergraduate university.[666] These trends represent a possible self-selection of students who studied abroad, as they were more interested in studying abroad prior to matriculating to their undergraduate university. Dwyer also found that full-year study abroad students attained Ph.D. degrees in higher numbers than semester or summer term participants. This could point to full-year study abroad students already being more academically motivated and committed to their studies prior to enrolling in their study abroad programs. These committed students might be more likely to engage with study abroad curricula and immerse themselves in host cultures, allowing them to reap deeper benefits from studying abroad. Alternatively, similarly to Salisbury's study,[667] students' academic majors may encourage longer study duration.

B. Public vs Private Universities

The world's increasing interconnectedness makes study abroad programs essential.[668] Due to this, it is important to understand the factors and characteristics that cause students to study abroad, including the differences between institution types.[669] Public universities, which are financially supported by state governments, typically have larger populations and more

---

[664] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.

[665] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.

[666] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing

[667] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.

[668] Ogunleye, Akindele. 2024. "Exploring Study Abroad with Traditionally Underrepresented Populations: Impacts of Institutional Types." *International Journal of Research and Scientific Innovation* XI (VI): 170–81. https://arxiv.org/pdf/2406.15493.

[669] Stroud, A. H. 2010. "Who Plans (Not) to Study Abroad? An Examination of U.S. Student Intent." Researchgate.net. 2010. https://www.researchgate.net/publication/240691474_Who_Plans_Not_to_Study_Abroad_An_Examination_of_US_Student_Intent.

comprehensive resources.[670] Private universities, which are financially supported by tuition and contributions, typically have higher tuition prices but usually offer more robust financial aid.[671]

a. Differences in Participation

The Open Doors U.S. Study Abroad Data provides the leading doctoral institutions by percentage of undergraduate participation in study abroad programs.[672] The first twenty-seven listed institutions, that lead in study abroad participation, are private.[673] The first public institution to be listed is Georgia Institute of Technology, at the 28th spot.[674] Indeed, students at private universities are twice as likely to say that they have studied abroad than students at public universities, according to a 2023 College Pulse survey.[675]

b. Differences in Study Abroad Predictors Across Institutions

A study by A.H. Stroud—the Director of Study Abroad at the McCulloch Center for Global Initiatives—investigated the factors that influence students to study abroad using data from a large, public institution; this study found that planning to pursue a master's degree or higher negatively affected students' likelihood of studying abroad.[676] On the contrary, a similar study conducted by Luo and Jamieson-Drake at a medium-sized, private university found the opposite: students aspiring to attain advanced degrees positively impacts intent to study abroad.[677] Luo and Jamieson-Drake's study found that planning to earn an advanced degree increased the likelihood of intent to study abroad by a factor of 1.59.[678] Their study also found, contrary to Stroud's study, that home distance and living with family members were not significant predictors of study abroad intent. This statistic is likely a result of the fact that 90% of participants in Luo and Jamieson-Drake's study attended college over 100 miles away from home.[679] This difference in findings across

---

[670] Ogunleye, Akindele. 2024. "Exploring Study Abroad with Traditionally Underrepresented Populations: Impacts of Institutional Types." *International Journal of Research and Scientific Innovation* XI (VI): 170–81. https://arxiv.org/pdf/2406.15493.

[671] Ogunleye, Akindele. 2024. "Exploring Study Abroad with Traditionally Underrepresented Populations: Impacts of Institutional Types." *International Journal of Research and Scientific Innovation* XI (VI): 170–81. https://arxiv.org/pdf/2406.15493.

[672] "Leading Institutions by Undergraduate Participation." n.d. Opendoorsdata.org. https://opendoorsdata.org/data/us-study-abroad/leading-institutions-by-undergraduate-participation/.

[673] "Leading Institutions by Undergraduate Participation." n.d. Opendoorsdata.org. https://opendoorsdata.org/data/us-study-abroad/leading-institutions-by-undergraduate-participation/.

[674] "Leading Institutions by Undergraduate Participation." n.d. Opendoorsdata.org. https://opendoorsdata.org/data/us-study-abroad/leading-institutions-by-undergraduate-participation/.

[675] "Making Study Abroad More Affordable." 2024. THE FEED. January 19, 2024. https://feed.georgetown.edu/access-affordability/making-study-abroad-more-affordable/.

[676] Stroud, A. H. 2010. "Who Plans (Not) to Study Abroad? An Examination of U.S. Student Intent." Researchgate.net. 2010. https://www.researchgate.net/publication/240691474_Who_Plans_Not_to_Study_Abroad_An_Examination_of_US_Student_Intent.

[677] Luo, Jiali, and David Jamieson-Drake. 2015. "Predictors of Study Abroad Intent, Participation, and College Outcomes." *Research in Higher Education* 56 (1): 29–56.https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.

[678] Luo, Jiali, and David Jamieson-Drake. 2015. "Predictors of Study Abroad Intent, Participation, and College Outcomes." *Research in Higher Education* 56 (1): 29–56. https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.

[679] Luo, Jiali, and David Jamieson-Drake. 2015. "Predictors of Study Abroad Intent, Participation, and College Outcomes." *Research in Higher Education* 56 (1): 29–56. https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.

studies suggests that students at elite, private universities differed from students at other types of institutions.[680]

c. Student Perceptions and Program Preferences

One study investigated the perceptions of study abroad programs of 656 business students (mostly undergraduates) across 7 U.S. universities, both public and private.[681] This study found that the students at private universities tended to prefer shorter-term programs, spanning a couple weeks, that could be completed over the summer.[682] Students at large, public universities were more likely to consider longer-term programs, such as a semester abroad.[683] The study therefore suggests that universities should cater their program opportunities to fit the wants of their students.[684] This same study also inquired into the extent to which students were knowledgeable of study abroad opportunities at their universities: single, unemployed students attending private and/or small to medium schools were more likely to feel knowledgeable than their corresponding peers at public universities.[685]

d. Institutional Access and Participation Disparities

A separate study used data from public and private universities to investigate access to study abroad opportunities.[686] This study found that private not-for-profit institutions, doctoral institutions, and arts and sciences institutions were significantly more likely to both offer more study abroad opportunities and to report higher participation in study abroad.[687] The study also indicates that these types of educational institutions are much less likely to be located in rural settings: data shows that only 10 out of 662 institutions designated as doctoral degree-granting are situated in rural areas.[688] This geographic concentration likely limits students in rural areas from

---

[680] Luo, Jiali, and David Jamieson-Drake. 2015. "Predictors of Study Abroad Intent, Participation, and College Outcomes." *Research in Higher Education* 56 (1): 29–56. https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.

[681] Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. "Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities." *Marketing Education Review* 9 (1): 29–36. https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.

[682] Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. "Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities." *Marketing Education Review* 9 (1): 29–36. https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.

[683] Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. "Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities." *Marketing Education Review* 9 (1): 29–36. https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.

[684] Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. "Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities." *Marketing Education Review* 9 (1): 29–36. https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.

[685] Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. "Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities." *Marketing Education Review* 9 (1): 29–36. https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.

[686] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

[687] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

[688] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

accessing study abroad opportunities.[689] This study also found that educational institutions situated in suburban locales and universities that enroll a high percentage of Pell recipients show more limited study abroad participation.[690] In the 2017-2018 year, 81.53% of Pell Grant recipients attended 2 or 4 year public universities, while 18.47% of Pell Grant recipients attended 2 or 4 year private universities.[691] These findings suggest that socioeconomic status and attendance of a public university negatively impact a student's ability to participate in study abroad opportunities.[692]

C. Geographic Destination

Researchers have found that students choose where to study abroad based on two factors: perceived benefits and obstacles.Varying demographic of students and their corresponding characteristics, including race, parental origin, career interests, and more influence the destination participants chose to study abroad in. Student classification, gender, and cultural similarity (referred to as "PD" or psychic distance between the country and their own experiences) have been identified as critical factors in a student's decision.[693]

a. Western Europe

The most popular countries for students to visit are Italy, France, and the United Kingdom,[694] and an overwhelming majority of U.S. students who study abroad do so in Europe, with 50% of students studying abroad in just five countries: Spain, Italy, the United Kingdom, France, and Ireland.[695] Students who visit these countries are most likely to have less-developed language skills compared to students studying in different regions[696] and be more attuned to U.S. culture. Overall, Western Europe locations represent a lower "PD" option, and, thus, students will experience less perceived benefits, such as increased cultural adaptability, sensitivity, or language skills, as they are less likely to have to learn to adapt and change to fit their new environment.[697]

b. Africa

---

[689] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

[690] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

[691] "Department of Education - Federal Pell Grant Program End-of-Year Report and Other Annual Data Reports." n.d. Data.gov. https://catalog.data.gov/dataset/federal-pell-grant-program-end-of-year-report-and-other-annual-data-reports-38e3e.

[692] "View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.

[693] Reardon, James, Chip Miller, and Denny McCorkle. "The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad." *Journal of International Education in Business* 15, no. 2 (2022): 351–72. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[694] Toncar, M., Reid, J. and Anderson, C. (2005), "Perceptions and preferences of study abroad: do business students have different needs?", Journal of Teaching in International Business, Vol. 17 Nos 1/2, pp. 61-80. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[695] NAFSA: Association of International Educators. "Trends in U.S. Study Abroad." NAFSA. Accessed July 5, 2025. https://drive.google.com/file/d/12UpbS1fx6B13NJp5FFPMXoYaG77sl7Fs/view?usp=drive_link

[696] Reardon, James, Chip Miller, and Denny McCorkle. "The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad." *Journal of International Education in Business* 15, no. 2 (2022): 351–72. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[697] IEE Open Doors

Africa Of all U.S. students studying abroad, only about 5.1% attended universities in Africa.[698] About 15.7% of Americans studying in Africa study in north African nations, while a majority studied in Sub-Saharan nations, with South Africa being the most popular destination.[699] Denoted as a higher "PD" region, the region attracts more African American students,[700] most likely due to personal ties to the region. Additionally, students that study in this region are generally more "adventurous" and are looking to deepen their cultural experiences rather than just their academic experiences.[701]

c. Asia

Countries located in the Pacific-Asian region are a close second to Western European countries, including destinations such as China, Australia, and Japan.[702] Students that self-select into the Asian region are more likely to have a parental nativity affiliation.[703] In recent years China has attracted more and more students due to its culpability in business, national security, and technology fields.[704]

d. Latin America

For those with higher language skill proficiency, Latin America is the first region of choice over Western Europe.[705] Due to widespread areas of low economic proficiency, students are less likely to self-select into these areas, similar to African regions, but this is counteracted by parental nativity affiliation and desire to immerse themselves in language skills.[706] Business students are also more likely to place themselves in the Latin American region.[707] Overall, the Latin American

---

[698] "Tracking U.S. College Students Who Study Abroad in Africa." Journal of Blacks in Higher Education (Online), December 14, 2012. Accessed July 5, 2025.
https://drive.google.com/file/d/13qpLd1NXb1cFcgcP0GmUd8zHz5AgbIM_/view?usp=drive_link

[699] "Tracking U.S. College Students Who Study Abroad in Africa." *Journal of Blacks in Higher Education* (Online), December 14, 2012. Accessed July 5, 2025.
https://drive.google.com/file/d/13qpLd1NXb1cFcgcP0GmUd8zHz5AgbIM_/view?usp=drive_link

[700] "Tracking U.S. College Students Who Study Abroad in Africa." Journal of Blacks in Higher Education (Online), December 14, 2012. Accessed July 5, 2025.
https://drive.google.com/file/d/13qpLd1NXb1cFcgcP0GmUd8zHz5AgbIM_/view?usp=drive_link

[701] Reardon, James, Chip Miller, and Denny McCorkle. "The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad." *Journal of International Education in Business* 15, no. 2 (2022): 351–72.
https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[702] 2024 Open Doors Facts Report. Institute of International Education, 2024.
https://drive.google.com/file/d/1CVOUWwkm7Py06kBoF-a0oywpC95vOCH3/view?usp=sharing

[703] Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." *Frontiers: The Interdisciplinary Journal of Study Abroad* 36, no. 1 (2024): 32-60.
https://drive.google.com/file/d/1bPxStzR7yYQwXAuDBINT6ljmtknGWkdS/view?usp=sharing

[704] Gathogo, Mary K. Fostering Intercultural and Global Competence: Potential for Transformational Learning through Short-Term Study Abroad in Africa. PhD diss., Ohio University, 2015. ProQuest Dissertations & Theses, no. 10307195.
https://drive.google.com/file/d/1ZgxrVYjnPXnLt6oP2UuRPUKTUC5nEwgU/view?usp=drive_link

[705] Reardon, James, Chip Miller, and Denny McCorkle. "The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad." *Journal of International Education in Business* 15, no. 2 (2022): 351–72.
https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[706] Reardon, James, Chip Miller, and Denny McCorkle. "The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad." *Journal of International Education in Business* 15, no. 2 (2022): 351–72.
https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link

[707] Toncar, M., Reid, J. and Anderson, C. (2005), "Perceptions and preferences of study abroad: do business students have different needs?", Journal of Teaching in International Business, Vol. 17 Nos 1/2, pp. 61-80.

region has shown great effectiveness in promoting language development and intercultural skills due to its high "PD" rate.

D. Government Funded Study Abroad Programs

In the United States, the rise of study abroad programs has largely been tied to the historical motivations of individual universities and the U.S. government. Funding sources specifically emphasize certain goals and objectives when sending students internationally, varying from diplomacy and workforce development to academic enrichment and cross-cultural awareness. With these specifications, we see the emergence of characteristics unique to study abroad programs funded by the government and those that are not.

a. History & Goals of Government-Funded Study Abroad

The United States government began officially funding study abroad programs starting in 1946, with the establishment of the Fulbright program by the U.S. Senator J. William Fulbright.[708] In the modern day, the program has more than 8,000 annual cumulative participants ranging across students, researchers, and workforce professionals engaging in 160 countries, following the general mission to enhance cultural diplomacy and cross-cultural relationships between the United States and the world.[709] Government-funded programs following the Fulbright program have adopted similar mantras, centering around 3 major goals: "encouraging citizen diplomacy," "strengthening national security," and "building a globalized workforce."[710] From these goals, study abroad programs funded by the government can be grouped into two broad categories: "Foreign Affairs and Diplomacy" and "Overseas Development Assistance."[711] The former describes programs that aim to advance developing countries around the world through project-based efforts, community service, or other forms of economic and societal development.[712] In comparison, we see university funded study abroad programs having goals honing in on their institution, working to advance learning outcomes and produce a more cosmopolitan campus.[713]

b. Existing Flagship Programs:

- William J. Fulbright U.S. Student Program
  - Flagship study abroad program designed to facilitate educational exchange between the U.S. and 160 countries.[714]

---

[708] *Fulbright Program Overview | Bureau of Educational and Cultural Affairs*. https://eca.state.gov/fulbright/about-fulbright/fulbright-program-overview.

[709] *Fulbright Program Overview | Bureau of Educational and Cultural Affairs*. https://eca.state.gov/fulbright/about-fulbright/fulbright-program-overview.

[710] Lally, Marisa. "Geopolitical Implications of Educational Diplomacy: The Fulbright Program, 1958–2023." Journal of Studies in International Education 28, no. 5 (November 2024): 780–97. https://drive.google.com/file/d/1UTO6ZXfte2uceovvcKgCZHiGW52-oIsY/view?usp=sharing

[711] Mawer, Matt. "Approaches to Analyzing the Outcomes of International Scholarship Programs for Higher Education." *Journal of Studies in International Education*, vol. 21, no. 3, Jul. 2017, pp. 230–45. *DOI.org (Crossref)*, https://drive.google.com/file/d/1FVLtRdHx1ToEJVXbZpOngza_iclyzyP2/view?usp=sharing

[712] Mawer, Matt. "Approaches to Analyzing the Outcomes of International Scholarship Programs for Higher Education." *Journal of Studies in International Education*, vol. 21, no. 3, Jul. 2017, pp. 230–45. *DOI.org (Crossref)*, https://drive.google.com/file/d/1FVLtRdHx1ToEJVXbZpOngza_iclyzyP2/view?usp=sharing

[713] "Studying Abroad, Speaking Out: How U.S. Universities Approach Expression in Study Abroad Programs." Foundation for Individual Rights in Education, 2021. https://drive.google.com/file/d/1dczDLfRgeYiL_PWq_JIdkn0P4f339XPB/view?usp=sharing

[714] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

- Benjamin A. Gilman International Scholarship Program
    - Established in 2001 by the International Academic Opportunity Act to focus on and provide study abroad opportunities to underrepresented students and those with financial need.[715]
- Department of Defense Scholarship Programs
    - Programs such as the Boren Awards and Project Global Officer, in addition to the State Department's Critical language scholarship, are designed to strategically develop student language skills and U.S. national security.[716]
- Thomas R. Pickering Foreign Affairs Fellowship Program & Charles B. Rangel International Affairs Program
    - Program by the U.S. Foreign Service for student internships abroad with the eventual goal of career entry.[717]
- International Research Experience for Students & Graduate Research Opportunities Worldwide
    - National Science Foundation scholarships designed to develop a skilled and knowledgeable U.S. workforce.[718]

c. Funding & Statistics:

Study Abroad programs funded by the U.S. Federal Government's agencies, typically the Department of State or Department of Education, are structured to minimize (or oftentimes completely eliminate) the costs related to studying abroad. The U.S. Government spent $777.50 million on "Educational and Cultural Exchange Programs" in the 2023 Fiscal Year, subsidizing outgoing U.S. students to 160+ countries through the Bureau of Educational and Cultural Affairs (ECA).[719] Roughly 55,000 individuals, 15,000 of which are Americans, are participants of ECA-funded programs annually.[720] While there is not an exact number of study abroad students who are supported by government funding, we can estimate that the number ranges from roughly 6-10% of study abroad students based on data from the ECA and the Institute of International Education.[721] In terms of diversity and inclusion, certain programs, such as the Gilman Scholarship, are designed to provide equitable access to studying abroad, with the Gilman

---

[715] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

[716] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

[717] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

[718] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

[719] Arkin, Sarah, et al. *Comprehensive Annual Report on Public Diplomacy & International Broadcasting*. U.S. Advisory Commission on Public Diplomacy, 16 Dec. 2024. https://drive.google.com/file/d/11upZO9ALzaIxaix20MrYzuWFZY71ys_4/view?usp=sharing

[720] Arkin, Sarah, et al. *Comprehensive Annual Report on Public Diplomacy & International Broadcasting*. U.S. Advisory Commission on Public Diplomacy, 16 Dec. 2024. https://drive.google.com/file/d/11upZO9ALzaIxaix20MrYzuWFZY71ys_4/view?usp=sharing

[721] *2024 Open Doors Facts Report*. Institute of International Education, 2024. https://drive.google.com/file/d/1CVOUWwkm7Py06kBoF-a0oywpC95vOCH3/view?usp=sharing

Scholarship hosting a near 44-percent first-generation participation rate.[722] Despite this, the limited number of available spots and the strenuous application process of government-funded study abroad programs can be seen as a potential barrier to entry.

d. Self-Selection:

One of the greatest factors that facilitates self-selection bias in study abroad programs are the financial means of each student. Government-funded programs attempt to remove this initial barrier to make study-abroad more accessible to all. Yet, each program has a set number of awards that are given each year; Fulbright offers roughly 1,600 total awards annually[723] to students and the Benjamin A. Gilman Program offers nearly 3,000 awards per year.[724] However, due to the finite number of available scholarships, a competitiveness is produced. The Gilman Scholarship accepts only 1/4 of all applicants within a given year[725]; the Fulbright Scholarship's acceptance rate ranges from 13% to 18% depending on the region and position[726]; and the Critical Language Scholarship Program boasts an acceptance rate of 10%.[727] With an emphasis placed on academic merit, potential impact, leadership/public service experience, and language proficiency, amidst other factors, potential applicants can be easily driven away by the large requirements and the daunting acceptance rates.[728] Though, research and available data on self-selection, as well as general participants, in government-funded programs are limited, which restricts this brief's exploration beyond governmental reports. There exists a large gap in studies and surveys on the self-selection of students who participate in government-funded programs beyond the Benjamin A. Gilman scholarship.

E. High School vs. Gap Year vs. College

a. High School

Study abroad in high school is often most effective when paired with a classroom curriculum. Real-world experiences that provide context for an in-class curriculum are effective in allowing classroom lessons to "come to life."[729] In a qualitative study on a study abroad program coordinated by a large, urban, public high school to enrich its Advanced Placement World History course, students participated in a weeklong trip to Europe exploring art, architecture, and historic

---

[722] THE BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM. Evaluation Report, Bureau of Educational and Cultural Affairs (U.S. Department of State), Apr. 2016 https://drive.google.com/file/d/1EOo4xKoKRJ-TD1gyDd0jnuFvDAfrQnSW/view?usp=sharing.

[723] *US Fulbright Program - Fulbright U.S. Student Program*. https://us.fulbrightonline.org/about/fulbright-us-student-program.

[724] Program Overview." *Benjamin A. Gilman International Scholarship*, https://www.gilmanscholarship.org/program/program-overview/.

[725] "Applicants FAQ." *Benjamin A. Gilman International Scholarship*, https://www.gilmanscholarship.org/applicants/applicants-faq-2/.

[726] *Study/Research & English Teaching Assistant Statistics*. https://us.fulbrightonline.org/study-research-eta-statistics.

[727] "Frequently Asked Questions." *Critical Language Scholarship Program*, https://clscholarship.org/advisors/frequently-asked-questions.

[728] "Priorities & Selection Criteria." *Benjamin A. Gilman International Scholarship*, https://www.gilmanscholarship.org/applicants/selection-criteria/.

[729] Carmen Newstreet and Jacqueline Rackard, "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no. 2 (2018): 55, https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.

sites.[730] Students were able to make connections to social justice and recognize the relationships between art, history, and current events.[731]

One student said, "Just walking out of the train and seeing a protest. Like 'Wow, that's happening.' Actually seeing it in person makes a difference. Seeing your current events in person . . . we do them every other week, but to actually live it is a different story."[732] Another student said, "It helped me because it showed me that I shouldn't judge them, I should be more open to them, and I should accept that there are different things out there."[733]

In another case study that followed a semester-long high school study abroad program to Central America, students experienced increased empathy, global awareness, and a desire to engage in advocacy by the end of the program.[734] Faculty used a "structured reflective teaching model" that encouraged students to move beyond passive learning and think critically about the world around them.[735] At the end of the program, students planned a summative "zenith project" that gave students a meaningful way to give back to communities they traveled to.[736]

Across these studies, a common trend of programs with continuity (pair well with class curriculum and are intentionally designed for students to make actionable change) are successful in making high school students more engaged global citizens. However, access to study abroad in high school is limited, with less than 2% of high schoolers participating,[737] making the literature in this area considerably more limited.

b. Gap Year

Students choose to take a gap year for a variety of reasons. One major reason is students feel stressed and burned out from their time in high school. Over one-third of incoming freshman undergraduates suffered from mental health problems.[738] Additionally, impairments in academic

---

[730] Carmen Newstreet and Jacqueline Rackard, "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no. 2 (2018): 55, https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.

[731] Carmen Newstreet and Jacqueline Rackard, "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no. 2 (2018): 55, https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.

[732] Carmen Newstreet and Jacqueline Rackard, "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no. 2 (2018): 55, https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.

[733] Carmen Newstreet and Jacqueline Rackard, "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no. 2 (2018): 55, https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.

[734] Christine E. Monaghan and Gennifre Hartmann, "Pedagogies of Transformation for High School Study Abroad Programming," *Journal of Inquiry and Action in Education* 6, no. 1 (2014): 82, https://drive.google.com/file/d/1ooINE-EzdfIrFw7p6pjnKBPRcKKvtPzY/view?usp=sharing.

[735] Christine E. Monaghan and Gennifre Hartmann, "Pedagogies of Transformation for High School Study Abroad Programming," *Journal of Inquiry and Action in Education* 6, no. 1 (2014): 82, https://drive.google.com/file/d/1ooINE-EzdfIrFw7p6pjnKBPRcKKvtPzY/view?usp=sharing.

[736] Christine E. Monaghan and Gennifre Hartmann, "Pedagogies of Transformation for High School Study Abroad Programming," *Journal of Inquiry and Action in Education* 6, no. 1 (2014): 82, https://drive.google.com/file/d/1ooINE-EzdfIrFw7p6pjnKBPRcKKvtPzY/view?usp=sharing.

[737] Paul Melkonian, *The Study Abroad Experiences of Underrepresented High School Students* (PhD diss., ProQuest Dissertations & Theses, 2024), https://drive.google.com/file/d/1ilpWsdD7lJC0fYCLbh5YwNQqEZYZaF7B/view?usp=sharing.

[738] Randy P. Auerbach et al., "WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders," *Journal of Abnormal Psychology* 127, no. 7 (2018): 623–38, https://drive.google.com/file/d/1EjT5s_qBIvAG8BKhGgON5O8yyweDYxgf/view?usp=share_link.

performance are associated with these disorders.[739] A gap year is an opportunity to escape these stressors, relax, and have fun.

Another reason students choose a gap year is feeling a lack of purpose and direction in their lives. As former Yale Professor William Deresiewicz puts it in his book *Excellent Sheep,*[740] "The system manufactures students who are smart and talented and driven, yes, but also anxious, timid, and lost, with little intellectual curiosity and a stunted sense of purpose: trapped in a bubble of privilege, heading meekly in the same direction, great at what they're doing but with no idea why they're doing it." Many students funneled through the education system feel lost at this transition period in their lives, so they opt for a break that will allow them to find a sense of purpose.

Nine core benefits[741] of taking a gap year includes cultural awareness, identity development, academic development, social development, faith development, intercultural competency, academic appreciation and preparedness, soft skill development, and student transition to college.

For gap year students who travel internationally, cultural awareness and intercultural competency are especially fostered because they gain exposure to differing cultures, beliefs, and practices.[742] For the first time in many students' lives, they are able to think for themselves, not limited to the views of their parents.[743] For example, gap year study abroad programs dedicated to service give students the opportunity to develop an awareness of poverty through activities like serving in orphanages and befriending children with limited belongings.[744]

As for the kinds of students who self-select into the gap year, women are more likely to take a gap year than men.[745] Additionally, students from middle class, independent schools are most likely to participate in a gap year.[746]

c. Undergraduate

---

[739] Randy P. Auerbach et al., "WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders," *Journal of Abnormal Psychology* 127, no. 7 (2018): 623–38, https://drive.google.com/file/d/1EjT5s_qBIvAG8BKhGgON5O8yyweDYxgf/view?usp=share_link.

[740] William Deresiewicz, *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*, 1st Free Press hardcover ed. (New York: Free Press, 2014).

[741] Julie M. Cline, *Minding the Gap: Impact of Pre-College Gap Year on Transition to College* (MA thesis, Taylor University, 2013), Master of Arts in Higher Education (MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.

[742] Joe O'Shea, "From Florida State to Oxford: Character, the Rhodes Scholarship, and the Gap Year," *Journal of College and Character* 11, no. 2 (2010), https://drive.google.com/file/d/1EwomN2mjKkdAEuxZcWEU_G0oOYijgdDu/view?usp=sharing.

[743] Julie M. Cline, *Minding the Gap: Impact of Pre-College Gap Year on Transition to College* (MA thesis, Taylor University, 2013), Master of Arts in Higher Education (MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.

[744] Julie M. Cline, *Minding the Gap: Impact of Pre-College Gap Year on Transition to College* (MA thesis, Taylor University, 2013), Master of Arts in Higher Education (MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.

[745] Julie M. Cline, *Minding the Gap: Impact of Pre-College Gap Year on Transition to College* (MA thesis, Taylor University, 2013), Master of Arts in Higher Education (MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.

[746] Julie M. Cline, *Minding the Gap: Impact of Pre-College Gap Year on Transition to College* (MA thesis, Taylor University, 2013), Master of Arts in Higher Education (MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.

Undergraduate students have an assortment of reasons for participating in study abroad programs. The general perception of study abroad programs is very favorable.[747] At the same time, students are concerned about time and money, as well as if their credits will be transferred towards graduation requirements.[748]

Students of varying backgrounds also have different study abroad participation patterns. The higher an African-American student's human capital (measured by ACT score to gauge how prepared a student is for college, and thus, how well they are able to translate an education into earnings and social status), the less likely they are to intend to study abroad.[749] Stereotype threat is a potential factor preventing high-achieving African-American students from studying abroad.[750] In relation to students who didn't receive a federal grant, White students on federal grants were less likely to intend to study abroad, but Hispanic students on federal grants were more likely to study abroad.[751] This is because Hispanic students perceive federal grants as a pathway to access new opportunities, whereas White students don't seem to perceive federal grants in this way.[752] Receiving an institutional grant significantly increased the chances of Asian-Americans to study abroad, and conversely, receiving a loan significantly decreased the chances of Hispanic students to study abroad.[753] Neither condition had effects on white students.[754]

Male participation in study abroad is disproportionately low, and the participation gap is even larger for Asian-American men compared to White men.[755] An increase in parents' education

---

[747] Liz C. Wang et al., "Individual Attitudes and Social Influences on College Students' Intent to Participate in Study Abroad Programs," *Journal of Marketing for Higher Education* 26, no. 1 (2016): 103–28, https://drive.google.com/file/d/18qCWgmZKolV06evnoh8rIRWEqsXpOwR4/view?usp=share_link.

[748] Liz C. Wang et al., "Individual Attitudes and Social Influences on College Students' Intent to Participate in Study Abroad Programs," *Journal of Marketing for Higher Education* 26, no. 1 (2016): 103–28, https://drive.google.com/file/d/18qCWgmZKolV06evnoh8rIRWEqsXpOwR4/view?usp=share_link.

[749] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[750] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[751] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[752] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[753] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[754] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[755] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White

increased White students' study abroad intent, but lowered Asian-American students' study abroad intent.[756] Asian-American parents tend to view study abroad as less important compared to White parents, but the reasoning for this requires further investigation by researchers.[757] Overall, White students in predominantly White society have more interest in studying abroad because they seek cross-cultural educational experiences, whereas minority students are already exposed to them daily, so there is less of a need to seek them out.[758]

F. Program Price

Although many study abroad programs are marketed as universally transformative experiences, the reality of them is shaped by differences in cost, structures, and student access. Expensive programs, typically run through private providers or elite institutions, often emphasize comfort, prestige, and cultural exposure.[759] In contrast, many government-funded and more "affordable" programs tend to prioritize linguistic and cultural immersion, but demand higher selectivity due to limited resources.[760]

a. Program Design and Resource Allocation

High-cost study abroad programs that are typically administered and run by third party providers for example, IES Abroad, Council on International Educational Exchange (CIEE), or American Institute For Foreign Study (AIFS) allocate a substantial budget toward structured services, private accommodations, excursions, and staff. These investments are intended to ensure logistical ease, safety, and curated exposure rather than deeper immersion. As Heyl writes in AIEA's 2011 Occasional Paper "Third-party providers play a crucial – if largely self-regulated – role in education abroad… U.S. campuses will turn to third-party providers to fill [logistical] need… with paid staff managing program advising, visa services, group travel, instruction abroad, housing and emergency support[761]." Idealizing that expensive, provider-led programs invest heavily in structured support and logistical ease— funded by premium program fees. While in government-funded programs such as the National Security Language Initiative for Youth (NSLI-Y) resource allocation heavily favors linguistic immersion and integration rather than comfort

---

and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[756] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[757] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[758] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," *Research in Higher Education* 52, no. 2 (2011): 123–50, https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.

[759] Gloria Onosu, "The Impact of Cultural Immersion Experience on Identity Transformation Process," International journal of environmental research and public health, March 7, 2021, https://pmc.ncbi.nlm.nih.gov/articles/PMC7967506/.

[760] Enhancing foreign language proficiency in the United ..., accessed July 3, 2025, https://www.lep.gov/sites/lep/files/resources/nsli-preliminary-results.pdf.

[761] Third-party program providers and education abroad, accessed July 3, 2025, https://www.aieaworld.org/uploads/1/4/5/2/145269424/spring_2011_heyl_occasional_paper.pdf.

through daily language instruction, homestays, the requirement to speak the target language, and community engagement[762].

b. Growth in Expensive v. Cheap Option Study Abroad Programs

Despite stark differences in cost between study abroad programs, learning outcomes remain relatively consistent across multiple affordability, as long as the program is structured in immersion. A meta-analysis of 39 studies conducted between 1996 and 2014 found that students experience significant positive gains in multiple developmental domains: cognitive, attitudinal, behavioral, and personal growth—regardless of the cost of the program.[763] These effect sizes that are represented show that regardless of cost, cognitive effects remain a large effect size, so these experiences have strong impacts on students' abilities like problem solving and critical thinking. The attitudinal has a very large effect showing major shifts in students' attitudes and increased cultural openness and tolerance. Behavioral has a moderate to large effect, so the students became more likely to engage in intercultural interactions and volunteerism. Finally, personal growth was largely affected, meaning that the students saw positive development, with the biggest gain overall being in mindset toward intellectual growth.[764] These overall findings once again suggest that expensive or cheap programs do not in themselves produce better educational outcomes. Instead, the depth of engagement, quality of intercultural contact, and student motivation appear to be more predictive of growth than financial investment alone.

A 2017 study also demonstrates and supports this claim that most significant gains in intercultural competencies and quality of program while studying abroad is not derived from the cost of a program, but instead the structure and design. The study evaluated three participant groups in a short term service learning program in Zambia using Intercultural Development Inventory (IDI).

While all groups participated in the same program, only the experimental group received structured cultural interventions, these included identity reflection, guided journaling, and customized development plans. These groups saw significant gains in intercultural competence, while the control groups with no structured cultural training showed no meaningful change. Notably the growth occurred in a low-cost, faculty-led program and reinforces that deep learning and growth are not tied to program price but to intention.[765]

c. Accessibility

Cost consistently ranks as the primary barrier to study abroad participation, one reason being due to a lack of information about funding and cost-free programs, influencing who gets to study abroad more than any other factor. A 2023 study done at the University of Windsor found that personal finances and program costs were identified by all 49 students as a leading obstacle, with affordability being the most important influencing factor on participants' decisions. More specifically, this Q-methodology study involved 49 undergraduates across five Costa Rica

---

762 "Summer Abroad," National Security Language Initiative for Youth (NSLI-Y), May 30, 2025, https://www.nsliforyouth.org/programs/summer-abroad/.

763 Otmar E Varela and James E Wilbanks, Learning outcomes of study-abroad programs: A meta-analysis | request PDF, January 2015, https://www.researchgate.net/publication/291358408_Learning_Outcomes_of_Study-Abroad_Programs_A_Meta-Analysis.

764 "Libguides: Statistics Resources: Cohen's D," Cohen's d - Statistics Resources - LibGuides at National University, accessed July 4, 2025, https://resources.nu.edu/statsresources/cohensd.

765 Lata A Krishnan et al., (PDF) the effect of study abroad on Intercultural Competence: A Longitudinal Case Study of international postgraduate students at a British University, January 2017, https://www.researchgate.net/publication/282892324_The_effect_of_study_abroad_on_intercultural_competence_a_longitudinal_case_study_of_international_postgraduate_students_at_a_British_university.

programs and found that every student has a greater barrier above concerns about language, safety, academic compatibility, or scheduling. That was the cost. In the study, the authors concluded that affordability is a central deterrent to study abroad programs, particularly for students without prior travel experience or those early in their academic careers. Importantly, even those motivated by personal growth still cited cost as the number-one influence on their decision.[766]

Moreover, research has repeatedly demonstrated that students from low-income, first-generation, and minority backgrounds are significantly underrepresented in study abroad, and that this disparity is closely linked to the cost structure of programs. According to a 2020 University of Oregon study, only 6% of study abroad participants in the U.S. were Black and just 9-10% were Hispanic, even though these groups represented nearly 15% and 17% of the total student population respectively,[767] leaving questions as to why. A 2010 study argues that this inequity persists because affordable, immersive programs like direct enrollment or heritage-based initiatives are often inaccessible to marginalized students due to lack of awareness, mentorship, and targeted outreach. These students often attend underfunded institutions without dedicated study abroad offices and opportunities or simply are unaware of their existence. Brux and Fry noted that students from dominant cultural groups are more likely to receive early and ongoing encouragement to study abroad, while students from underrepresented backgrounds are less likely to view it as achievable or relevant to their lives. So, many cheap and merit-based programs become exclusive, not because of price but because of systemic gaps in preparation. This highlights a paradox: affordable and merit-based options may reinforce inequity when access isn't equality distributed. Especially, since many programs require self-initiative, language preparation, or access to unadvertised resources.[768]

While direct-enroll and other low-cost programs offer tremendous value, they often also require advanced language skills and academic adaptability, critical barriers for marginalized students. A 2010 study noted that third-party, expensive programs tend to shield students from the barriers by offering English-language coursework in structured, "American-style" environments, but these come at a premium[769]. Cheaper options for immersion on the other hand, place students in full academic integrations much of the time, which favors multilingual students. Furthermore, that academic rigor and language demands act as alternative cost barriers, reinforcing the paradox that programs with the lowest monetary cost become more exclusive and expensive in time-cost.

d. Program Marketing

Once again touching on systemic bias, one of the biggest reasons students spot expensive programs over cheaper alternatives is visibility, not value. High-cost programs run by third-party providers often dominate the marketing landscape with sleek websites, direct university partnerships, curated social media, and streamlined application portals These programs are presented as all-inclusive, hassle-free, often in English programs that make them appear more accessible, but these third-party prices can range up to tens of thousands of dollars for a single

---

[766] Chris Houser and Mikayla Bornais, The Canadian Journal for the Scholarship of Teaching and Learning, May 31, 2023, https://files.eric.ed.gov/fulltext/EJ1393512.pdf

[767] FABIO RAMOS DE ANDRADE, University of Oregon, June 2020, https://scholarsbank.uoregon.edu/server/api/core/bitstreams/a173598a-23ed-47f3-a09f-76350976c323/content.

[768] Brux, Jacqueline Murray, and Blake Fry. "Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints." Journal of Studies in International Education, October 31, 2010. https://eric.ed.gov/?id=EJ904247.

[769] Brux, Jacqueline Murray, and Blake Fry. "Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints." Journal of Studies in International Education, October 31, 2010. https://eric.ed.gov/?id=EJ904247.

semester. In contrast, cheaper options like direct-enrollment at public universities abroad, heritage-based exchanges, or government-funded immersion programs are rarely marketed with the same reach or polish. As Brux and Fry, once again noted these affordable programs are disproportionately underutilized by marginalized students because they aren't well-publicized and often require more self-navigation, language prep, or cultural adjustment. As a result, students often default to what they see first: expensive, heavily advertised programs that promise ease but deepen inequity. Marketing, not merit, often determines which programs get chosen—making visibility a structural barrier in its own right. "There is a clear information asymmetry between students from flagship universities and students from regional or minority-serving institutions.[770]"

When it comes to overall study abroad programs at different price points, many are designed to reward academic excellence, and many inadvertently disadvantage low-income students, which only widens the gap in access. A 2022 study conducted by Georgia professors, analyzed data from the Consortium for the Analysis of Student Success Through International Education (CASSIE) and found that Pell-eligible, low-income students who received need-based aid were more likely to participate in study abroad than those who did not, but merit-based grants in any studying capacity tended to disproportionately benefit higher-income students, reinforcing inequity. Similarly, research on college financial aid shows merit aid often targets students from wealthier backgrounds, while need-based funded lacked (as expected), This dynamic means that while academically talented, low-income students exist, they don't often receive financial recognition needed to compete with their wealthier peers for merit based scholarships and study abroad programs, especially for premium "cheap" direct-enrollment or heritage-immersion programs that offer educational value but require additional funds for excess (e.g., travel costs, visas, materials). Therefore, low-income, high-achieving students are systematically sidelined even in programs where their academic credentials should be an asset, showing that meritocratic models, without adequate need-based support and recognition of having less resources, only worsen inequalities in studying abroad programs.[771]

---

[770] Brux, Jacqueline Murray, and Blake Fry. "Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints." Journal of Studies in International Education, October 31, 2010. https://eric.ed.gov/?id=EJ904247.

[771] Angela D Bell et al., Need-Based Aid, Participation in Education Abroad, and Program Type Choice , September 2022, https://files.eric.ed.gov/fulltext/EJ1369179.pdf

Section IV: Considerations for Study Abroad Implementation

Subsection I: Should Study Abroad be Required?

A. Motivations for Requiring Study Abroad Programs

In 2006, Goucher College, a private liberal arts college in Maryland, began requiring students to participate in at least one study abroad experience to meet graduation requirements.[772] In an interview, Sanford Ungar, the college's president at the time, said one of the main reasons included providing a unique opportunity for students to apply to the college.[773] Students would receive a $1,200 "Goucher voucher" to confirm airfare and visas, and various academic departments were encouraged to develop programs that could still meet departmental requirements.[774] Several years after the requirement came into effect, the study abroad requirement remained part of the college's attractiveness to students, the college's commitment to developing an international community, and the number of students studying abroad grew by over 70%.[775]

This example of mandating students' participation demonstrates one strategy for institutions to incentivize students to partake in study abroad programs. When reviewing the results of a Duquesne University study examining the impact of the length of study abroad programs on students' achievement of learning outcomes, researchers noted that to ensure study abroad programs continue to be offered, the recruitment of students has to be maintained or increased.[776] With students often concerned about study abroad programs diminishing opportunities to pursue double-major or additional concentration requirements, researchers suggested offering departmental-required courses in study aboard programs to incentivize students to partake in both experiences.[777] A survey of undergraduate students from Florida and Arizona institutions found that 54% and 64% of students, respectively, would make study abroad a graduation requirement due to various goals which included cultural awareness, foreign language skills, and global interactions important to career goals.[778] Students who express concern suggest that mandating

---

[772] Lipka, Sara. 2006. "Goucher College to Require Study Abroad." *The Chronicle of Higher Education* 52 (38) (May 26): A40. https://drive.google.com/file/d/1sc1uOAq4d_LzEGAtlTbZ17KduJCTtVJH/view?usp=sharing

[773] Lipka, Sara. 2006. "Goucher College to Require Study Abroad." *The Chronicle of Higher Education* 52 (38) (May 26): A40. https://drive.google.com/file/d/1sc1uOAq4d_LzEGAtlTbZ17KduJCTtVJH/view?usp=sharing

[774] Lipka, Sara. 2006. "Goucher College to Require Study Abroad." *The Chronicle of Higher Education* 52 (38) (May 26): A40. https://drive.google.com/file/d/1sc1uOAq4d_LzEGAtlTbZ17KduJCTtVJH/view?usp=sharing

[775] Fischer, Karin. 2008. "All Abroad! Overseas Study Required." *The Chronicle of Higher Education* 54 (41) (Jun 20): A1,A20+. https://drive.google.com/file/d/1RHVEe5BIZIlAUS_Y48DN86idarfLJdKI/view?usp=sharing

[776] Drake, Matthew J., Ryan J. Luchs, and John R. Mawhinney. 2015. "International Supply Chain Management Courses: Semester-Long versus Study-Abroad Formats." *Journal of Teaching in International Business* 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=sharing

[777] Drake, Matthew J., Ryan J. Luchs, and John R. Mawhinney. 2015. "International Supply Chain Management Courses: Semester-Long versus Study-Abroad Formats." *Journal of Teaching in International Business* 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=sharing

[778] Curtis, Tamilla, and John R. Ledgerwood. 2018. "Students' Motivations, Perceived Benefits and Constraints towards Study Abroad and Other International Education Opportunities." *Journal of International Education in Business* 11 (1): 63–78. https://drive.google.com/file/d/1J6h49I6nNDKWY3_cCxg-zIzri7zoXNB5/view?usp=sharing

study abroad experiences would make it standard, rather than unique, for students' college experiences and personal development.[779]

a. Self-Determination Theory

The Self-Determination Theory, introduced by Edward Deci and Richard Ryan in 1985, outlines two motivations for humans to complete a task: intrinsic and extrinsic goals.[780] In the context of study abroad programs, intrinsic goals are one's individual desire to partake in study abroad programs for the culturally immersive experience, and extrinsic goals could include improving one's resume and attractiveness to employers due to their participation in a study abroad program.[781] In fact, one study found that employers rated study abroad programs as the third most valuable experience for prospective employees, behind the graduate's major and if they studied a foreign language.[782] Extrinsic motivation can deter students from the intentions of a study abroad experience, as students may enter a mindset where they simply wish to get the requirement "over with." [783] This declining motivation can be a result of feelings of anxiety replacing feelings of accomplishment when students perceive a study abroad experience to simply be a requirement, rather than an avenue for further self-development and cultural awareness, among other intended benefits, when one individually chooses study abroad programs for intrinsic motivations.[784]

A study compared students at a four-year institution not majoring or minoring Spanish who were required to to participate in an international study abroad experience for graduation requirements and students who did not have those requirements.[785] The sample included students from across all disciplines and in all years of their college studies.[786] Through a chi-square test, researchers reached a significant conclusion that students who were not required to study abroad often chose long-length programs; a Levene's test also yielded significant results that as students spend more years in college and are closer to graduation, their interest in enrolling in a study abroad program decreases.[787] Utilizing the Self-Determination Theory, researchers hypothesized

---

[779] Bae, Elizabeth. 2015. "Fairfield Reacts to U.S. Colleges Requiring Study Abroad Experience." *University Wire*, Apr 29. https://drive.google.com/file/d/1-qrj64KVVOiF3dmQOqs_sC03I6W50oO4/view?usp=sharing

[780] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[781] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[782] "Requiring Study Abroad Leads to Inequalities." 2016. *University Wire*, Mar 02. https://drive.google.com/file/d/1tCQOCCM33Pnh1PchbjQW-d8plclxPc00/view?usp=sharing

[783] Allen, Heather Willis. 2010. "Language-learning Motivation during Short-term Study Abroad: An Activity Theory Perspective." *Foreign Language Annals* 43 (1): 27–49. https://drive.google.com/file/d/1wG1UCvXBac8pnt2X6fH0GsbcBr12ZR_V/view?usp=sharing

[784] Převrátilová, Silvie. 2025. "The Role of Learning Activities in Shaping Emotional Responses of U.S. Study Abroad Students in Learning Czech." *Frontiers (Boston, Mass.)* 37 (2): 60–84. https://drive.google.com/file/d/1GLTptRZZI2jWl8CK8Jn7lDzx-G_sqDEl/view?usp=sharing

[785] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[786] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[787] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

that freshmen were more eager to participate in study abroad programs due to the lack of extrinsic motivation from career prospects post-graduation; similarly, students who were not required to study abroad for graduation had increased intrinsic motivation to enroll in longer programs that would increase the cultural immersion and self-development these students sought by independently choosing a study abroad program outside of academic pressure or requirements.[788]

One institution employed a similar strategy of building student's independent interest early on, but did so by mandating a study abroad program experience within a French 130 course; participation in the study abroad experience was a part of the minimum requirements to receive a passing grade in the course.[789] Reasons for establishing this study abroad program centered around increasing student interest in taking more advanced French language courses by providing students opportunities to build confidence through practical and cultural application of their language abilities; other faculty concerns included how students would delay fulfilling their language requirement until their upperclassmen years, diminishing the possible benefits of having foreign language skills earlier in their professional endeavors.[790] Students reported increased confidence, with some additional survey responses noted, "All the time and effort put into learning another language paid off" and "My biggest surprise was that my French improved."[791] Following a comparison of students' course evaluations of one class in a regular format and the other in a study abroad format, the study abroad students' mean rating was 4.47 compared to the regular format's mean rating of 3.61on a 5-point scale.[792] Researchers concluded that study abroad could help students fulfill their foreign language requirement in a manner that intrinsically motivated them to continue with their foreign language education.[793] Over the next six semesters, 41% of the students in the study abroad format continued with advanced French classes in future semesters, while only 12% of students in the on-campus format continued with higher-level courses beyond French 130.[794]

Even if students don't continue in foreign language education, it is suggested study abroad programs can still develop intrinsic motivation for students to be involved in globally-related courses. A study that compared students enrolled in short-term study abroad programs in Costa

---

[788] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[789] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[790] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[791] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[792] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[793] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[794] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

Rica also found that underclassmen students (first and second year) were more likely to continue in further study abroad programs compared to their upperclassmen counterparts.[795] For example, in 1999, all four underclassmen participants in the short-term course continued in future study abroad programs, two of which pursuing education as Spanish and science double concentrators, compared to none of the six upperclassmen participants continuing.[796] This potentially demonstrates the effectiveness of focusing recruitment of study abroad program participation through underclassmen students to build intrinsic motivation earlier in their college education. Rather than relying on the extrinsic motivation of mandating study abroad, such intrinsic motivation could be built through participation in short-term study abroad programs earlier in a student's undergraduate experience, such as underclassmen who will potentially self-reflect on the value of study abroad and possibly be more inclined to pursue similar study further in college compared to upperclassmen focused on graduation requirements with less time in college. However, it's noted that the upperclassmen students, despite not pursuing further foreign language study, enrolled in classes within their departments that focused on Latin America and demonstrated cultural awareness in their final research projects by relating environmental issues to Costa Rican environmental practices.[797]

b. Accessibility

One of the obstacles and points of concerns for mandating study abroad programs is the financial accessibility for students. However, in 2016, Goucher College — who still maintained their study abroad experience after a 2014 Admitted Students Survey showed that 56.71% of students rated study abroad as very important — removed their Goucher Voucher program to cover students' travel costs and income they would have received if they stayed and worked on campus.[798] As one student noted, "Study abroad was very stressful. And I felt like that stress detracted from the experience because I was so worried about my money situation."[799] In the French 130 study abroad program, the initial cost in the first year for students was $300, before evolving to $500 and over $1,000 for the second and third years, respectively.[800] In the program's third year, scholarships were provided for most students to cover between $350-$850 of the program's $2,000 cost per student, meaning less than half of the program's costs.[801] A new study abroad requirement for art and design students at one public state institution did raise students'

---

[795] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

[796] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

[797] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

[798] Young, Anna. 2018. "Study Abroad Requirement on Probationary Review." *University Wire*, May 18. https://drive.google.com/file/d/13CyUiuHasdd0TifnCjouKSaQAhfO14-3/view?usp=sharing

[799] Young, Anna. 2018. "Study Abroad Requirement on Probationary Review." *University Wire*, May 18. https://drive.google.com/file/d/13CyUiuHasdd0TifnCjouKSaQAhfO14-3/view?usp=sharing

[800] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[801] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

interest for new global experiences, but also raised concerns about how the costs of studying abroad would make the experience less accessible for some of their peer's financial situations.[802]

c. Suggestions and Alternatives

It is noted that the effectiveness of requiring study abroad programs can be hindered by the lack of financial accessibility for all students to fulfill the intended objectives of a study abroad experience. Therefore, focusing on intrinsic motivations to encourage increased student interest in study abroad programs, plans can include offering and incentivizing introductory-level classes in a study abroad format that allow freshmen students — furthest from graduation — to develop an independent interest in cultural immersion without fear of the opportunity cost of completing graduation requirements at their home institution; the focus shifts to building students' intrinsic motivation of pursuing further study abroad opportunities, rather than utilizing graduation requirements for mandating and extrinsically motivating student participation in study abroad.[803] Students' interest may have to be genuine and self-developed for further interest in study abroad and foreign language study, which may be built by finding ways to immerse and encourage students' cultural experiences earlier in their undergraduate study. Students may not also completely understand the benefits of studying a foreign language, including how a foreign language may increase their resume's attractiveness, and that their foreign language classes will develop their complete fluency; however, without immersion and connecting students to the purpose of studying foreign language, their experiences can diminish along with their skills.[804] First-year students may be more likely to continue their studies in foreign language, including through longer study abroad programs, after receiving initial immersive study abroad experience demonstrating the intrinsic benefits that meet their personal goals.[805] Therefore, two questions still remain about maintaining the effectiveness of studying abroad. How can focusing on intrinsic motivation for study abroad programs help to increase foreign language and study abroad interest within students, especially underclassmen? Secondly, if study abroad experiences are mandated as a form of experience, how can intrinsic motivation be built beyond the extrinsic feelings built by graduation requirements and remain financially accessible to all students to have an immersive international study abroad experience that builds on students' immersive motivations and an institution's pedagogical intentions?

Subsection II: Support Upon Re-entry

A. Culture Shock

---

[802] "UMich Students Weigh in on Return of Study Abroad Requirement in the School of Art & Design." 2023.*University Wire*, Nov 19. https://drive.google.com/file/d/1PkVaK46PUhIZk_1pInqSsleDGm3BUCF1/view?usp=sharing

[803] Richart, Adrienne F. 2015. "Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad." *Frontiers (Boston, Mass.)* 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing

[804] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

[805] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

Study abroad programs allow students to undertake studies in an entirely different location, culture, and environment.[806] By nature, this academic process coincides with a process of acculturation and in turn culture shock.[807] Acculturation refers to when "different cultures experience continuous contact with one another, leading to subsequent changes in one or both of these cultures."[808] For students abroad, this can include the acquisition of new languages, skills, symbols, and traditions that are different from their home country, which can lead to distortions in memory upon return, as students lose their traditions and habits from before studying abroad, and instead supplement with memories and behaviors from when they were abroad.[809] Culture shock or acculturative stress come from the psychological urge to assimilate or immerse themselves in the host culture, with these processes varying based on the person and length of program.[810] The intensity of cultural shock and exchange is often correlated with how long the student is abroad, for instance a week, a month, or a whole semester will all have different cultural and emotional experiences.[811] If a student decides to become a part of the host culture, acculturation can occur even in the most subtle ways such as simply becoming comfortable with surroundings, embracing cultural traditions and foods, and making new friends.[812] Despite limitations to quantifying this assimilation process, vast literature has been written to investigate the circumstances and process of acculturation for study abroad students.[813]

a. Reentry Adjustment

On the other hand, little research has been conducted on the parallel process of reverse culture shock and reentry adjustment after studying abroad.[814] Reentry can be defined as the resulting behaviors when an individual returns to their home country after immersing themselves in another cultural context for an extended period, often resulting in a degree of emotional and

---

[806] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[807] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[808] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[809] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[810] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[811] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[812] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[813] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[814] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

psychological adjustment to the new normal.[815] This can be understood as "temporal psychological difficulties" during the process of reacclimation and adjustment to their home situation.[816] Several studies[817] have found that returnees found it extremely difficult to adjust to their home country after a year abroad.[818] A study of over 200 high school students who returned from a year abroad took a survey on psychological adjustment and mental wellbeing, which found that 61% reported adjustment problems on re-entry.[819]

Within the survey, the researchers also evaluated their emotions on a scale of grief, finding that the group of study abroad students who found reentry difficult showed less emotional wellbeing than the four normative loss groups in most of the 9 grief subscales, demonstrating that grief as close to physical loss can be associated with the most intense emotional distress upon reentry.[820] Empirical evidence demonstrates that feelings of distress during reentry were more severe than those experienced in the initial cultural shock, potentially due to the fact that the reentry experience is unexpectedly hard.[821] Most students worry more about adjusting to a new school, language, or culture in the host country than readjusting to their home country.[822]

The symptoms of readjustments can be exemplified in these six categories: cultural adjustment, social adjustment, linguistic barriers, political conditions, educational adjustment, and professional adjustment.[823] First, cultural adjustments must be made to combine the existing host

---

[815] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[816] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[817] Chamove and Soeterik conducted a study in 2006 of New Zealand students who studied abroad, finding statistically significant results that "over half the returnees found it challenging coming back to New Zealand after a year living in another country…. Those for whom return was difficult experienced considerable psychological distress." A similar study in 1990 from Sahin found that ⅓ of Turkish study abroad students regretted coming home and "experienced difficulty upon reentry." These studies were cited by Kelsey Gray in her report on Study Abroad Reentry.

[818] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[819] Arnold S. Chamove and Sonja M. Soeterik, "Grief in Returning Sojourners," Journal of Social Sciences 13, no. 3 (November 2006): 215–20, https://drive.google.com/file/d/1DHu9M9Nab9GtvBjcVEZHnDWAouBb7JHY/view?usp=sharing.

[820] Arnold S. Chamove and Sonja M. Soeterik, "Grief in Returning Sojourners," Journal of Social Sciences 13, no. 3 (November 2006): 215–20, https://drive.google.com/file/d/1DHu9M9Nab9GtvBjcVEZHnDWAouBb7JHY/view?usp=sharing.

[821] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[822] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[823] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

culture with the new cultural traditions, symbols, and habits from their time abroad.[824] Social adjustment refers to the changes in friendships and romantic relationships that come from extended time away.[825] Linguistic barriers often make the social adjustment harder, as many students have to change their natural speaking patterns to acclimate to the native language.[826] Some students noted that after a year in Spain, when they returned to the U.S, they would often form sentences in Spanish unconsciously before then having to translate into English.[827] Political conditions and educational adjustments are similar as the individual benefits from a broader, more global perspective post program, which can reshape their political affiliations[828] and their academic pursuits.[829] Finally, professional adjustments are often the hardest.[830] This symptom refers to the difficulty in articulating their experience, which is shaped by social expectations to frame it positively instead of acknowledging the negative side effects.[831] For instance, a student who returned home from a year abroad noted that when sharing their experience with their families, "I think that families who have not traveled may struggle a bit to relate well to children or siblings who return after time abroad. It can cause confusion and tension when the study abroad student tries to explain a story and their loved one do not seem to "get" it, which can be frustrating. Sojourners will have to frequently explain their time abroad to friends, family, and colleagues, which eventually can create strain and burnout".[832] Additionally, it can be challenging to advocate for oneself who may be struggling in this adjustment as outsiders view the experience as interesting and glamorous, while it may be distressing and confusing.[833]

b. Theoretical Modeling of Reentry Anxiety: The W-Curve

---

[824] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[825] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[826] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[827] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[828] Various studies found that study abroad programs often act as a catalyst for the realignment process politically speaking, especially for students who study in different governmental systems and then come home to a different system. This can lead to reaffirming or even rejecting previous social or political beliefs.

[829] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[830] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[831] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[832] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[833] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

Sverre Lysgaard, a sociologist and psychologist, theorized the U-curve in 1955 as a way of mapping out the cultural adjustment process for those that enter a new environment. The U-Curve includes stages of honeymoon, culture shock, recovery, and adjustment, with time being a crucial x-axis variable. This model can be applied to anyone entering a new environment, i.e a student entering their first year of college or in our case, a student studying abroad in a new location. John and Jeanne Gullahorn decided to revise the U-curve in 1963 to include a second curve that would account for the return process.

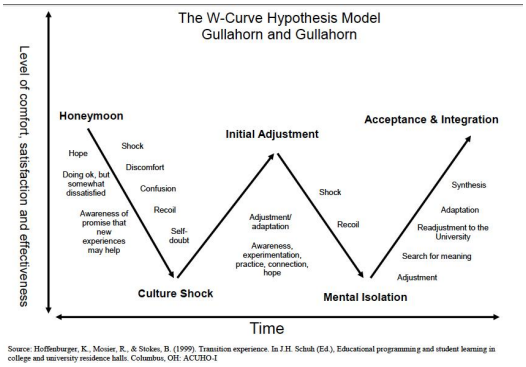


Figure I: The W-Curve Model for College and Study Abroad Transition[834]

This updated version is known as the W-curve which includes an additional U-curve with honeymoon at home, crisis at home, recovery at home, and adjustment at home.[835] The severity and duration of emotions will vary depending on the person and the program, as some students do not feel the first host country curve while others have little to no reentry stress.[836] These models serve as an illustration of the potential psychological processes that study abroad students go through, including the highs and lows of culture shock to reentry adjustment.[837]

c. Current Implications of Study Abroad Reentry

There are many problems currently associated with study abroad reentry from both an institutional and individualistic level.[838] Current academic departments focused on student relations for those abroad lack resources for the return process, instead focusing on facilitating the initial acclimation process abroad.[839] Strong mental distress, potential academic delays, and social changes often plague students who come back from a semester abroad. However, many

---

[834] John Gullahorn and Jeanne Gullahorn, The W-Curve Hypothesis Model, 1999, https://drive.google.com/file/d/13fObswR9RUVQ_1vuJoAibMiyJKhr23r2/view?usp=sharing.

[835] Kelsey Gray, "There's No Place like Home: Or Is There? Study Abroad Reentry," Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60, https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.

[836] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[837] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[838] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[839] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

universities do not have the infrastructure to handle these issues as they are specific to the student and cannot be standardized into a simple solution.[840]

d. Reverse Culture Shock Effects

For instance in Craig Storti's book *The Art of Coming Home,*[841] a study of American study abroad returnees found that 64% reported they experienced significant reverse cultural shock upon reentry.[842] A similar study found that 50% of Swedish students on study abroad exchanges noted that they felt "they did not fit in at home anymore."[843] These trends are a consequence of cultural distance that is physical during study abroad programs and is intangible during the repatriation.[844] This cultural distance can be linguistic, academic, environmental, or even professional.[845] Many students leave their study abroad experience with a newfound understanding of how they want to live or what they will pursue post graduation, which may not always align with their prior relationships and habits.[846]

A 2014 study of 81 US undergraduate students who had experience studying abroad investigated the sojourner's adjustment to their home culture and the severity of their emotions during reentry.[847] A reentry Likert scale was created using the Socio-cultural Adaptation Scale (SCAS) framework.[848] Questions on the reentry scale included whether the sojourner was "getting

---

[840] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link

[841] Craig Storti, The Art of Coming Home (London: Nicholas Brealey Publishing, 2000), https://drive.google.com/file/d/1a78mV2NVz6kmTkava4MpLLGWBfScT5Mx/view?usp=sharing.

[842] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[843] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[844] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[845] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[846] Alice Fanari, Rain Wuyu Liu, and Taylor Foerster, "Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students' Reverse Culture Shock after Studying Abroad: A Mixed-Method Study," Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303, https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.

[847] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[848] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

used to the pace of life after studying abroad," and "accepting your experience had ended."[849] Under the five point Likert scale,[850] the mean scores ranged from 2.5 to 3.9 when it came to how much they associated with the prompt.[851] The most frequently cited difficulties were leaving the pace of life of the study abroad country, maintaining relationships from abroad including physically leaving their friends from abroad, and accepting that they have to return to their home country.[852] A coinciding Positive and Negative Affect Scale (PANAS) was conducted to measure the severity of emotions felt.[853] On a five point Likert scale,[854]scores ranged from 1.3 to 3.8.[855] Participants noted that they most intensely felt "accepted, inspired, excited, joyful, interested, proud, and distracted."[856] These findings are contrary to what was hypothesized from the W-curve, as many students associated their reentry experience with positive emotions.[857] Therefore, when comparing this sample with a control group of undergraduate students who did not study abroad, there was an association between more negative emotions and the study abroad group, but not a significant difference thus creating an inconclusive association.[858] This begs the question about the intensity of reentry processes for United States students who may have more experience with different cultures than those who are encountering Western culture for the first time.[859]

---

[849] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[850] According to Gray and Savicki , "responses varied from 1 = Very easy, to 5 = Very difficult. Cronbach's alpha for this scale was .865."

[851] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[852] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[853] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[854] Under the methods of Gray and Savicki, "Participants responded to the following question 'Thinking back on your feelings since you came back from your study abroad, please indicate to what extent you have felt this way during your readjustment to living in the U.S.' on a five point scale with 1 = 'Very slightly or not at all,' 5 = 'Extremely.' The Positive Affect scale had a Cronbach's Alpha of .791, and the Negative Affect scale had a Cronbach's Alpha of .828."

[855] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[856] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[857] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[858] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[859] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

Nevertheless, this study demonstrates that reentry is difficult regardless of the program, even if it may involve less emotional turmoil for certain students.[860]

Similarly, a study of American undergraduate students after time abroad found various statistics about their reentry process: 30.3% experienced loneliness; 27.3% experienced issues in adjustment to college; 24.2% experienced alienation from others; 22.7% experienced depression; 22.7% experienced trouble studying; and 15.2% experienced academic performance stress.[861] These statistics serve as a representation that despite the positive benefits associated with studying abroad, there is a coincidental negative effect.[862] Given that the statistics and studies mentioned above proposed generalized findings for a small sample, it is difficult to conclude a singular experiential definition of study abroad reentry stress, however with further research there can be an academic and institutional understanding of how to best serve undergraduate students as the navigate the rollercoaster of international educational opportunities.[863]

Subsection III: Teacher Identity and the Student-Teacher Relationship

A. Importance of Teacher-Student Relationships

Strong teacher-student relationships are essential to student success. Steven Bauer, Assistant Professor of Teaching of Marketing at Pepperdine University, highlights the unique ability of study abroad programs to foster meaningful faculty-student relationships.[864] Bauer taught a 4-week summer marketing course in Florence, a course that students would typically take across a semester in the US.[865] Despite this shorter time frame, Bauer felt as though he was able to develop stronger relationships with his students, citing factors such as having shared "lunch together every weekday,"[866] participating in "cooking classes and soccer matches"[867] together, and "engag[ing]

---

[860] Kelsey M. Gray and Victor Savicki, "Study Abroad Reentry: Behavior, Affect, and Cultural Distance," The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78, https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.

[861] Kevin F Gaw, "Reverse Culture Shock in Students Returning from Overseas," International Journal of Intercultural Relations 24, no. 1 (January 15, 2000): 83–104, https://drive.google.com/file/d/1JfERNw4D8P1B-ueRviF98mQeaEom_VK5/view?usp=sharing.

[862] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link.

[863] Kimberly L. Roberts, "Studying Abroad: The Change Does Not Stop When Students Come Home," Kansas State University: Honors Thesis , 2012, 1–42, https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link.

[864] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

[865] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

[866] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

[867] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

in career discussions"[868] with students. Additionally, with much more frequent contact with students, Bauer was able to go over the final assignment and final exam in detail, something he is typically unable to do with his US students.[869] However, there is limited evidence about how students perceive teacher behavior, but broadly, students have more trust in teachers who are timely in answering questions and returning communication.[870]

There were 4 key metrics in which Bauer saw differences between his Florence class and US classes averaged across 3 years. Students who took Bauer's Florence course rated it 4.74/5.00 on average,[871] whereas students who took Bauer's US course rated it 4.19/5.00 on average.[872] Students' ratings of Bauer himself as a professor averaged 4.92/5.00 in Florence,[873] compared to 4.57/5.00 in the US.[874] Additionally, students in Florence mastered core marketing concepts on the final exam with an average score of 89.09/100,[875] versus students in the US averaging a score of 87.50/100.[876] Consequently, the students in Florence had higher course grades (3.55/4.00 vs. 3.18/4.00).[877] Most interestingly, Bauer's Florence students had a 100% attendance rate,[878] compared to the typical 85-95% attendance range for his US classes.[879] Overall, students were

[868] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[869] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[870] Ingrid Snijders et al., "What Is in a Student-Faculty Relationship? A Template Analysis of Students' Positive and Negative Critical Incidents with Faculty and Staff in Higher Education," *European Journal of Psychology of Education*37, no. 4 (2022): 1115–39, https://drive.google.com/file/d/1nDyCHD3nOwn2tatM8ZgHmOaey_5ZpW70/view?usp=sharing.
[871] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[872] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[873] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[874] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[875] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[876] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[877] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[878] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
[879] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

more engaged in course content and saw gains across the board. However, a potential confounding factor is Bauer's special preparation he made to course materials to include content about Italy, but in his professional opinion, he attributes the differences in student outcomes to be mostly a result of the close relationships he developed with students.[880]

Professors play a critical role in building rapport with students on these trips. Another study of 412 undergraduates supports the conclusion that rapport is correlated with students' ratings for the course and the professor themself (strongest correlation),[881] perception of knowledge gained (substantial correlation),[882] and attendance rate (moderate correlation).[883] Study abroad programs should be designed with the intention of deepening faculty-student relationships, such that students become more eager to engage and excel.

B. Impact of Teacher Identity on Students

Our previous sections have outlined how Black students are underrepresented in study abroad program participation, and seek out these experiences less due stereotype threat. As a result, it is important that Black students find welcoming programs that allow them to engage in cultural experiences that encompass the Black experience.[884]

Kirsten Edwards, Chair of Education Policy studies at Florida International University, followed a small, 6-student pilot study abroad program to a Black Caribbean island.[885] The program was taught by two Black professors, one female (also lead designer) and one male, and additionally featured a Black counselor and four local Black female lecturers;[886] most students were of African descent.[887] Through "interrogating gender from a global Black perspective," students were able to undergo self-reflection to discover where they stand in the greater, multidimensional Black framework (the African Diaspora).[888] As one student described their

---

[880] Steven Bauer, "Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs," *Industry & Higher Education* 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

[881] Melikşah Demir, Shelby Burton, and Nora Dunbar, "Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes," *Teaching of Psychology* 46, no. 1 (2019): 22–33, https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.

[882] Melikşah Demir, Shelby Burton, and Nora Dunbar, "Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes," *Teaching of Psychology* 46, no. 1 (2019): 22–33, https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.

[883] Melikşah Demir, Shelby Burton, and Nora Dunbar, "Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes," *Teaching of Psychology* 46, no. 1 (2019): 22–33, https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.

[884] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[885] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[886] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[887] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[888] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

experience, "I just found myself … reflecting on a lot of … who I was and what my place in the world is [as a person of color]."[889] Due to the small cohort size, the pilot nature of this program, and a qualitative thematic analysis approach, there is limited quantitative data that measures the impact on students.[890]

One activity that had an immense impact on students was a role-playing activity based on common themes present in Black relationships, where, after acting out their roles, students reflected on the role of race and gender on how they acted.[891] From this activity, students were able to recognize unhealthy internalized attitudes in their relationships in areas such as love, and then made it a goal to resolve them.[892]

Interestingly, the instructor stated that the activity "was not on the syllabus or the unofficial syllabus so that was me reacting pedagogically at the moment to a need that I saw materialized . . . but that also fits in like one of the things that I think is important about pedagogy is that there has to be space for improvisation."[893] The ability to improvise is an essential skill for professors, especially in the context of using creative ways to elicit student reflection during a study abroad experience.

---

[889] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[890] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[891] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing. Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[892] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

[893] Kirsten T. Edwards, "Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad," *Curriculum Inquiry* 50, no. 5 (2020): 419–39, https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.

SECTION V: CASE STUDIES

Subsection I: Benjamin A. Gilman International Scholarship

A. Program History & Overview

Established in 2000 by the International Academic Opportunity Act, the Benjamin A. Gilman International Scholarship (otherwise referred to as the Gilman Program) is a study/internship abroad program for United States undergraduates with limited financial means.[894] The scholarship is named after the late congressman Benjamin A. Gilman (R-NY), who during his 30 year tenure in the House of Representatives, 6 of which was as the chair of the House of Committee on International Relations, played a key role in supporting and championing the congressionally funded program.[895] The scholarship is administered by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), with its functions supported by the International Institute of Education.[896] Students are granted scholarships up to $5,000 to study or intern abroad at a credit-bearing international program, with additional funding available based on specialities ($3,000 with the supplementary Critical Need Language Award, for the study of designated languages, or $1,000 for the STEM Supplemental Award, for the research of STEM subjects abroad).[897] Furthermore, students who are dependents of current active-duty military personnel and receive Title IV financial aid are eligible to receive the Gilman-McCain Scholarship, an extension of the Gilman Program for study abroad.[898] The grant is given according to the student's cost for studying abroad, and will vary depending on the student; excess money will not be given.[899]

All students who apply to the Gilman Program must be a current or incoming Federal Pell Grant recipient at the time of applying.[900] Merit is considered alongside a multitude of other factors, ranging from: potential impact on a student's career, academic preparedness, community impact abroad, and such.[901] With said focus on supporting low-income/high financial need U.S. undergraduate students, the Gilman Program has directly aided undergraduates in other underrepresented areas, including but not limited to: students who are first-generation,

---

[894] "Program Overview." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-overview/.

[895] GILMAN, Benjamin Arthur | US House of Representatives: History, Art & Archives. https://history.house.gov/People/Listing/G/GILMAN,-Benjamin-Arthur-(G000212)/.

[896] Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing

[897] "Program Overview." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-overview/.

[898] "Gilman-McCain Scholarship." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/gilman-mccain-scholarships/.

[899] "Program Overview." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-overview/.

[900] "Eligibility." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/eligibility/.

[901] "Priorities & Selection Criteria." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/selection-criteria/.

racial/ethnic minorities, disabled, attending Historically Black Colleges and Universities (HBCUs), and attending community colleges.[902]

The program is designed with the following missions in mind:

- "Develop a generation of future American leaders with the career skills and international networks to advance U.S. national security and economic prosperity."[903]
- "Support young Americans to gain the professional skills, language abilities, and knowledge of the world needed for successful careers."[904]
- "Expand the destinations where U.S. students study and intern abroad, in order to build relationships, foster mutual understanding, and represent American culture and values, critical to national security."[905]

B. Program Statistics & Scholar Success

In the past 24 years since its inception, the Benjamin A. Gilman Program has received more than 160,000 applications, awarding roughly 1/4, or 44,000, of those who have applied.[906] Roughly 3,100 applicants per year get accepted based on a set application schedule.[907] Gilman Program Alumni make up 1,350 higher education institutions across all 50 states, serving in more than 160+ countries around the world.[908]

Gilman Alumni Demographics:

- 83% had never studied abroad before the Gilman Program.[909]
- Roughy 70% self-identified as female.[910]
- 66% are racial or ethnic minorities.[911]
- 57% are from rural communities.[912]

---

[902] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[903] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[904] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[905] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[906] "Program Impact." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-statistics/.

[907] "Deadlines & Timeline." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/deadlines-and-timeline/.

[908] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[909] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[910] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[911] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[912] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

- 46% are First-Generation College Students.[913] This is despite the tendency for first-generation college students to not apply to study abroad opportunities due to self-exclusion.[914]
- 24% are LGBTQIA+ individuals.[915]
- 94% resided in the United States, while 2% resided in their host country.[916]
- Gilman Scholars were more likely to study abroad for longer (64% studying in a mid-length one-semester or long-term academic year experience compared to overall 40%) and in more diverse regions (36% Europe vs. overall 56% Europe) than the general study abroad student population.[917]

Academic and Professional Outcomes of Alumni

- 89% of Gilman Scholars completed their degree, while 9% are still currently working towards completion: a theoretical 98% degree completion rate.[918]
- Underrepresented students from an racial/ethnic minority or a low-income background saw a higher percentage in increased interest for the pursuit of further education or international internships/fellowships than their counterparts.[919] 85% of first-gen students hoped to pursue further education following the program, compared to 79% of other students.[920]
- When directly compared with non-minority students, underrepresented minority study abroad participants see a greater increase in GPA following their program.[921] A study of Gilman Scholars found that 65% had a GPA of 3.5 or higher at graduation, when compared to Pell Grant recipients who had a 34% average; of course, self-selection bias is a limiting factor to this data due to the tendency for high-achieving students to study abroad.[922]
- 89% of Gilman Scholars stated that the program allowed them to have a more successful personal and professional life, with many specific skills being developed from the program[923]

C. Learnings from the Gilman Model

---

[913] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[914] Stokes, Jamia. "Examining the Sense of Belonging of First-Generation Students and Their College Persistence: An Exploratory Interview Study." Doctoral Dissertations, Dec. 2017, https://drive.google.com/file/d/1-SSBHTrOL7T_HiMrgzRSL_-S13ctSt3g/view?usp=sharing

[915] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[916] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[917] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[918] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[919] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[920] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[921] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[922] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[923] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

Based on research and data regarding the Gilman Program, expansion of the Gilman Model to new or other Federal Scholarship Programs is a necessary step in creating a more inclusive global education policy.

Gilman has found large success in supporting minority and/or underrepresented students due to the exemplary model of equity-based scholarship that they have created (83% have never previously studied abroad, 44% are first-gen, 66% are racial/ethnic minorities).[924] By mirroring the Gilman Program's focus on students with limited financial resources (Pell Grant recipients), other programs can support those who are typically underrepresented, including students who are disabled, attending HBCUs/Minority Serving Institutions, and ethnic/racial minorities. Furthermore, with leniency for community college and working students, the Gilman program is a stellar example of support for short-term, high-impact study abroad programs. Many Gilman scholars cited risk of job-loss and academic calendar restrictions as barriers to entry, with both factors being mitigated due to Gilman's minimum requirement of two-weeks (specifically for community college students).[925]

Subsection II: The Critical Language Scholarship

A. Program Features

The CLS Program, sponsored by the U.S. Department of State, is part of a larger governmental effort to increase the amount of Americans studying and understanding foreign languages that are paramount to national security, economic success, and interaction with the world.[926] The program provides competitively selected U.S. undergraduates the opportunity to, at no cost to the student, study the language and culture of a target country where that language is commonly spoken.[927] Awards are chosen based on connection between language and goal, adaptability, resilience, sensitivity, commitment to language learning, and other factors.[928] Available languages include Hindi, Indonesian, Persian, Portuguese, Swahili, Turkish, Urdu, Arabic, Chinese, Korean, Russian, and Japanese.[929] The program covers approximately one year of language study content within the 8-10 weeks of the program and is intended to meet the needs of students from various language levels and backgrounds.[930] Formal language instruction lasts for a minimum of 15 hours per week, and the learning is supplemented by a variety of cultural activities, excursions, and other extracurricular opportunities.[931]

B. Program Impact

---

[924] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[925] Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing

[926] "CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.

[927] "CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.

[928] "Selection." 2019. Critical Language Scholarship Program. #creator. March 23, 2019. https://clscholarship.org/applicants/selection.

[929] "CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.

[930] "CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.

[931] "CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.

The Critical Language Scholarship, since its establishment in 2006, has supported nearly 10,000 students to obtain critical language skills.[932] In 2022, the CLS program conducted a long-term impact survey that surveyed alumni from 2006-2021.[933] Surveyed alumni of the CLS Program reported the following statistics: 93% said that the CLS program influenced their career goals; 87% continued studying their CLS language after the program; 80% reported using their CLS language in their academic, professional, or social lives in the past year; and 68% said that they used their gained cultural knowledge in their careers.[934] 77% of alumni would have been unable to participate in a similar study abroad experience if they had not received the scholarship.[935]

Subsection III: The Rhodes Scholarship

A. History of the Rhodes Scholarship

Cecil Rhodes (b. July 5, 1853 - d. March 26, 1902) was an English financier, politician, mining magnate, and imperialist whose life is marked by a controversial history and an enduring legacy via the Rhodes Scholarship.[936] He was the son of a vicar, and was sent to South Africa in 1870 to work on a cotton farm, an experience that would set him on his imperialistic path going forward.[937] He formed De Beers Consolidated Mines, Ltd, and by 1891 his corporation owned ninety (90) percent of the world's production of diamonds.[938] Rhodes was an imperialist at heart, and his mining ventures were always conducted with the purpose of expanding the British empire.[939] He went on to found the British South Africa Company, and began his foray into African political life.[940] His company and "Pioneers" took control of multiple territories, eventually naming them Rhodesia after Rhodes.[941] Upon becoming Prime Minister of the Cape Colony in 1890, he introduced the Glen Grey Act that was designed to authorize the removal of native people to make room for white settlement and industrialization, among many other discriminatory laws.[942] His last years in life were marked by personal and political failures, as he

---

[932] "Impact." 2018. Critical Language Scholarship Program. #creator. September 14, 2018. https://clscholarship.org/impact.

[933] "Long-Term Impact." 2020. Critical Language Scholarship Program. #creator. September 17, 2020. https://clscholarship.org/impact/long-term.

[934] "Long-Term Impact." 2020. Critical Language Scholarship Program. #creator. September 17, 2020. https://clscholarship.org/impact/long-term.

[935] "Long-Term Impact." 2020. Critical Language Scholarship Program. #creator. September 17, 2020. https://clscholarship.org/impact/long-term.

[936] Christopher Montague Woodhouse, "Cecil Rhode," Britannica, accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[937] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[938] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[939] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[940] Paul Kombo, *The Legacy of Cecil John Rhodes: His Role in the Expansion of the British Empire*, Machakos University Press, April 2019,https://drive.google.com/file/d/1MfUPf1ERB7U_7M0pA1rCkBhN1BEHu5Bt/view?usp=sharing.

[941] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[942] Paul Kombo, *The Legacy of Cecil John Rhodes: His Role in the Expansion of the British Empire*, Machakos University Press, April 2019,https://drive.google.com/file/d/1MfUPf1ERB7U_7M0pA1rCkBhN1BEHu5Bt/view?usp=sharing.

helped launch the failed Jameson raid that attempted to overthrow the president of the South African Republic, and was forced to resign almost all his corporate and political offices.[943]

His actions altered the face of Southern Africa and the lives of its inhabitants. His massive empire disenfranchised the lives of those already living in Southern Africa, and he often pushed against or ignored established boundaries with other European colonial powers. His policies laid some of the groundwork for South African apartheid.[944] The other facet of his legacy was established after his death, with the creation of the Rhodes Scholarship through his will.[945]

B. The Reasoning Behind Rhodes

Initially, the idea of the Rhodes Scholarship was motivated by Rhodes' desire to maintain and promote Anglo-Saxon superiority and imperialism.[946] In the last version of his will, however, Cecil Rhodes appeared to be motivated by a desire to foster international cooperation via the cultivation and diffusion of leaders eager to serve humankind.[947] He included German students because "an understanding between the three great powers will render war impossible, and educational relations make the strongest ties."[948] With this goal of international peace in mind, Rhodes envisioned scholars studying at Oxford, where he believed the university's emphasis on individualized instruction and college life would be conducive to personal and intellectual development.[949] From there, Rhodes formulated the four standards for judging prospective Rhodes Scholars: literary and scholastic attainments; fondness for and success in sports; truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship; and moral force of character and instincts to lead and to take an interest in one's fellow beings.

C. Changes to Rhodes Over Time

In 1920, Oxford removed their Greek requirement and awarded Senior status to college graduates of approved American universities.[950] This increased the pool of eligible candidates, enhancing the popularity and prestige of the Rhodes Scholarship. In 1929, the district plan for selection (which will be further explained in the following section) was adopted.[951] In 1977, the first female Rhodes Scholars were chosen, due to a combination of factors, including the passage

---

[943] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[944] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[945] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[946] Kevin Diehl, "Rhodes Scholar: Defining an Opportunity," *Presidential Scholars Theses*, 1998, https://scholarworks.uni.edu/pst/48?utm_source=scholarworks.uni.edu%2Fpst%2F48&utm_medium=PDF&utm_campaign=PDFCoverPages.

[947] Kevin Diehl, "Rhodes Scholar: Defining an Opportunity," *Presidential Scholars Theses*, 1998, https://scholarworks.uni.edu/pst/48?utm_source=scholarworks.uni.edu%2Fpst%2F48&utm_medium=PDF&utm_campaign=PDFCoverPages.

[948] William W. Thayer, "The Rhodes Scholarships and International Peace," *The Advocate of Peace (1894-1920)* 76, no. 2 (1914): 38–40. https://drive.google.com/file/d/1slFS5htN7soiiDcc-uWt_92nL3s7niT3/view?usp=sharing.

[949] Kevin Diehl, "Rhodes Scholar: Defining an Opportunity," *Presidential Scholars Theses*, 1998, https://scholarworks.uni.edu/pst/48?utm_source=scholarworks.uni.edu%2Fpst%2F48&utm_medium=PDF&utm_campaign=PDFCoverPages.

[950] Frank Aydelotte, "How Rhodes Scholars Are Chosen," *The American Scholar* 14, no. 2 (1945): 176–86. https://drive.google.com/file/d/1cxJyxGdmCsfZl2EIoCoehTIbWen6QMmj/view?usp=sharing.

[951] Aydelotte, "How Rhodes Scholars Are Chosen." https://drive.google.com/file/d/1cxJyxGdmCsfZl2EIoCoehTIbWen6QMmj/view?usp=sharing.

of Title IX in the United States, the Equal Opportunities Bill in the United Kingdom, the transition of Oxford colleges to become co-educational, and protests by students in various countries.[952] While the will of Cecil Rhodes stated that, "No Student shall be qualified or disqualified for election to a Scholarship on account of his race or religious opinions," entrenched racism continued to be a barrier for Black scholars to be selected for the Rhodes Scholars.[953] The first Black scholar, Alain Locke, was selected in 1907, but another African-American scholar would not be selected until 1963, largely because of Jim Crow-era discrimination and systemic American racism.[954] Additionally, South African apartheid prevented Black scholars from selection as Rhodes Scholars.[955] The first non-white South African Rhodes Scholar, Ramachandran Govender, was selected in 1977.[956]

Lastly, the scholarship has made efforts to separate itself from its founder, stating, "Our reputation as the world's most distinguished academic scholarship rests not on the controversial life of our founder Cecil Rhodes, but on the enormous contributions our Scholars have made to the world." [957]

D. Modern Experience

Thirty-two (32) American Scholars (including those from the U.S. and the U.S. territories of American Samoa, Guam, Northern Mariana Islands, Puerto Rico and the U.S. Virgin Islands) are selected each year, with the remaining sixty-eight (68) selected from other eligible countries.[958] While the selection criteria is the same for all Rhodes Scholars, the district plan and certain characteristics of the application process are unique to American Scholars.

Scholars are selected based on the following criteria that has remained largely unchanged since the scholarship's inception in 1902:

1) Academic excellence, including the completion of an undergraduate degree and academic performance that meets the entry requirements for the applicant's chosen course at the University of Oxford;[959]
2) Energy to use talents to the full as demonstrated by success in areas such as sports, music, debate, dance, theatre, and artistic pursuits, including where teamwork is involved;[960]
3) Truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship;

---

[952] "Cecil Rhodes | Known For, Company, Cause Of Death, Africa, & Jameson Raid | Britannica," accessed July 18, 2025, https://www.britannica.com/biography/Cecil-Rhodes.

[953] "Reflections on Change," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.

[954] "Reflections on Change," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.

[955] "Reflections on Change," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.

[956] "Reflections on Change," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.

[957] "History of the Rhodes Scholarship," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/history-of-the-rhodes-scholarship/.

[958] "Constituency Information," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/constituency-information/.

[959] "Selection Criteria," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.

[960] "Selection Criteria," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.

4) And moral force of character and instincts to lead, and to take an interest in one's fellow beings.[961]

States and U.S. territories are grouped into sixteen (16) districts.[962] Each District Committee may select up to two (2) candidates as Rhodes Scholars. The composition of the districts may be adjusted year to year based on the size of applicant pools.[963]

Applicants apply as representatives of one of the fifty states or U.S. territories: either the state or territory in which they will have received at least two years of college education and a bachelor's degree before October 1 in the year following application, or the state or territory where they legally reside on April 15 in the year of application.[964]

The application form requires applicants to submit:

1) evidence that the applicant meets eligibility requirements;
2) education history, including university transcripts;
3) the course an applicant would like to study at the University of Oxford;
4) a curriculum vitae;
5) an academic statement;
6) a personal statement of no more than one thousand (1,000) words;
7) and five (5) to eight (8) references, including at least four (4) academics who have formally taught and graded the applicant in their undergraduate (or, if relevant, postgraduate) studies, and at least one (1) character referee who should write about the applicant's character and involvement in extra-curricular, service or leadership activities.

Once the application deadline has passed, a longlist is compiled, and selected candidates are invited to attend a final interview and social engagement in November of the application year.[965] After the conclusion of each district's interviews, winners of the U.S. Rhodes Scholarships are announced in each district.[966] Winners must then be successfully admitted to the University of Oxford, as election to a Rhodes Scholarship does not guarantee entry to Oxford.[967]

E. Demographics

As of November 17, 2024, 3674 Americans have won Rhodes Scholarships, representing 329 colleges and universities.[968] Since 1976, when the Scholarship was made open to women, 625

---

[961] "Selection Criteria," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.
[962] "Selection Criteria," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.
[963] Elliot F Gerson, "The Rhodes Scholarships for the United States of America," Rhodes Scholarship, July 2020, https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pdf.
[964] Elliot F Gerson, "The Rhodes Scholarships for the United States of America," Rhodes Scholarship, July 2020, https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pdf.
[965] Elliot F Gerson, "The Rhodes Scholarships for the United States of America," Rhodes Scholarship, July 2020, https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pdf.
[966] Elliot F Gerson, "The Rhodes Scholarships for the United States of America," Rhodes Scholarship, July 2020, https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pdf.
[967] Elliot F Gerson, "The Rhodes Scholarships for the United States of America," Rhodes Scholarship, July 2020, https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pdf.
[968] "32 U.S. Students Among The 2025 Rhodes Scholarship Recipients," accessed July 21, 2025, https://www.forbes.com/sites/michaeltnietzel/2024/11/17/32-us-students-among-the-2025-rhodes-scholarship-recipients/.

American women have won a Rhodes Scholarship.[969] In the 2025 cohort, there are 20 female Scholars (62.5% of American scholars), a sharp increase from a decade earlier when only 11 out of the 32 (34.4%) American Rhodes Scholars were women.[970] The Rhodes Scholarship Trust does not release explicit data about the ethnicity and racial background of scholarship winners, but over half of Scholars in Residence (current Rhodes Scholars) are people of color.[971] The number of Rhodes Scholars by college or university typically correlates with the college or university's prestige and/or national rankings; Harvard University is the leading university in number of Rhodes Scholars, with 399 Scholars as of 2025.[972] An interesting thing to note is that, as the elimination of affirmative action practices begins affecting college demographics, the demographics of Rhodes Scholars may be affected, as well.

Today, the Rhodes Scholarship funds one hundred talented young scholars each year to study full-time at Oxford for two or more years.[973] Scholars pursue postgraduate degrees in the subject of their choice, which can range from a Masters in Public Policy to an D.Phil. in Astrophysics. The Scholarship covers University of Oxford course fees, as well as providing an annual stipend.[974] Scholars also have access to the extensive Rhodes Scholar community, and participate in the Character, Service and Leadership Programme (CSLP).[975]

F. Outcomes

The path of each Rhodes Scholar following the completion of their scholarship is unique. Many return to academia, pursuing advanced degrees in a variety of fields, while others foray into politics, athletics, medicine, and more. Rhodes Scholars have become some of the most influential people in the world, immensely contributing to their respective fields.

In a speech at the 120 Anniversary Reunion of the Rhodes Scholarship, former Rhodes Scholar and President Bill Clinton proclaimed that the Rhodes Scholarship is a "testimony to the benefits of an interdependent world." With the Rhodes Scholarship and Oxford's residential college system's focus on promoting relationships between American Scholars and Oxford students, Scholars emerge with connections to English students and England as a whole.[976] Through extensive Rhodes Scholars and Oxford alumni networks, Scholars maintain these connections, which can facilitate trade and business collaborations, political relationships, and scientific advancements.

---

[969] "32 U.S. Students Among The 2025 Rhodes Scholarship Recipients," accessed July 21, 2025, https://www.forbes.com/sites/michaeltnietzel/2024/11/17/32-us-students-among-the-2025-rhodes-scholarship-recipients/.

[970] "Twenty Women Among the 32 Rhodes Scholars From the United States," *Women In Academia Report*, December 3, 2024, https://wiareport.com/2024/12/twenty-women-among-the-32-rhodes-scholars-from-the-united-states/.

[971] "Reflections on Change," Rhodes Trust, accessed July 20, 2025, https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.

[972] "Winner Count_By Institutions_10.15.14.Xlsx," n.d., accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/media2/ey2obz3q/2025-rs-number-of-winners-by-institution.pdf.

[973] "The Rhodes Scholarship," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/the-rhodes-scholarship/.

[974] "The Rhodes Scholarship," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/the-rhodes-scholarship/.

[975] "The Rhodes Scholarship," Rhodes Trust, accessed July 21, 2025, https://www.rhodeshouse.ox.ac.uk/scholarships/the-rhodes-scholarship/.

[976] Thayer, "The Rhodes Scholarships and International Peace." https://drive.google.com/file/d/1slFS5htN7soiiDcc-uWt_92nL3s7niT3/view?usp=sharing.

Subsection IV: Project GO

A. History and Background

Established in 2007, Project Global Officer (GO) is a Department of Defense initiative aimed at improving the language skills, regional expertise, and intercultural communication skills of future military officers enrolled in the Reserve Officers Training Corps (ROTC) and at Senior Military Colleges.[977] Sponsored by the Defense Language and National Security Education Office (DLNSEO) administered by the Institute of International Education (IIE),[978] and working in support of Army, Air Force, and Navy ROTC Headquarters, Project GO provides institutional grants to U.S. institutions of higher education with large ROTC student enrollments and fully funded study abroad opportunities for ROTC students.[979] In turn, these institutions offer language and culture training to ROTC members from across the nation, regardless of whether or not they study abroad, as well as overseas financing for ROTC language programs and scholarships.[980]

Project GO stems and subsequent other Department of Defense-funded scholarship programs like the David L. Boren Scholarship and National Language Service Corps stemmed from the National Security Education Program (NSEP) codified in 1991 by the David L. Boren National Security Education Act: an act created to provide excellent foreign language instruction in languages critical to national security.[981]

B. Critical Focus Areas

According to the most recent needs analysis from NSEP, the regions with areas of emphasis include, with the most to less critical in the region from left to right;

1. Africa, Sub-Saharan: Angola, Benin, Cape Verde, DRC Congo, Rep Congo, Côte de Ivoire, Eritrea, Ethiopia, Ghana, Liberia, Mali, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Tanzania, Uganda[982]
2. East Asia and The Pacific: Cambodia, China, Indonesia, Japan, Malaysia, Philippines, South Korea, Taiwan, Thailand, Timor-Leste, Vietnam[983]
3. Europe and Eurasia: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary,

---

[977] *"About Project GO."* Project Global Officer. Accessed July 20, 2025. https://drive.google.com/file/d/1xFTeWw4FjUqAB6jJJIbpRa94fRfMp2e2/view?usp=drive_link

[978] *"Project GO."* Institute of International Education. Accessed July 20, 2025. https://drive.google.com/file/d/1TxaQ9OKknlHxl3YjKGBjnCgLxARm3wKC/view?usp=drive_link

[979] *"About Project GO."* Project Global Officer. Accessed July 20, 2025. https://drive.google.com/file/d/1xFTeWw4FjUqAB6jJJIbpRa94fRfMp2e2/view?usp=drive_link

[980] *"About Project GO."* Project Global Officer. Accessed July 20, 2025. https://drive.google.com/file/d/1xFTeWw4FjUqAB6jJJIbpRa94fRfMp2e2/view?usp=drive_link

[981] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[982] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[983] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

Latvia, Kosovo, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Turkey, Ukraine[984]

4. Near East: Algeria, Bahrain, Egypt, Israel, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Saudi Arabia, Tunisia, United Arab Emirates[985]
5. South and Central Asia: Bangladesh, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Sri Lanka, Tajikistan, Uzbekistan[986]
6. Western Hemisphere: Argentina, Brazil, Chile, Colombia, Cuba, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Peru, Venezuela[987]

Additionally the following fields of study are targeted by Project GO organizers when considering scholarship winners: Agricultural and Food Sciences, Area Studies, Business and Economics, Computer and Information Sciences, Engineering, Mathematics and Sciences, Foreign Languages, Health and Biomedical Science, History, International Affairs, Law, Political Science and Public Policy Studies, and Social Sciences (including Anthropology, Psychology, Sociology)[988]

The centralized application system utilized by the program allows any interested and eligible ROTC student nationwide to apply for a Project GO scholarship across the program offerings at Project
GO institutions and to choose from multiple language learning opportunities offered domestically and abroad.[989] Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer.[990]

C. Results

[984] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[985] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[986] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[987] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[988] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[989] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[990] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

Project GO has provided approximately 8,500 domestic and overseas summer scholarships since its establishment in 2007.[991] During the 2022-2023 academic year, 27 institutions hosted Project GO programs serving ROTC students from 257 U.S. campuses.[992]

In 2023, approximately 1,000 applicants submitted more than 2,500 Project GO applications, with each applicant having the option of applying to up to six programs: three domestic and three abroad.[993] The acceptance rate of applicants for Project GO's summer opportunities was 69% in 2023. This marks an increase and steady flow of interest amongst ROTC students.[994]

In 2023, 694 ROTC students benefited from language training opportunities through Project GO in 11 languages.[995] A 5-year trend has seen an increase in participation, with students increasing from 402 to 694 from 2019 to 2023.[996]

Additionally, participation heavily favors Army officers at 54.5%, followed by Air Force cadets at 33.5%, and Navy midshipmen at 12.5%.[997] This could be due to a lack of promotion opportunities or the proclivity of Army officers towards national security, intelligence, and logistical military careers.

When establishing Project GO, goals included establishing a minimum goal of skill level 1 on the Inter-Agency Language Roundtable (ILR),[998] a scale established and assessed by the federal government used by the Foreign Service Institute to refer to language ability.[999] There are six base levels, from 0 (No Practical Proficiency) through 5 (Native or Bilingual Proficiency).[1000] The ILR was established in 1955 after the military identified the need for a larger coordinated

---

[991] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[992] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[993] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[994] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[995] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[996] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[997] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[998] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[999] Language Testing International. *"What Is ILR? ILR Scale and Levels."* Retrieved July 20, 2025. https://drive.google.com/file/d/1N60LlIsCc33BDvkXEaBBQTJGL9JstkKb/view?usp=drive_link

[1000] Language Testing International. *"What Is ILR? ILR Scale and Levels."* Retrieved July 20, 2025. https://drive.google.com/file/d/1N60LlIsCc33BDvkXEaBBQTJGL9JstkKb/view?usp=drive_link

effort to measure language proficiency within the U.S. government and its branches.[1001] Project GO aims to increase the number of Project GO participants to ILR level 2.[1002] 93% of 359 Project GO students who completed four or more semesters of language study met the minimum program proficiency goal of ILR skill level 1 or better in speaking.[1003] In 2023, 59% of these students earned a post-program oral proficiency score of ILR skill level 1 or higher.[1004]

Chinese, Mandarin, Russian, and Arabic continued to be the most popular languages from the 2019-2023 period amongst Project GO participants:[1005] in a recent survey 30% studied Chinese (Mandarin), 24% studied Arabic, and 25% studied Russian. Korean, Swahili, and Portuguese language courses also experienced large enrollments.[1006]

In recent years, there have been strategic efforts to double the number of students studying Mandarin Chinese and Russian, which have been highly successful. These efforts include an open institutional competition held by the DLNSEO to host Russian language programs in collaboration with the Commonwealth University of Pennsylvania, Lewis University, and the University of Georgia. These efforts are shown in recent trends: Chinese Mandarin participants have increased from 58 in 2019 to 209 in 2023; Russian participants from 116 to 175; Arabic showed a start at 125, decreased a little, and increased back to 164 in 2023; and other languages like Hindi, Urdu, Persian Farsi, Turkish, and Swahili declining or stagnating.

Firsthand accounts of Project GO's impact have come from students primarily in Area Studies, foreign affairs, or social sciences, who hope to enter intelligence careers in the military. Participants in a particular Virginia Tech program have cited wanting to join the military in a career in military intelligence, as a Foreign Affairs Officer (FAO), in diplomatic work, or as liaisons between the U.S. Military and partner forces.[1007]

"Project GO gave me a solid foundation for understanding the reasons as to why a culture has certain reactions, certain actions, or perhaps policies, and that's critical," said Captain Matt Krusiec, who went to Shanghai, Beijing, and Taiwan as a 2019 participant in Project GO and later became an intelligence officer in the Air Force. "There is also the importance of perspective as well. Until I went over the first time, it was very hard for me to come to an understanding of a different perspective from a different nation, and just constantly asking the question, 'Why is this

---

[1001] Language Testing International. *"What Is ILR? ILR Scale and Levels."* Retrieved July 20, 2025. https://drive.google.com/file/d/1N60LlIsCc33BDvkXEaBBQTJGL9JstkKb/view?usp=drive_link

[1002] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[1003] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[1004] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[1005] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[1006] Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link

[1007] *"Going Abroad with Project GO."* Virginia Tech College of Liberal Arts and Human Sciences, October 2023. Accessed July 20, 2025. https://drive.google.com/file/d/1sMqRb6wlWVYs4kF6J1TGFrattuSHKjxC/view?usp=drive_link

important?' For me, what I learned through my experiences from Project GO has been critical to use in my job helping with providing leaders and decision makers with detailed and comprehensive analysis."[1008]

"There are so many different opportunities or missions that we had where we worked with foreign militaries, with partner nations, especially NATO nations," said Susan Manion, a 20-year Army veteran who was stationed in Germany twice. "And yes, there were units that spoke English, but you always felt that there was a barrier there. I think that the language and culture courses are so important, and I think that the Department of Defense has recognized that, and that's part of why this program has come about. They want to make sure that their military officers are ready to step into this role and understand the countries that we're dealing with and their cultures."[1009]

Subsection V: Erasmus Program

A. Background

Following the Eurosclerosis (economic stagnation) of the 1970s, the European Communities experienced a political legitimization crisis.[1010] In order to combat it, a series of reports were released detailing the creation of "A People's Europe," including a chapter on creating embryonic educational institutions.[1011] This became the framework for the establishment of the **E**u**R**opean Community **A**ction **S**cheme for **M**obility of **U**niversity **S**tudents, Erasmus, in 1987.[1012] Following tense political battles, particularly from states with previously established study abroad programs like Germany and France, Erasmus came into effect as a grant-funded network of European universities with the aim of fostering a stronger European identity through increased academic knowledge.[1013] It would go on to become one of the most successful initiatives of the European Communities—the predecessor of the European Union (EU)—and the largest study abroad program to date.[1014]

[1008] *"Going Abroad with Project GO."* Virginia Tech College of Liberal Arts and Human Sciences, October 2023. Accessed July 20, 2025. https://drive.google.com/file/d/1sMqRb6wlWVYs4kF6J1TGFrattuSHKjxC/view?usp=drive_link

[1009] Warters, Nathan. "W&M's Project GO Study Abroad Program Aims to Build Effective Military Leaders through Critical Language Education." *William & Mary News*, December 13, 2021. Accessed July 20, 2025. https://drive.google.com/file/d/1b2QqIlxppLfX7L-MAmAJBDjzznp_vgrp/view?usp=drive_link

[1010] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1011] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1012] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1013] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1014] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

Erasmus initially included related programs that were not directly study abroad, such as internships abroad and university staff exchanges.[1015] From 1995 to 2006, Erasmus was part of an umbrella of various educational programs under the EU's "Socrates" program.[1016] In 2007, this became the Lifelong Learning program, a continuation of Socrates.[1017] The current system was established in 2014, where all of the EU's various education, training, youth, and sport programs were collapsed into the Erasmus title, now Erasmus+.[1018] Erasmus+ entered its second funding period in 2021 which will conclude in 2027.[1019] For the purposes of this brief, Erasmus refers solely to the educational exchange program under Socrates/Lifelong Learning/Erasmus+, which was the original purpose of the initiative and remains the most developed aspect.

B. Structure

Funding for Erasmus comes largely from the European Union itself, which in the 2021-2027 funding period has allocated 26 billion Euros towards Erasmus+.[1020] Based on the 2021 Annual Report, learning mobility (the study abroad portion) receives around 50% of this funding, amounting to about 1.6 billion Euros per year.[1021] This is critical when considering the success of the program, since it heavily relies on persistent and collaborative government funding, which even then is insufficient.[1022] The program itself includes four actions that contribute to the overall study abroad program.[1023]

University Network: Universities in Erasmus member states (originally just the EU) that have exchange agreements with universities in other member states become party to Erasmus.[1024] Subsequently, these universities must aim to create full programs of study at other Erasmus universities, with funding provided for teaching staff to travel to host institutions in order to develop their respective programs.[1025]

[1015] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1016] European Commission. 2025. "Erasmus to Erasmus+: history, funding and future." https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future.

[1017] European Commission. 2025. "Erasmus to Erasmus+: history, funding and future." https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future.

[1018] European Commission. 2025. "Erasmus to Erasmus+: history, funding and future." https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future.

[1019] European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.

[1020] European Commission. 2025. "What is the budget?" https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme/budget.

[1021] European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.

[1022] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1023] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1024] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1025] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

Student Grants: One of the largest initial points of disagreement during negotiations on the Erasmus program was the issue of creating student grants, as many deemed the program insufficient without them.[1026] These were included, with the European Communities and later EU providing direct support for students through each local implementing organization.[1027] Erasmus grants are available for travel costs, language preparation, and cost of living adjustments.[1028] More than half of these grants are between 201 and 500 Euros per month.[1029]

Academic Recognition: In order to ensure smooth transition between origin and host universities, the European Community Course Credit Transfer System, later the European Credit Transfer and Accumulation System (ECTS),[1030] was established.[1031] ECTS creates a standardized method to record courses abroad on origin institution transcripts.[1032] This is supplemented by Erasmus support for joint curriculum development.[1033]

Additional Support: To ensure success of each of the previous Erasmus actions, grants are awarded to participating universities and hired experts in order to create specialized content.[1034] Following the first year of Erasmus, Actions 3 and 4 were reduced to a maximum of 10% of the program's operating budget, since their purpose was largely to create the foundation for the program.[1035]

C. Outcomes

In the 1987 council decision formalizing the establishment of Erasmus, five objectives were laid out: increase the number of students spending a study period in other member states, promote cooperation between universities, increase mobility of teaching staff, strengthen interaction between citizens of different member states, and develop a pool of graduates with

---

[1026] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1027] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1028] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1029] Erasmus Student Network. "ESNsurvey XIV: The Latest Edition of the Largest Student-Led Research Project in the Field of Student Mobility | ESN.Org." December 12, 2022. https://esn.org/news/esnsurvey-xiv.

[1030] European Commission. 2022. "European Credit Transfer and Accumulation System (ECTS)." European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.

[1031] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1032] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1033] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1034] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1035] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

"direct experience of intra-Community cooperation" in order to improve socioeconomic outcomes.[1036] Each of these objectives has had varying levels of success.

Participation in the Erasmus program is significant in Europe, with around 15 million participants (including students and teaching staff) in total since 1987,[1037] making it the largest centralized study abroad program internationally.[1038]

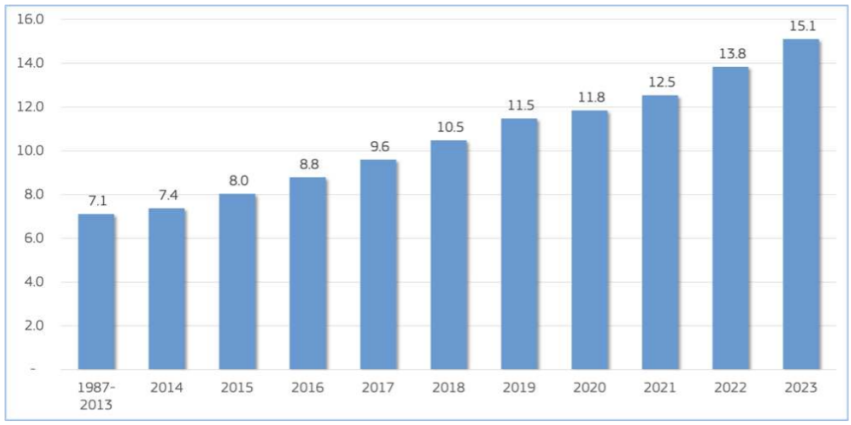


Figure II: Number of Erasmus+ participants 2013-2025[1039]

From its inception to the early 2000s, Erasmus grew consistently from a few thousand students to over 180,000 per year.[1040]

[1036] European Union. 1987. "87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus)." https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.

[1037] European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.

[1038] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1039] Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

[1040] Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

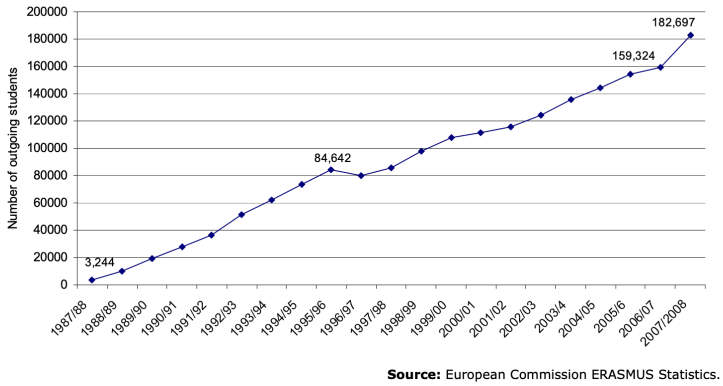


Figure III: number of outgoing ERASMUS students over time[1041]

This translates to around 4% of European students participating in Erasmus, with an average of 31% of total students abroad belonging to the program.[1042] About 337,000 European students study abroad outside of Erasmus, with countries like Spain and Czechia sending a majority through Erasmus while others like Cyprus and Ireland send under 10%.[1043]

Per the EU's goals for Erasmus, however, this participation is not quite satisfactory.[1044] Due to persistent budget issues, the program has not grown large enough to significantly expand participation for lower income students at less prestigious universities.[1045] In fact, in 2021, almost half of participants reported an inability to cover 50% of living costs with their Erasmus grants, significantly below their financial need.[1046]

Furthermore, unlike the majority of American study abroad programs, Erasmus brings together many universities under one umbrella; in fact, 40% of eligible European institutions are

[1041] Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

[1042] Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

[1043] Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

[1044] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1045] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1046] Erasmus Student Network. "ESNsurvey XIV: The Latest Edition of the Largest Student-Led Research Project in the Field of Student Mobility | ESN.Org." December 12, 2022. https://esn.org/news/esnsurvey-xiv.

involved in Erasmus.[1047] There is clear cooperation due to Erasmus; over half of participating university leaders find that the teacher exchange side of Erasmus supports research cooperation.[1048] Collaboration has expanded beyond the European Union under Erasmus+, which includes most of the European Free Trade Association (Norway, Iceland, and Liechtenstein) and acceding third countries (Türkiye, North Macedonia, and Serbia).[1049]

The ECTS system established by the Erasmus actions plays a critical role in complementing the study abroad experience and proves the second objective to be extremely successful. As explained 30 years after its inception, ECTS was revolutionary for the acceptance of credits across institutions.[1050] Its continued revitalization, including an independent review in 1993, the establishment of the European Commission of the ECTS Extension Feasibility Project, and constant upkeep of its Users' Guide, have led to its modern success.[1051] ECTS combines student workload and learning results into one comprehensive credit accumulation system, allowing for study abroad to become fully integrated into the curriculum.[1052] This should heavily be considered as a standard for other countries and institutions to model their respective credit transfer.[1053] Even those with access to fewer resources stand to benefit from intensive development of credit transfer; in fact, ECTS began with fewer than 15 academics and officers in total.[1054]

Additionally, unlike most traditional study abroad programs, a central function of Erasmus is the exchange of university staff across European borders.[1055] In 2021, over 100,000 staff members participated in Erasmus staff mobility programs.[1056] By 2023, this number had grown to

---

[1047] Teichler, Ulrich. "Temporary Study Abroad: The Life of ERASMUS Students." European Journal of Education 39, no. 4 (2004): 395–408. https://drive.google.com/file/d/1z3qfSdV3f1tqU2T08-H6IBmN4QPeMcvJ/view?usp=sharing.

[1048] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1049] European Commission. 2025. "Eligible countries - Erasmus+." Erasmus+. https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries.

[1050] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1051] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1052] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1053] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1054] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1055] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1056] European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.

over 300,000 staff participants, bringing the total number of learners and staff above 1 million.[1057] By this metric, the third objective is a clear success.

Overall, the experience of teaching staff abroad has a positive impact on performance after returning to origin institutions.[1058] In fact, 70% of teachers returning from Erasmus mobility rated their ability to properly guide students as having positively improved.[1059] On the colleague, departmental, and administrative levels, under 10% of those assessed do not think teacher mobility participation is valued.[1060]

Moreover, among Erasmus' most fundamental goals was the development and promotion of a unified European identity, with the underlying assumption that interaction between Europeans of different nationalities reveals their commonalities.[1061] However, according to most empirical studies on the issue, Erasmus has failed to create this transnational identity.[1062] Rather, feelings of being "European" are often much higher among highly educated individuals, the same individuals that are more likely to participate in Erasmus.[1063] The key failure of the EU's attempt at shifting identity through the program stems from its lack of focus on low-educated individuals who are more likely to lack a European identity in the first place.[1064] This is further complicated by the divide between Eastern and Western Europe; since Erasmus grants are awarded by origin institutions, Eastern grants are rarely sizable enough to support study in Western Europe, leading to lower exchange rates.[1065] Despite the Erasmus program allowing for travel regardless of distance, regional mobility is often *lower than under random conditions*, indicating strong

---

[1057] European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.

[1058] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1059] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1060] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1061] Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.

[1062] Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.

[1063] Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.

[1064] Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.

[1065] Gadár, László, Zsolt T. Kosztyán, András Telcs, and János Abonyi. "Cooperation Patterns in the ERASMUS Student Exchange Network: An Empirical Study." Applied Network Science 7, no. 1 (2022): 74. https://drive.google.com/file/d/1LEcFljA5Y-N-L5Tj8mN57RQmF9IHvpUV/view?usp=sharing.

influence of cultural and economic differences.[1066] Once in a different region, interaction with locals is shockingly low; many Erasmus students describe an "exchange bubble" where Erasmus students interact more with each other than the local community.[1067]

Erasmus has nonetheless generated a cultural impact; the "Erasmus generation" even emerged as a term in the early 2000s.[1068] Under this concept of a European generation tied to the Erasmus program, European youth are viewed as more internationally connected.[1069] A key takeaway from the Erasmus generation is the understanding of the fun/work dilemma, where the program functions as both a fun experience and an improvement of employability skills, and greater mobility across traditional borders.[1070]

The development of an improved pool of graduates, especially through intra-Community cooperation, is by far the most complex objective to evaluate. Overall, it can be split into three categories: improvement during university, improvement after university, and increases in cooperation.

Academically, Erasmus has little to no effect on graduation date delay, but the program is linked to generally higher performance.[1071] Undergraduate Erasmus participants tend to have higher final marks by 32% of one standard deviation of average grades compared to their counterparts.[1072] This may partially be due to academic improvement as a result of the study abroad, but it mostly relates to the treatment of study abroad coursework by Erasmus-participating universities.[1073] Because Erasmus participation almost always includes taking classes at the host institution, those classes must be translated into the equivalent credit at the origin institution.[1074] For many universities, the tendency with these conversions is to err on the lenient side, so that a comparable grade at the host university becomes a more positively weighted one in the eyes of the

---

[1066] Gadár, László, Zsolt T. Kosztyán, András Telcs, and János Abonyi. "Cooperation Patterns in the ERASMUS Student Exchange Network: An Empirical Study." Applied Network Science 7, no. 1 (2022): 74. https://drive.google.com/file/d/1LEcFljA5Y-N-L5Tj8mN57RQmF9IHvpUV/view?usp=sharing.

[1067] Senci, Vida, Blake Hendrickson, and Matjaž Debevc. "Examining Erasmus Student Social Integration at Two Croatian Universities." International Journal of Intercultural Relations 90 (September 2022): 57–72. https://drive.google.com/file/d/1RpiQOM62ZpTEkCBYO4f2jY2RFoyB3kLj/view?usp=sharing.

[1068] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1069] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1070] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1071] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1072] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1073] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1074] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

origin institution.[1075] Furthermore, some degree programs will directly augment a student's final mark due to Erasmus participation.[1076] Thus, if systems like the Italian system were used, in which exit grades include additional points, then the academic benefit of study abroad could be directly reflected regardless of coursework conversion.[1077]

As expected, Erasmus carries many of the same professional benefits as any study abroad program: improved soft skills, adaptability, and foreign language acquisition.[1078] More specifically, Erasmus is viewed as an entryway into the labor market rather than automatic access to a luxurious career.[1079] Many participants indicate networking as an especially useful contributor to their professional success, proving the development of an Erasmus-based community.[1080] Aside from field of study, one of the major differences in professional improvement was regional, with Eastern European students gaining much more professional value compared to Western Europeans.[1081]

Erasmus has a heavily active, dedicated student organization.[1082] The Erasmus Student Network (ESN) operates in 46 countries with over 500 local sections, overseen by three statutory bodies and four international support structures.[1083] It includes about 350,000 students and alumni,[1084] with membership including over 75% of the Erasmus alumni body.[1085] While the ESN provides for critical post-program support structures, its support during Erasmus decreases local

---

[1075] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1076] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1077] Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. "Study Abroad Programmes and Student Outcomes: Evidence from Erasmus." Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.

[1078] Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.

[1079] Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.

[1080] Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.

[1081] Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.

[1082] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

[1083] Erasmus Student Network. 2025. "Erasmus Student Network Annual Report 2024/2025." https://issuu.com/esnint/docs/esn_annual_report_2024_2025.

[1084] Erasmus Student Network. 2025. "Erasmus Student Network Annual Report 2024/2025." https://issuu.com/esnint/docs/esn_annual_report_2024_2025.

[1085] Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.

interaction.[1086] Specifically, by contributing to an overly supportive international community, ESN creates "institutional completeness," wherein students can almost fully rely on each other instead of adapting to the host community.[1087]

Subsection VI: U.S.-China Academic Exchange

A. Program Structure

L University, a prestigious U.S. private institution, partnered with Peking University to launch a short-term study abroad program in 2004.[1088] The program was designed to align with L University's academic calendar, spanning ten weeks each fall and spring quarter. Students took a combination of English-taught courses in Chinese history, media, urban studies, and language, with opportunities for immersive cultural activities and interaction with local students.[1089] Peking University provided visas, facilities, and local coordination, while L University retained curricular control and oversight. The program's structure reflected a common institutional model: a cooperative-administered program in which the U.S. university retained operational control, while the Chinese partner provided logistical and cultural immersion support. L University's Beijing Study Abroad Office, staffed by American and Chinese administrators, oversaw course accreditation, teaching standards, and on-the-ground logistics.[1090] Peking University handled local arrangements such as visa processing, housing, access to campus facilities, and pairing American students with local language buddies.[1091]

To encourage participation, the program offered students transferable academic credit toward graduation requirements, access to small seminar-style courses, and exclusive extracurricular experiences.[1092] These included cultural immersion trips to historical sites like the Great Wall and Summer Palace, as well as guided discussions on topics such as environmental change and Chinese urbanization.[1093] A distinctive feature was the emphasis on field-based learning: professors frequently took students off campus to observe Beijing neighborhoods,

---

[1086] Senci, Vida, Blake Hendrickson, and Matjaž Debevc. "Examining Erasmus Student Social Integration at Two Croatian Universities." International Journal of Intercultural Relations 90 (September 2022): 57–72. https://drive.google.com/file/d/1RpiQOM62ZpTEkCBYO4f2jY2RFoyB3kLj/view?usp=sharing.

[1087] Senci, Vida, Blake Hendrickson, and Matjaž Debevc. "Examining Erasmus Student Social Integration at Two Croatian Universities." International Journal of Intercultural Relations 90 (September 2022): 57–72. https://drive.google.com/file/d/1RpiQOM62ZpTEkCBYO4f2jY2RFoyB3kLj/view?usp=sharing.

[1088] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1089] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1090] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1091] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1092] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1093] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

interview local residents, and apply classroom knowledge to real-world settings.[1094] Additionally, the program provided incentives aligned with student career development. L University marketed the experience as an opportunity to develop "China literacy" for students pursuing careers in international business, public policy, global health, and media.[1095] Some course tracks were tailored to high-demand sectors such as U.S.-China economic relations, Chinese legal institutions, or environmental sustainability in developing countries.[1096] Though not formally credit-bearing, a few students arranged informal shadowing or informational interviews through faculty networks in Beijing. Still, visa restrictions and institutional hesitancy limited more formal internship pipelines.[1097]

B. Challenges

Despite these academic and experiential offerings, the program faced increasing challenges in attracting participants. Barriers included language prerequisites (two quarters of Mandarin), student concerns about Beijing's environmental quality, and a perception that European programs offered greater social familiarity and career value.[1098] Even with partial scholarships and advising support, the number of enrollees declined steadily after 2012.[1099]

A parallel case study, an Australian preservice teacher practicum program in Beijing, offers valuable insight into what deeper engagement and local integration can look like in short-term international education. Unlike L University's structured, academically siloed model, the Australian program embedded student teachers directly into Chinese classrooms.[1100] Participants, treating it like an internship abroad, taught English in vocational high schools, collaborated with local educators, and navigated pedagogical challenges that demanded cultural humility, on-the-spot adaptation, and continuous reflection.[1101] These immersive conditions forced students to reassess their assumptions, stretch their teaching strategies, and co-learn with students in ways rarely possible through classroom instruction alone. Notably, the Australian cohort reported significant gains not only in intercultural communication but also in core competencies tied to

---

[1094] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1095] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[1096] Hammond, Christopher D. 2016. "Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan." Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.

[1097] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1098] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1099] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1100] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

[1101] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

national teaching standards, including differentiated instruction, student engagement, and formative assessment.[1102] These gains stemmed from the program's structure: full-day teaching responsibilities, feedback loops through peer and faculty reflection sessions, and autonomy to co-design curriculum. The outcomes suggest that deeply embedded experiential learning can strengthen both cultural literacy and professional efficacy.[1103]

While the L University program emphasized academic rigor and U.S.-style pedagogy, it lacked mechanisms for real-time problem solving, improvisation, or cross-cultural collaboration, which were factors that the Australian program used to catalyze growth.[1104] The Australian case also illustrates the importance of group dynamics and peer-to-peer learning. Student teachers in Beijing worked in tightly-knit cohorts, sharing lesson plans, team-teaching in pairs, and reflecting nightly on classroom outcomes.[1105] In L University's program, however, academic silos and self-contained coursework limited such collaborative exchange. Had it drawn on similar models of daily reflection, adaptive co-teaching between student-teachers and teachers, or structured exposure to host classrooms, L University's program may have been better positioned to retain students and fulfill its intercultural objectives.[1106]

Subsection VII: Italian Study Abroad

A. Italy as a Desirable Destination

Italy is a long-standing popular study abroad destination for American students for a myriad of reasons including cultural immersion, foreign language development, and artistic history.[1107] As of the 2022/2023 academic year, 280,716 US undergraduate students studied abroad.[1108] Of those that studied abroad, 180,778 studied abroad in Europe, with the top destination being Italy with 41,840 students which was a 36.7% increase from the previous year.[1109] Other popular destinations include the United Kingdom, Spain, and France, with respective enrollments of 35,018, 32,648, and 17,096.[1110] There are several factors that increase student interest in Italian programs despite being a non-anglophone country including the rich history and opportunity the

---

[1102] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

[1103] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

[1104] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

[1105] Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.

[1106] Wang, Yong, Ke Li, and Yuan Zhang. 2020. "Bridging the Unbridged: A Case Study of a U.S. University's Study Abroad Program in Beijing." ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.

[1107] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1108] "Destinations of the U.S. Study Abroad Students, 1999/00 -2022/23," IIE Open Doors, 2024, https://opendoorsdata.org/data/us-study-abroad/all-destinations/.

[1109] "Destinations of the U.S. Study Abroad Students, 1999/00 -2022/23," IIE Open Doors, 2024, https://opendoorsdata.org/data/us-study-abroad/all-destinations/.

[1110] "Destinations of the U.S. Study Abroad Students, 1999/00 -2022/23," IIE Open Doors, 2024, https://opendoorsdata.org/data/us-study-abroad/all-destinations/.

nation provides.[1111] Many students choose to study abroad in Italy because of their Italian heritage, which coincides with a desire to be in touch with the culture and language.[1112] Furthermore, Italy provides a disproportionate amount of courses in humanities and social studies when compared to other areas of study.[1113] The increased program offerings and the cultural significance of Italian history can both be used to explain the boom in US enrollment in Italian programs.[1114]

Study abroad in Italy has evolved drastically over the years, as the first exchange program, the American Academy in Rome, was founded in 1894 as an intellectual meeting place for architects, artists and scholars in America who were interested in Italian culture.[1115] From there, Smith College pioneered the study abroad space by opening the first "satellite campus" program in Florence in 1931, combining their liberal arts ideals with the rich artistic heritage of Italy's landscape.[1116] Each year since there has been development of programs with hundreds of opportunities for US students to study in a new environment while also feeling the comfort of their home institution.[1117]

Similarly, several study abroad programs advertise studying in Italy in such a way that it entices almost any student.[1118] For instance, the American Institute for Foreign Study (AIFS) describes Italian programs as[1119]: "Heart of the Roman Empire, birthplace of the Renaissance, and home of the Vatican and Roman Catholic Church, Italy has made innumerable contributions to Western Civilization. Though its history and landmarks are familiar to us from books and movies…spend a summer, January term, semester or academic year studying abroad with AIFS in Rome, Florence, or the Italian Alps and you may just scratch the surface of what this timeless nation has to offer."[1120] These targeted marketing strategies have drastically changed the US study

---

[1111] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1112] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1113] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1114] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1115] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.
[1116] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.
[1117] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.
[1118] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1119] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
[1120] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

abroad experience as more students are selecting programs in Rome than in other popular cities such as London and Barcelona.[1121]

B. Types of Programs in Italy

Italy is an importer of Transnational Education (TNE) in the form of study abroad programs including branch campuses, filiations, offshore institutions, multinational corporate universities, distance learning and virtual universities.[1122] One typology of study abroad in Italy occurs in the form of branch campuses in which a US institution establishes a campus in Italy, which is predominantly run by home university staff with support from the host city.[1123] A unique feature of Italian higher education institutions is filiations, which are specialized programs open to foreign students that study Italian art, architecture, and culture.[1124] These programs are often hosted at local universities and allow US students to directly enroll and transfer credit to their home institution.[1125] Additionally, some US students elect to study abroad at offshore institutions like the American University of Rome or John Cabot University given accreditation from the US and accessible transfer credits.[1126] By and large, US students study at Italian universities through American partnerships in either specialized programs or in direct enrollment.[1127]

The Association of American College and University Programs in Italy (AACUPI) is the largest non-profit association that sponsors and supports US study abroad programs in Italy.[1128] AACUPI was founded in 1978 with the hopes of increasing US-Italy education relations and increasing study abroad participation.[1129] As of 2025, AACUPI has over 150 North American partners that sponsor programs in Italy; US institutions partner with AACUPI to facilitate a program for students by hosting them at a local university while also allowing for university staff and curriculum in a hybrid format.[1130] A majority of students study abroad through AACUPI

[1121] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

[1122] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1123] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1124] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1125] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1126] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1127] Gabriel Vignoli, "Italy and Transnational Education ," *Information Centre on Academic Mobility and Equivalence*, May 2004, 1–9, https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.

[1128] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1129] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1130] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

programs, while some students may choose to directly enroll in a local institution or join a private program.[1131]

C. Legal Framework of Italian Study Abroad

Studying abroad in Italy is not a new phenomenon but rather a pattern of continuous growth.[1132] In 2013, about one third of AACUPI were less than 10 years old, which was a result of the study abroad boom, occurring from 2002 and 2012.[1133] This institutional trend can be linked with the 1999 Italian parliamentary Barile Law (Article 2 of Law N. 4 of 14 January 1999) which granted non-profit status to foreign institutions hosting study abroad programs, thereby making AACUPI member universities tax exempt like all other Italian universities.[1134] This financial law incentivized educational institutions to invest in infrastructure for an Italian program rather than in a different country that would be far more costly.[1135] Moreover, the 2010 *Protocollo d'Intesa* or the Memorandum of Understanding between the Italian Ministry of Internal Affairs and AACUPI drastically improved the existing bureaucratic red-tape for staffing programs and obtaining work visas.[1136] With this signed agreement, faculty members hoping to work in Italy no longer need to get *nulla osta* or permission from the local provincial office, in turn expediting the process for program development.[1137] Overall, social and political mechanisms have allowed Italy to prosper as a study abroad destination in recent decades.[1138]

D. Italian Study Abroad Program Demographics and Results

US students often spend full terms, semesters, or a whole year in Italy through study abroad programs.[1139] 68% of programs are for one semester which is 14-20 weeks; 30% have students who come for a term which is 10-12 weeks and occasional programs run for a trimester or for a couple months.[1140] Only 1.5% of programs offer the opportunity for students to remain for a full

---

[1131] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1132] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

[1133] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

[1134] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

[1135] Piero Ianniello, "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students," Science Academique 4, no. 1 (June 28, 2023): 72–82, https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.

[1136] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1137] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1138] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1139] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1140] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

academic year, which is a divergence from the past in which full-year programs were more popular.[1141]

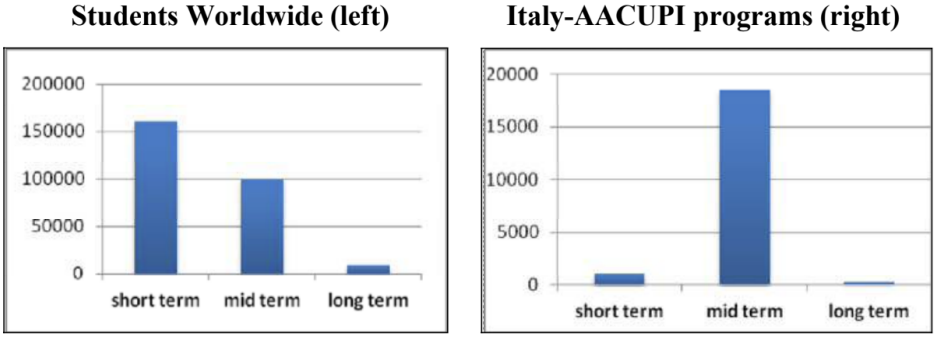


Figure IV: Lengths of Stay in Study Abroad Programs[1142]

Unlike the global average, 93% of students study in Italy for a semester or a term, while the global community typically prioritizes short term programs (59%) during the summer or for a winter term, and only 37% choose mid-length programs which are semester or term exchanges.[1143] Thus, students in Italy benefit from longer language and cultural exchanges compared to their American counterparts.[1144]

Depending on the program, Italian or English may be the language of instruction, however, American students are nonetheless exposed to the Italian language through daily interactions, consumerism, friendship, cultural immersion, etc.[1145] Language programs make up 19% of US study abroad programs in Italy.[1146] 64 universities of AACUPI's 147 member institutions offer language courses.[1147] Across programs, the level of language proficiency post program is interestingly low.[1148] Over half of the programs note that students start with elementary knowledge of the language and can only speak a few words.[1149] 41% of programs indicate that their students achieved an ILR level of 2 which is associated with limited working proficiency; only 21% of programs indicate that students achieved an ILR 3 level or higher which is professional working

---

[1141] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1142] Pia K. Schneider, "Lengths of Stay in Study Abroad Programs," The Association of American College and University Programs in Italy , 2013, https://drive.google.com/file/d/1cimQRmhZ4IdQwgbsmjWESI7C9hVn-3RD/view?usp=sharing.

[1143] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1144] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1145] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1146] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1147] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1148] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1149] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

proficiency by the end of their stay.[1150] A limitation to language proficiency and acquisition statistics is the varied requirements in programs, as some universities require students to stay with Italians or with a host family in order to fully immerse the student while others are more relaxed and often lend to American students staying with their American counterparts and speaking English outside of class.[1151] Studies showed that programs that often offer home-stay had higher language proficiency as students could reach levels ILR 2 and ILR 3.[1152]

Students can also gain language skills from participating in their host local community, especially through volunteer projects as they will be required to use the Italian language and have the opportunity to learn from native speakers.[1153] Those that engaged in the Italian community had reduced anxiety about breaking the cultural bubble and were more engaged in language courses.[1154] Language skills improved not only in the classroom but also in personal conversation for those that take the semester abroad as a fully immersive experience, rather than treating it as a vacation.[1155]

Furthermore, a survey of 76 American study abroad participants in Tuscany, Italy found that 94.7% of students traveled outside Italy during the semester, as only 4 students did not travel.[1156] Students reported an average of 9.7 trips throughout the semester.[1157] Most of the travel was conducted on available weekends as they traveled during 57.9% of the available weekends (15 weekends for a total semester length program).[1158] These trips are not just a personal experience but also an enriching and educational experience.[1159] 98.7% of the students believed that traveling "boosted their study abroad experience."[1160] Students also noted reasons for the

---

[1150] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1151] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1152] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1153] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1154] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1155] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1156] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1157] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1158] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1159] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1160] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

enrichment: Cultural experience from History and Art (57.3%), Fun experiences on their wish list (36%), Improved Independence (24%), and Opportunity to Practice Italian (5%).[1161] Traveling within Italy, Europe, and the world in general is intertwined with the academic experience of studying abroad, as many students noted that their decision to study in Italy was not simply educational but also for enrichment and fulfillment in trying new things, which is a unique feature of Italy as it is in a convenient location for such diverse travel.[1162]

Benefits of studying abroad and traveling are however limited by the social emotional processes of assimilation and culture bubbles.[1163] In order to avoid the adjustment process of cultural shock, students often reproduce their original setting in a "cultural bubble" in which US students maintain home social traditions and linguistic behaviors in order to best adapt to the new environment.[1164] This study abroad phenomenon is not helped by the fact that there is a preponderance of other American students in Italy, also studying abroad, which makes it convenient to socialize with their familiar peers.[1165] In these cases, it is up to the universities to encourage students to engage with local culture and language, as institutional interventions via field trips, language courses, and service-learning have been effective in breaking down the "cultural bubble."[1166] Students may be hesitant to fully immerse themselves in the Italian culture or in other cultures they travel to; however, studies have shown that the strongest personal and professional growth from studying abroad comes from students who take steps to adapt and immerse themselves in the host culture.[1167] One of the best ways to do so is by viewing the "city as classroom" in which students take inspiration from the artistic diversity, historical richness, and popular food scene as part of their living-learning experience.[1168] Overall, while there are language and cultural barriers upon arrival, research and observation shows that US students are willing to

---

[1161] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1162] Piero Ianniello, "Traveling Habits of American Study Abroad Students ," Science Academique 4, no. 2 (October 11, 2023): 83–98, https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.

[1163] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1164] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1165] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1166] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1167] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1168] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

adjust and take part in the culture to receive the personal and professional benefits post-program.[1169]

Institutional limitations also exist when it comes to hosting programs and ensuring study abroad success.[1170] Student enrollment numbers are not always stable which can cause tension for long-term rent contracts as Italian standards set contracts for six years renewable for another six year term.[1171] Trends in study abroad destinations are hard to predict and other external factors such as political tensions with current American policy changes and undergraduate enrollment may cause instability in US-Italy inflow.[1172] Additionally, there may be staffing issues or changes in curriculum that make it difficult for programs to sustain lower enrollment rates.[1173] Therefore, stronger partnerships between Italian institutions and US universities could allow for less financial and educational discrepancies and instead can produce a prosperous partnership that will benefit both parties and the students in attendance.[1174]

Subsection VIII: Soka University

As touched on in the previous section, there are a select few institutions that mandate study abroad in some capacity. Soka university is one such university

A. Institution Overview

Soka University of America (SUA) is a private liberal arts college located in Aliso Viejo, California.[1175] It opened its first campus in September 1987 in Calabasas, California, before transferring to its current Aliso Viejo campus in 2001.[1176] Although founded on Buddhist principles, the institution itself is non-sectarian.[1177] SUA's mission statement emphasizes its goal of developing global citizens, and its principles and motto reflect similar ideas about their desire for their students to peacefully impact the world.[1178]

B. Requirement Details

The first group of SUA students to participate in study abroad programs left in the fall of 2003.[1179] As a part of the graduation requirements, SUA students are required to study a foreign language in their freshman and sophomore year before spending one semester of their junior year

---

[1169] Nicoletta Peluffo, "Innovation in Language Learning International Conference ," in Breaking the "Cultural Bubble" through the Immersive Model (Italy: Kent State University Florence Center, 2019), https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing

[1170] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1171] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1172] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1173] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1174] Pia K. Schneider, "Fifty Years of Growth in Study Abroad In Italy ," Educating in Paradise, 2013, 1–45, https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.

[1175] "A Proud Heritage." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/proud-heritage.

[1176] "A Proud Heritage." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/proud-heritage.

[1177] "Mission and Values." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/suas-heritage/mission-and-values.

[1178] "Mission and Values." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/suas-heritage/mission-and-values.

[1179] "Timeline of Soka University of America, Aliso Viejo: 1987-2020." 2015. Soka.edu. November 16, 2015. https://libguides.soka.edu/sua15.

enrolled in a study abroad program.[1180] SUA's goals for students studying abroad include advancing personal foreign language skills and developing as global citizens, as reflected by SUA's mission statement and institutional values.[1181] Before studying abroad, students must have completed the equivalent of a second-year course in their chosen foreign language and must take a language placement test to determine their course placement in their study abroad program.[1182] Students may choose from one of over 15 countries, where SUA has existing partnerships with specific institutions in each country.[1183] To complete the study abroad requirement, students must complete at least 12 credits in the foreign language which they study.[1184] SUA students must complete a total of 120 credits, with one credit representing one instructional hour and two hours beyond the classroom.[1185] [1186] SUA's foreign language classes range between 3-4 credits; students must complete a four course foreign language series.[1187] [1188] Due to various reasons, including current international restrictions, students do have the option to request to be exempt from the study abroad requirement by completing 12 upper division requirements in the foreign language at SUA.[1189]

Study abroad programs impose no additional costs on the students, since the cost of studying abroad and, additionally, international internships are already accounted for in student's yearly tuition payments.[1190] Though optional, international internships may count for some credit requirements if submitted in advance for approval granted by the SUA Study Abroad Committee; internships must be graded, primarily utilize the foreign language the student is studying, and involve academic components such as presentations and writing.[1191] Any differences between the host institution's cost and SUA's tuition is covered through SUA's existing home-host institution partnerships.[1192] While SUA covers tuition, housing, airfare, application fees and visas for their students, the students themselves are responsible for external medical coverage, postage, and other

---

[1180] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1181] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1182] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1183] "Study Abroad - Undergraduate Studies." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/academics/ikeda-college-undergraduate-studies/study-abroad.
[1184] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1185] "Academic Requirements for the Bachelors of Arts Degree." n.d. Soka.edu Accessed July 26, 2025. https://catalog.soka.edu/academic-requirements-for-the-bachelor-of-arts-degree
[1186] "Academic Credit - University Catalog." n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/academic-credit
[1187] "Language and Culture Program - University Catalog." n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/language-and-culture-program
[1188] "Academic Requirements for the Bachelors of Arts Degree." n.d. Soka.edu Accessed July 26, 2025. https://catalog.soka.edu/academic-requirements-for-the-bachelor-of-arts-degree
[1189] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1190] "Study Abroad - Undergraduate Studies." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/academics/ikeda-college-undergraduate-studies/study-abroad.
[1191] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
[1192] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.

miscellaneous and personal costs.[1193] Housing options for students while studying abroad include staying with a host family, a dormitory at the host institution, or other alternative off-campus options.[1194] For reference, for the 2025-2026 academic year, tuition is $37,006 per student and living expenses are $15,384; the typical student living on campus at SUA pays $61,156 in total for all college-related expenses, including tuition, housing, course materials, transportation and other miscellaneous costs.[1195] 98% of students receive financial aid, and 100% of students receive a merit-based scholarship.[11961197]

C. Current Literature

One study analyzed 268 SUA undergraduate students' responses to three hypotheses on a scale of global citizenship, reflecting one of SUA's core values.[1198] The two components used to measure global citizenship included social responsibility, the awareness of global inequalities, and global competence, the knowledge of global events.[1199] The study's participants included male and female students from all grade levels, as 59% had not yet participated in the study abroad requirement, which most students complete in their junior year.[1200] The survey consisted of students self-evaluating via survey and written response how their experience with various campus programs, including the mandatory study abroad experience, impacted their perception of the extent to which they were a global citizen.[1201] The hypotheses were as follows:

1. The time spent at SUA (freshmen, sophomore, junior, and seniors) would predict the extent to which a student's global citizenship has developed[1202]
2. The participation in study abroad programs (upperclassmen students who completed the requirements) would predict the extent to which a student's global citizenship has developed[1203]
3. International students have a higher development of global citizenship compared to domestic students[1204]

[1193] "Study Abroad - University Catalog." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.

[1194] "Study Abroad - Undergraduate Studies." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/academics/ikeda-college-undergraduate-studies/study-abroad.

[1195] "Cost of Attendance." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/financial-aid-tuition/cost-attendance.

[1196] "Welcome to Soka University." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/welcome.

[1197] "About: Soka University of America." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about.

[1198] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1199] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1200] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1201] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1202] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1203] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1204] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

Hypothesis 1 received general support from a one-way analysis of variance.[1205] Comparing students who completed study abroad compared to those currently studying abroad, Hypothesis 2 received general support; however, comparing students who completed study abroad compared to those who had not completed study abroad failed to have a significant difference.[1206] Since the survey involves students self-reflecting on their experiences and perceived global citizenship, researchers suggested current study abroad students will be more critical of their global citizenship, given the cultural shocks and challenges they experience acclimating to a study abroad experience with new environments and language.[1207] Hypothesis 3 showed an opposite effect, where domestic students had a higher development of global citizenship compared to international students.[1208] Researchers noted key findings included how students overall learned to navigate unfamiliar environments and experienced more appreciation for the value of study abroad programs upon completing the program; specifically, fourth year students who had completed study abroad programs were able to apply the values from their international experience to discussions within their other classes involving global events and issues.[1209]

Another study surveyed 12 domestic students who had graduated from SUA between 2007 and 2019 via an interview format to analyze their views on how studying abroad impacts their views on global citizenship, a core component of SUA's institutional mission.[1210] When asked about the significance of study abroad programs on students' understanding of global citizenship, common themes stated by the graduates included expansion of perspectives through learning and connecting with another community, including for some through host family formats.[1211] As Alumni C noted, "All of these different things were really, really powerful because you get to learn the person's culture and where they are from...and how that culture shapes their own experiences and their own views on the world. And to do this all in Japanese...so many layers of multiculturalism."[1212] 5 of the 12 graduates went on to work for non-governmental or non-profit organizations, with 2 specifically working to support marginalized communities; 10 graduates pursued further graduate study.[1213] Researchers concluded how study abroad experiences helped

---

[1205] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1206] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1207] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1208] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1209] Kishino, Hinako, and Tomoko Takahashi. 2019. "Global Citizenship Development: Effects of Study Abroad and Other Factors." *Journal of International Students* 9 (2): 535–59. https://files.eric.ed.gov/fulltext/EJ1222493.pdf

[1210] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

[1211] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

[1212] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

[1213] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

these SUA graduates become more prepared for cultural understandings through the connections resulting from an increasingly globalized world.[1214]

D. Other Metrics

After facing a decline between 2005 to 2016, the rate of SUA students who pursued graduate studies has approximately increased to an average of 30%.[1215] Between 2005-2019, a range of 53-83% of total SUA students selected a related major relating to the overall branch of arts and sciences, with the most prominent fields including economics, international relations, public/global affairs, and East Asian language and culture; some of these fields closely relate to the ideas of global citizens and international cultural development advocated for through SOA's institutional values and study abroad program requirement goals.[1216] Compared to all liberal art colleges in California, in 2016, SUA had the highest rate of students who pursued graduate studies, ahead of institutions such as Claremont McKenna, Pomona, Harvey Mudd, Scripps, and Occidental.[1217] Although researchers have not specifically linked study abroad experiences to students' desire for international graduate school, researchers did suggest lower costs of attendance, SUA's extensive graduate advising, and SUA's limited grants for ten students, as possible reasons.[1218] In 2013-2014, SOA had the highest rate of study abroad participation out of all undergraduate institutions for a total of 133.3%; based on the metrics used, an institution can receive a higher than 100% participation rate due to factors including if a student studied abroad more than once.[1219]

In some years, global institutions ranked upon the most often selected by SUA graduates, defined as attended by two or more SUA graduates within the same enrolling class.[1220] For reference, SUA has enrolled 2510 students since its inception in 2001 with an average graduation rate of 88% since.[1221] Since 2001, the size of the graduating class has ranged between 75-115 students.[1222] The four most recent years where global institutions made the most often selected list include:

1. 2018 - Graduate Institution of Geneva, Switzerland[1223]

[1214] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

[1215] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1216] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1217] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1218] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1219] Farrugia, C. A. & Bhandari, R. (2015). "Open Doors 2015 Report on International Educational Exchange." New York: Institute of International Education. https://files.eric.ed.gov/fulltext/ED661386.pdf

[1220] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1221] "Student Success Data." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/institutional-research-assessment/student-success-data.

[1222] "Student Success Data." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/institutional-research-assessment/student-success-data.

[1223] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

2. 2015 - London School of Economics and Leeds Beckett University, United Kingdom[1224]
3. 2014 - Oxford University, United Kingdom[1225]
4. 2013 - London School of Economics and Trinity College, United Kingdom [1226]

Between 2005-2019, the London School of Economics was the fourth most popular graduate study destination for SUA graduates, enrolling a total of 22 students, potentially recognizing the influence of international studies in students' post-undergraduate pursuits; the three institutions more popular were New York University, Columbia University, and the University of Southern California.[1227] However, it is notedEnglish is not considered a foreign language for SUA's graduation policies, as well as any languages that are native to the student through family heritage or prior education systems.[1228]

E. Conclusions

It's important to note that current data about the rates of students pursuing graduate study or international careers is limited for recent graduating classes. For example, the report of the 2005-2019 undergraduate classes measured the rate of students pursuing graduate study for the time intervals of immediately, one year after, and five years after graduating from SUA.[1229] Furthermore, there is limited research quantitatively correlating the impact of study abroad programs on students' selection of international careers, international graduate study, and global citizenship participation due to the reliance on anecdotal evidence of students' self-reflection post-graduate via interview and survey responses. Data is also limited about specific economic impacts of SUA affiliates, including of SUA students when living and spending money in the economies of their host institution or SUA graduates on their career prospects post-graduation. What may be evident is that students' intrinsic and self-motivation are developed from participating in study abroad programs at SUA, which emphasizes an institutional mission of developing global citizens through its various programs. For example, SUA also requires its freshmen and sophomores to enroll in Learning Clusters, which are 3.5 week classes during the winter session that explore global issues and expand on the value of global citizenship.[1230] Recognizing that students choose to enroll in SUA and complete its graduation requirements, as a result, the potential development of intrinsic motivations — when students see the value of international experiences for themselves beyond the mandated nature of requirements — may guide their reflections and personal values about how an international experience has affected their future involvement with the international community.

Subsection IX: Council on International Educational Exchange

[1224] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1225] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1226] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1227] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1228] "Foreign Language Policies." n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/foreign-language-policies

[1229] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1230] "General Education – Learning Cluster." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/academics/ikeda-college-undergraduate-studies/general-education-curriculum/learning-cluster

A case study conducted by researchers at Elon University and Tulane University focuses on the relationship between faculty development and student intercultural learning within the context of the Council on International Educational Exchange (CIEE), a large and popular third-party study abroad provider serving 10,000 students per year with programs in 45 countries.[1231] The Intercultural Communication and Leadership (ICL) course is essential to CIEE's mission.[1232] CIEE's faculty development model in preparation to teach the ICL course focuses on helping faculty become more interculturally competent, which in turn helps them utilize pedagogies that foster students' intercultural learning.[1233] This deviates from typical faculty development that focuses more on teaching skills.[1234]

Holistic training was a central component, so instructors also received recurring one-on-one coaching, CIEE staff support, and opportunities to attend seminars, conferences, and workshops in-person or virtually.[1235] These included the Summer Institute of Intercultural Communication (SIIC), Harvard Graduate School of Education, and a Canvas community built for ICL instructors that developed self-awareness and connected new instructors with experienced mentors multiple times before beginning teaching.[1236] An example of an open-ended mentorship question for both parties is "Share what you do for the cultural engagement activities. How do you incorporate debriefing into them?"[1237]

Instructors were given the opportunity to use their own experiences and cultural resources to shape curriculum.[1238] The course was also designed with Brave Space pedagogy (inclusive

---

[1231] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1232] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1233] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1234] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1235] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1236] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1237] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1238] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the*

learning environments that encourage challenging conversations)[1239] and DEI-concepts (recognizing stereotypes, bias, power, and privilege).[1240] Additionally, instructors experienced the course from the student perspective to understand how they developed interculturally over time.[1241] All 22 faculty who volunteered to be interviewed were excited about this process of growth.[1242]

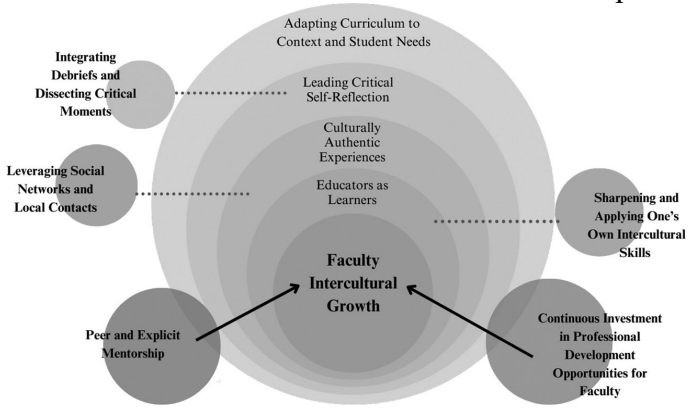


Figure V: different pedagogical approaches overlap to foster faculty intercultural growth.[1243]

A. Useful Skills Cultivated

The same case study into CIEE used data from 1,858 U.S. undergraduate students who enrolled in a CIEE program and took the ICL course.[1244] Researchers measured the change in the Intercultural Development Inventory (IDI, a survey that measures an individual's ability to engage with cultural differences on a normalized 55-145 scale)[1245] students took before and after

---

Academy: A Journal of Educational Development 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1239] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1240] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1241] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1242] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1243] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1244] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1245] IDI, LLC, "Intercultural Development Continuum ©," *Intercultural Development Inventory* (website), accessed July 20, 2025, https://www.idiinventory.com/idc.

the ICL course.[1246] Students who took the ICL course had an average IDI score change of +5.71,[1247] whereas students who didn't take the ICL course had an average IDI score change of -0.846.[1248] The highest scorers on the IDI are able to "bridge across difference" both cognitively and behaviorally and parse through cultural similarities and differences.[1249] However, the specific, quantifiable impacts of an intercultural mindset as measured by higher IDI scores are yet to be studied.

There were a variety of tactics faculty used to increase students' intercultural skills. Faculty led students through activities that questioned their assumptions to deconstruct biases,[1250] guided them through reflection that deepened students' metacognition,[1251] and leveraged local networks (host families, local events, guest speakers, tours).[1252]

A limitation of this study includes CIEE's phasing out of funding for faculty development after a large initial investment into the ICL course, which has reduced external training opportunities and disrupted sustained investment.[1253] This could impact CIEE's goal of a full cultural shift within their organization such that every staff member is interculturally competent.[1254] As a result, the researchers make a final recommendation for providers to focus on "intentional, systematic, and sustained investment, expansion, and mentorship of integrated faculty

---

[1246] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1247] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1248] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1249] IDI, LLC, "Intercultural Development Continuum ©," *Intercultural Development Inventory* (website), accessed July 20, 2025, https://www.idiinventory.com/idc.

[1250] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1251] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1252] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1253] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1254] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

development programming, particularly with regard to educators' own intercultural growth, in order to expand students' learning, especially while studying abroad."[1255]

Subsection X: Cultural Friction in Madrid

Katie DeGuzman, a dean and director for education abroad at Dickinson College, conducted a recent study that exemplifies the kinds of cultural tensions students may experience while abroad.[1256]

DeGuzman recounts an incident where American students studying in Madrid were unsettled by a local tour guide's denial of slavery's existence in Spanish history, and the singling out of the only African student within the group who was pulled aside by a faculty member and told that they would discuss the incident with the tour guide later.[1257] The tour guide was unaffiliated with the study abroad program and hired for a tour of a cathedral in Southern Spain. This moment triggered discomfort among multiple members of the group, who thought that the tour guide's comments were insensitive and that the faculty member was tokenizing the African student, who was a graduate student originally from a country in sub-Saharan Africa, auditing the trip for professional development. Students felt that the tour guide's lack of knowledge was offensive and "expressed outrage that the faculty leader would hire someone "like that"."[1258] The faculty member brought in a speaker who addressed the history of slavery in Spain and held a conversation about why the tour guide might have been ignorant of this part of Spain's history in response to the outrage from students. While the students did engage in the conversation with the speaker, most remained "unreceptive" and "remained angry with the director over the incident" as they felt the incident should not have occurred in the first place.[1259] This episode reflects how many American students studying abroad often expect host cultures to mirror U.S. norms on social justice and diversity, equity, and inclusion (DEI), especially regarding race.[1260]

DeGuzman highlighted that American students often projected their own cultural standards onto foreign environments, often imposing a "hegemonic discourse on what DEI means with the expectation that those in the host location do the majority of learning and adapting."[1261] Even in European settings like Spain, racial discourse can differ markedly from U.S. norms, generating confusion and conflict between program participants and host cultures. Part of this disconnect stems from the inequitable participation of different minority groups as compared to white students within study abroad programs.

A. Inequitable Participation and Experiences Abroad

[1255] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1256] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1257] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1258] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1259] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1260] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1261] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

Dr. Mark Salisbury, a coauthor of the book "Study Abroad in a New Global Century: Renewing the Promise, Refining the Purpose", demonstrated that White, affluent, and female students dominate study abroad cohorts, while underrepresented groups participate at much lower rates.[1262] Barriers like financial limitations and lack of mentoring from faculty disproportionately deter students of color and first-generation students.[1263] Even when underrepresented students participate, they often experience further cultural alienation than other students do. DeGuzman's Madrid case illustrates how minority students can be uniquely affected by local cultural dynamics, resulting in tension instead of enrichment.[1264]

B. The Problem of "Tourist Mode" Study Abroad

A persistent challenge in study abroad programming is what many scholars have described as "tourist mode," where students engage with host cultures at a superficial level due to insufficient programming and planning from the faculty and directors behind a study abroad program. According to a study by Dr.Irwin Compiegne, most students who are studying abroad are more likely to socialize with compatriot students who are also studying abroad in order to preserve their home culture.[1265] This has been found to reduce the stress of being away from their home culture, but also prevents students from fully integrating within a new culture abroad. Compiegne also found that students studying abroad often struggle to connect with host nationals due to language barriers and host nationals not seeking new friendships as much as study abroad students.[1266] Dr.Anthony Ogden, a Director, International Programs and Graduate Education at Dickinson Law School at Pennsylvania State, argued that without intentional design, many study abroad experiences risk being reduced to sightseeing rather than fostering deeper intercultural understanding.[1267] Ogden notes that programs lacking structured engagement often fail to actively challenge students' preconceptions about other cultures, allowing them to be passive observers instead of active learners.[1268]

C. The Underestimated Role of Faculty in Study Abroad

Faculty members are critical mediators in cross-cultural situations like the ones described in the Madrid incident, yet they are frequently underprepared to deal with sensitive situations

---

[1262] Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. 2011. "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad." Research in Higher Education 52 (2): 123–50. https://doi.org/10.1007/s11162-010-9191-2.

[1263] Stroud, April H. "Who Plans (Not) to Study Abroad?," 495, https://doi.org/10.1177/1028315309357942.

[1264] DeGuzman, Katie, "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

[1265] Compiegne, Irwin. 2021. "At the Crossroads: Rethinking Study Abroad Students' Social Networking and Intercultural Communication in the Age of Globalization." *Intercultural Communication Education* 4 (1): 1. https://doi.org/10.29140/ice.v4n1.447.

[1266] Compiegne, Irwin. 2021. "At the Crossroads: Rethinking Study Abroad Students' Social Networking and Intercultural Communication in the Age of Globalization." *Intercultural Communication Education* 4 (1): 1. https://doi.org/10.29140/ice.v4n1.447.

[1267] Ogden, Anthony "A Research Agenda for U.S. Education Abroad: Challenges, Shortcomings, and the Future," Association of International Education Administrators, 2015, https://www.aieaworld.org/uploads/1/4/5/2/145269424/2015_ogden_research_agenda.pdf.

[1268] Ogden, Anthony "A Research Agenda for U.S. Education Abroad: Challenges, Shortcomings, and the Future," Association of International Education Administrators, 2015, https://www.aieaworld.org/uploads/1/4/5/2/145269424/2015_ogden_research_agenda.pdf.

concerning intercultural confusion or tension.[1269] DeGuzman noted that in the Madrid incident, faculty present struggled to help students understand the cultural differences between Spain and the U.S. Without proper guidance, faculty members risk invalidating student concerns or failing to capitalize on key learning moments.[1270] Faculty responses to uncomfortable moments of disconnect between cultures can be key to intercultural understanding between students and their host cultures. DeGuzman characterized faculty as "bridge-builders" between American social justice expectations and host-country cultural norms, but acknowledged that this bridging rarely happens organically.[1271] She noted that it is imperative for faculty members to receive proper training on cultural tension and different cultural attitudes towards sensitive topics in order to ensure they have the tools to properly respond to incidents similar to the one in Madrid.[1272]

Subsection XI: Dutch Study Abroad

A. History and Program Format

Aside from European-wide programs like Erasmus, the Netherlands hosts a multitude of study abroad funding programs, the *Talentenprogramma* or Program for the Talented among them.[1273] Following recognition of the importance of international education by the Ministry of Education, Culture, and Science in the 1980s, a series of policy documents established the program in 1997.[1274] The Program for the Talented is funded by that same ministry within the Dutch government and steadily grew in funding since its inception, increasing 13% in the 2003-2004 academic year.[1275] Participation is restricted by the program capacity, but applications slightly decreased following the launch year in 1997.[1276]

To apply for the grant, students first get approval from a foreign educational institution to pursue studies there.[1277] They then send a detailed application—including a resume, detailed study plans, and letters of recommendation—to the program's selection committee.[1278] The committee evaluates applications through a two-round screening process that determines a

---

[1269] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf

[1270] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf

[1271] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf

[1272] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf

[1273] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1274] Europees Platform, Cinop, and Nuffic. 2003. "BISON Monitor van internationale mobiliteit in het onderwijs." https://zoek.officielebekendmakingen.nl/nds-ocw0400920-b1.pdf.

[1275] Europees Platform, Cinop, and Nuffic. 2003. "BISON Monitor van internationale mobiliteit in het onderwijs." https://zoek.officielebekendmakingen.nl/nds-ocw0400920-b1.pdf.

[1276] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1277] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1278] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

critical group—the top desired applicants—and ranks applicants within the group.[1279] While the typical trends of participation correlate with higher familial education and greater academic success persist, the Program for the Talented is more male than female (at about a rate of 55%).[1280]

Following the application, around 40 yearly grants are awarded based on the demand for that year and the excess from the previous year.[1281] Most study abroad periods under the program are at least a year long due to high grant amounts (up to 18,000 Euros).[1282] Participant outcomes in the Program for the Talented were analyzed from 1997 to 2002.[1283]

B. Economic Impact

The primary goal of the Program for the Talented was to enhance the international labor market.[1284] It is important to note that, overall, for those who applied to the grant, more students who received an education centered on economics were awarded the grant to study abroad, which may denote a slight skew in economic impact results.[1285]

Graduates of the program were more likely to live abroad, with the probability of living abroad increasing from 16% to 18% after the program, with that probability increasing to 50% if graduates chose to study abroad for 8-9 months.[1286] The Netherlands has been noted to benefit from these students working abroad, with 63% of graduates reporting that they still maintained contact with Dutch firms and institutions while living abroad.[1287]

Although the study hypothesized increased culpability in the job market, the survey did not reveal a difference in the probability of finding a job for graduates who studied abroad compared to those who did not, even when taking into account the duration of the study abroad

---

[1279] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1280] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1281] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1282] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1283] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1284] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1285] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1286] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1287] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

experience.[1288] However, the researchers noted that this may be due to selection bias; those selected for the grant were very talented before their experience, and would not have had difficulty finding a job with or without a grant.[1289]

When investigating the types of jobs graduates pursued, it was shown that graduates who studied abroad were 16-24% more likely to enroll in a PHD program.[1290] However, researchers failed to find a direct correlation between studying abroad and the choice to enroll in a PHD program.[1291]

The survey revealed that graduates who studied abroad for a year were associated with a wage increase of 4 to 7%.[1292] However, this statistic lacked statistical significance due to the size of the sample, leading the researchers to conclude that they did not have concrete evidence for a wage difference caused by studying abroad.[1293]

One of the central goals of the Program for the Talented is the expansion of international networks; overall, this goal is largely achieved.[1294] Studying abroad through the program was associated with an increased likelihood of working in an occupation with many international contacts by about 20% to 30%.[1295] However, this is not a conclusively causal relationship, so the direct impact of the program cannot be isolated.[1296] Program participation was also linked to a higher probability (upwards of 50%) of living abroad after program completion.[1297]

Subsection XII: Business Study Abroad

[1288] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1289] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1290] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1291] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1292] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1293] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1294] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1295] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1296] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

[1297] Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.

Business-focused study abroad programs enhance U.S. economic competitiveness by equipping students with critical global skills increasingly demanded by employers. Participants in study abroad programs consistently report strong gains in intercultural competence, adaptability, and leadership.[1298] According to the 2020 World Economic Forum Future of Jobs Report, employers rated critical thinking, problem-solving, and self-management as the most critical skills for a global workforce.[1299] These skills are carefully cultivated through intercultural interaction, challenging dialogues, and new experiences within study abroad programs. Students interact with a culture that is typically foreign to them, often having to navigate situations they may not be used to cultural activities and living in a new place push students to experience new ways. These skills are especially relevant in business, where transnational corporations require collaboration and adaptation.

Longer-term programs correlate with more transferable skills for study abroad participants. The Institute of International Education's (IIE) Gaining an Employment Edge study found that 68% of students who studied abroad for a full academic year attributed a job offer or promotion to their general international experience, compared to only 43% of students who studied in programs 8 weeks or shorter in length.[1300] Even STEM majors who participated in humanities or business-focused programs saw returns in employment outcomes, as 47% credited a job offer to their time abroad.[1301] This suggests that business study abroad programs create spillover benefits across different disciplines.

Studying abroad also promotes global citizenship and workplace readiness. One study by Dr. Karen Hendershot, an expert in study abroad programming at Lehigh University, found that a majority of students who studied abroad identified their study abroad program to be their most important experience overall in college, and found that the most significant development of their global citizenship came through study abroad organized travel and experiences with other cultures.[1302] Learning how to interact with other cultures as a global citizen directly prepares students to lead international teams and understand foreign markets.

A. Employer Demand for International Experience

Employers increasingly demand graduates with intercultural skills, particularly in business sectors tied to new markets and international supply chains. According to the 2011 QS Global Employer Survey Report, responses from 100,000 hiring managers and CEOs in 116 nations revealed that 60% of respondents said they do "value an international study experience."[1303] The IIE found that 85% of study abroad alumni list their international experiences on resumes and 73%

[1298] Sanger, Jodi. n.d. "The Power of International Education." https://p.widencdn.net/yzmz1f/IIE-Centennial-Impact-Report.

[1299] World Economic Forum. n.d. "The Future of Jobs Report 2020." https://www.weforum.org/publications/the-future-of-jobs-report-2020/.

[1300] Farrugia, Christine, and Jodi Sanger. n.d. Gaining an Employment Edge: https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf

[1301] Farrugia, Christine, and Jodi Sanger. n.d. Gaining an Employment Edge: https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf

[1302] Hendershot, Karen and Jill Sperandio. 2009. "Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates." Current Issues in Comparative Education 12 (1). https://doi.org/10.52214/cice.v12i1.11439.

[1303] Molony, John, QS Quacquarelli Symonds, Ben Sowter, and Davina Potts. n.d. QS Global Employer Survey Report 201. https://content.qs.com/qs/qs-global-employer-survey-2011.pdf

of respondents discuss aspects of their study abroad experience during job interviews.[1304] Based on a survey of International Education of Students (IES) program alumni, 67% of study abroad alumni found their first job within 6 months of graduation.[1305] Study abroad experiences, especially those within business schools or supported by corporate internships, demonstrate a student's readiness to navigate unfamiliar environments that require quick adaptation.[1306] In an ever changing economy, these skills are extremely sought after by employers. The 2018 Quacquarelli Symonds (QS) study addressing the global skills gap found that employers prioritizing international experience in their hires were more satisfied with employee performance.[1307] The global skills gap is defined as the "global" skills that employers desire, and the "global" skills that employees actually possess. These global skills include multicultural communication and adaptability.[1308]

The demand for global competency is rising sharply. The U.S. Chamber of Commerce noted a growing skills gap between domestic educational training and global business needs, affirming that international exposure is becoming a baseline for leadership positions across sectors.[1309]

B. Economic Returns: Graduate Earnings and Job Placement

Studies generally show that studying abroad has a positive correlation with higher earnings in later jobs and more promotions. According to research conducted by IES, students who studied abroad earned an average of $7,000 more in starting salaries than the average for U.S. college graduates.[1310] 90% of students got into their first or second choice graduate school, allowing them to prepare for careers requiring more technical education.[1311] Another study by IES found that participants in study abroad programs were twice as likely to have been influenced by their study abroad to get a job overseas as compared to students who did not study abroad, three times as likely to have worked for a multinational organization in the U.S., and twice as likely to have worked in a private industry with a national component.[1312] A literature review by Dr. Nicolai Netz and Dr. Fine Cordua, two researchers at the German Center for Higher Education Research and Science Studies, suggested that studying abroad has a moderately positive effect on the salaries of introductory jobs, but this salary difference may vary based off of the education level required for

---

[1304] Farrugia, Christine, and Jodi Sanger. n.d. Gaining an Employment Edge: https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf

[1305] "Alumni Survey Results | IES Abroad." n.d. Accessed July 25, 2025. https://www.iesabroad.org/about/alumni-survey-results.

[1306] "Alumni Survey Results | IES Abroad." n.d. Accessed July 25, 2025. https://www.iesabroad.org/about/alumni-survey-results.

[1307] "The Global Skills Gap in the 21st Century - QS." n.d. Accessed July 25, 2025. https://www.qs.com/reports-whitepapers/the-global-skills-gap-in-the-21st-century/.

[1308] Hundrev, Izabelle "35+ Surprising Skills Gap Statistics in 2024," InStride, accessed July 29, 2025, https://www.instride.com/insights/skills-gap-statistics/.

[1309] "Workforce Development and Training." 2025. April 25. https://www.uschamberfoundation.org/solutions/workforce-development-and-training.

[1310] "Research Shows College Grads Who Study with IES Abroad Get Jobs Sooner & with Higher Salaries | IES Abroad." 2025. July 18. https://www.iesabroad.org/news/research-shows-college-grads-who-study-ies-abroad-get-jobs-sooner-higher-salaries.

[1311] "Research Shows College Grads Who Study with IES Abroad Get Jobs Sooner & with Higher Salaries | IES Abroad." 2025. July 18. https://www.iesabroad.org/news/research-shows-college-grads-who-study-ies-abroad-get-jobs-sooner-higher-salaries.

[1312] "How Study Abroad Shapes Global Careers." n.d. https://doi.org/10.1177/1028315308319740.

the job and industry.[1313] A study on the impact of study abroad on business students' career goals found that 86% of students said that studying abroad has a moderate to significant difference on their career plans, most usually prompting students to explore more international careers.[1314] Overall, studying abroad has proven to be a valuable experience that both improves the starting salary for graduates and the likelihood that graduates will be hired by employers in the future.

C. Marketable Skills in Employment

For businesspeople returning from study abroad experiences, the transfer of knowledge and education received can yield significant positive impacts on the development of their business in their home countries.[1315] A study testing the influence of education and knowledge transfer on 151 returnee entrepreneurs in Kosovo found that both transfer of knowledge and education received had a significant impact on business development outcomes.[1316] Regarding the impact of education, researchers found that education from study abroad experience brought skills of productivity and decision-malking, further allowing these entrepreneurs to accommodate business models to both their home communities and global markets; this was assessed via questionnaire, which yielded a Cronbach's alpha greater than the minimum threshold of 0.7.[1317] In turn, this allowed them to have a greater knowledge of new technologies and innovations, incentivizing these businesspeople to innovate and develop an advantage for their businesses' development.[1318] Similarly, a transfer of knowledge can be classified as social and human capital, including networking and foreign language skills, which increase the interactions of a business with global partners and technological developments.[1319]

One attractive feature of the problem solving skills that business students can develop from study abroad programs is the trait of unconventional problem solving, generating effective

---

[1313] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1314] Orahood, Tammy, Larisa Kruze, and Denise Easley Pearson. 2004. "The Impact of Study Abroad on Business Students' Career Goals." *Frontiers (Boston, Mass.)* 10 (1): 117–30. https://drive.google.com/file/d/159dKOdHgnOYTFUs-iXRbmMk72exUH80l/view?usp=sharing.

[1315] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1316] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1317]Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1318] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1319] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

solutions to address realistic situations.[1320] The first part of a study examining the development of problem-solving skills among business study abroad students surveyed a group of 96 MBA students at a U.S. business school in a situation where the students had to choose between whether they would choose tea (most unconventional) or business card holder (least unconventional) for a guest speaker's gift.[1321] Among those who studied abroad, the mean study abroad length was 9 months, and the initial study yielded preliminary evidence that linked study abroad participation with the development of unconventional solutions by choosing tea more frequently for study abroad alumni compared to their counterparts.[1322] In a follow-up study for 150 MBA students, who had an average study abroad experience of 8 months, the students were asked to choose a study abroad trip destination. Students' destination selection were rated for how "unconventional" based on cultural differences and experts' rating of how "typical" it would be for a similar institution to choose the destination.[1323] Researchers found strong support for the effect of studying abroad program participation on unconventional problem solving conducted by the business students who were former study abroad participants ($p < 0.10$).[1324] A limitation noted is students who participated in study abroad programs self-selected to participate in the program, meaning how unconventional or internationally-minded a student was could be also related to their inner behaviors and/or the study abroad program participation.[1325]

D. Job Market Outcomes for Business Students

The overall trend indicates students who participated in study abroad programs receive a moderately positive impact on their salaries for their careers.[1326] Due to an increase in various skills that may be attractive to employers, including increased human capital and cultural awareness, study abroad alumni have been found to find better job opportunities and more likely to transition to well-paying jobs in a lower amount of search time, which also minimizes their cost to search for and move between jobs.[1327] However, it's acknowledged that overall literature is difficult to standardized as different studies are based on different characterization factors, including different study abroad formats, students' degree levels, foreign language components,

---

[1320] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1321] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1322] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1323] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1324] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1325] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1326] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1327] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

and self-selection bias for internationally-driven students.[1328] For example, the study comparing 50 business students at Butler University's Lacy School of Business who studied abroad compared to 50 business students who didn't study abroad found that there was no significant difference between the averages of their starting salaries and how quickly these business students received promotions in their careers.[1329] Contrary to their original hypotheses that employers' value of international experience and cultural awareness skills would lead to improved career outcomes for study abroad students, the researcher cited a possible limitation of some graduate respondents as new members of the workforce during post-pandemic times.[1330] Therefore, during a time of increased virtual work, international experience would be more valued but not yet accounted for in measuring hiring pattern shifts.[1331]

A trend indicated by existing research is that students who participate in study abroad are more likely to pursue international careers, including jobs overseas or with an international focus. For example, a study surveying 231 junior and senior business students at Indiana University compared the job market outcomes of students who studied abroad compared to their peers who did not study abroad. Data was collected in a survey format, where career outcomes and aspirations were assessed through 28 open-ended and numbered (ranking level of interest) questions. 94% of study abroad respondents had interest or developed a strong interest in careers relating to international focus, and 83% had an interest or strong interest in working overseas compared to only 51% of non-study abroad students expressing the same level of interest. 58% of study abroad alumni were actively pursuing positions internationally, with one student noting an opportunity arising from study abroad: "Studying abroad in Europe has enabled me to expand the possibilities for internship locations this summer. Currently, I have taken an offer to intern for Volvo in Eskilstuna, Sweden. If I had not traveled abroad, I feel the chances of me obtaining this fortunate internship opportunity might not have been possible."

Returning to the study comparing 50 business students who graduated from Butler University and studied abroad compared to 50 of their counterparts who did not study abroad, researchers tested three additional hypotheses: students who studied abroad would be more interested in moving abroad, feel more prepared for business careers, and partake in more networking experiences.[1332] Students were surveyed on a scale of 1 to 7 regarding their likeliness to do the task indicated in each of 16 survey questions.[1333] Within the control group, which consisted of students who did not study abroad, none of the graduates indicated they pursued international careers; within the study abroad graduates, at least three now pursued careers with an international focus.[1334] The study found a significant difference that study abroad participants felt

---

[1328] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1329] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1330] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1331] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1332] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1333] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1334] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

more prepared to pursue business careers compared to their control group peers; however, there was no significant difference if the students were more likely to secure internships.[1335] Regarding the third hypothesis, there was a statistically significant difference, with study abroad alumni more likely to network ($p<0.0007$) and, via a second hypothesis, more likely to reach out to others on online platforms such as LinkedIN compared to their counterparts (68% compared to 50%).[1336]

E. Future Implications

It's important to note that one major limitation of the current literature and research regarding the impact of study abroad program participation on career outcomes of businesses students is difficult to standardize due to the being dependent on study-specific factors, including nature of the study abroad programs, time period since graduation, and the nature of the institution and its available resources to support students. Skills acquired from study abroad programs can be listed on applications and integrated into students' job searching process, including confidence, independence, cultural awareness, open-mindedness, problem-solving, and flexibility.[1337] Additionally, these skills can open up opportunities to be exposed to technological advancements and international connections which may lead to further business development and international business for study abroad alumni returning to their home communities.[1338] Researchers emphasize that the development of these skills and values are specifically through the cultural experiences of study abroad students and their host community, rather than simply the fact that the study abroad program is an international location.[1339] However, it's suggested students can receive additional support on how to integrate these skills, which they possibly developed during their study abroad experiences, into job opportunities and career searching.[1340] In other words, how can these skills be articulated into attractive workplace outcomes for employers evaluating their prospective employees?

[1335] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1336] Burgett, Madison M. 2022. "The Impact of Study Abroad as It Relates to Business Students' Career Paths." Butler University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses

[1337] Orahood, Tammy, Larisa Kruze, and Denise Easley Pearson. 2004. "The Impact of Study Abroad on Business Students' Career Goals." *Frontiers (Boston, Mass.)* 10 (1): 117–30. https://drive.google.com/file/d/159dKOdHgnOYTFUs-iXRbmMk72exUH80l/view?usp=sharing.

[1338] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1339] Heffron, S. & Maresco, P. A. 2014. "The value of international experiences for business students: Measuring business student attitudes toward study abroad." *Journal of International Students.* 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/

[1340] Orahood, Tammy, Larisa Kruze, and Denise Easley Pearson. 2004. "The Impact of Study Abroad on Business Students' Career Goals." *Frontiers (Boston, Mass.)* 10 (1): 117–30. https://drive.google.com/file/d/159dKOdHgnOYTFUs-iXRbmMk72exUH80l/view?usp=sharing.

SECTION VI: POLICY RECOMMENDATIONS

Policy Recommendation #1: Improve Advertising of Study Abroad Programs

A. Sub-recommendation #1: Establish a virtual engagement and peer mentorship program

a. Background

Study abroad programs develop intercultural fluency, communication skills, and adaptability traits that are increasingly valuable in a globalized workforce. However, access to many of these experiences remain limited due to financial, logistical, and academic constraints. First generation, low income, and under-represented students often lack mentorship, early exposure, and the financial means, while returning students often lack a structured space to share their experiences. Creating a model that combines virtual speaker events and peer mentorship can both broaden access and sustain engagement with international education across student populations.

b. Recommendation

Establish a virtual engagement and peer mentorship program that enables study abroad returnees to serve as trained peer advisors and panelists, functioning in two distinct parts:

1. **Virtual Speaker Series**: Returnees would be invited to participate to speak in virtual events where they share their personal experiences abroad with prospective students, highlighting academic, cultural, and emotional lessons[1341] with each returnee being mandated to complete at least one speaker event after returning to the United States.
2. **Peer Mentorship Network**: returnees would also be trained by program leaders by teaching them how to respond to conflict, and complete online modules from online resources as well as the 5 C framework: context, clarity, coordination, commitment, and capability, which would teach them to serve as one-on-one or group mentors for students preparing to go abroad, guiding them through the pre-departure process and reintegration upon return[1342] as a mentor they'd be required to have two meetings within an eight-week period in either group or one-on-one settings.

c. Evidence

1. Student storytelling and peer modeling increase program interest and perceived attainability, particularly among students from underrepresented backgrounds such as African American backgrounds[1343] [1344].
2. Virtual engagement formats are effective tools for promoting cross-cultural learning. A 2023 study found that 90% of students in virtual exchange programs reported increased intercultural competence, and 82% reported a higher interest in studying abroad after

---

[1341] Virtual Exchange Impact and Learning Report, accessed August 3, 2025, https://www.stevensinitiative.org/wp-content/uploads/2023/02/2023-Virtual-Exchange-Impact-and-Learning-Report.pdf.

[1342] Audrey Murrell, "Peer Mentoring and the Importance of Identity Work: A Case Study on Increasing Study Abroad Participation among African American Students," Frontiers, accessed August 3, 2025, https://frontiersjournal.org/index.php/Frontiers/article/view/786.

[1343] Audrey Murrell, "Peer Mentoring and the Importance of Identity Work: A Case Study on Increasing Study Abroad Participation among African American Students," Frontiers, accessed August 3, 2025, https://frontiersjournal.org/index.php/Frontiers/article/view/786.

[1344] Virtual Exchange Impact and Learning Report, accessed August 3, 2025, https://www.stevensinitiative.org/wp-content/uploads/2023/02/2023-Virtual-Exchange-Impact-and-Learning-Report.pdf.

exposure to peer experiences[1345] additionally, virtual reality (VR) exchange and cultural programs were shown to be effective[1346].

3. Peer mentorship has also been proven to broadly improve college persistence, engagement, and sense of belonging, especially when mentees identify with their mentors in terms of background or identity[1347] [1348].

d. Considerations for Implementation

- Platforms for hosting: Events can be hosted through university networks, national networks such as NAFSA: Association of International Educators, or regional educational boards. Meetings could also be archived and searchable to increase visibility/access.
- Mentor training: Mentors should receive trauma-informed support, and logistical advising.
- Incentives/funding: Mentors and speakers could be compensated through stipends, recognition programs, or academic credit.
- Virtual programs would and should serve as exposure and access-expansion tools not as replacements for in-person experiences. They must be framed as steps on a pathway, not an endpoint.

B. Sub-Recommendation #2: GPA and Success Publication

a. Background

Transparency around study abroad outcomes is currently limited despite evidence that participation correlates with student success. Research shows that students who study abroad exhibit higher cumulative grade point averages, faster graduation timelines, and improved career readiness [1349] [1350]. Additionally these affects our exacerbated when applied to underrepresented and first generation students [1351] [1352]. However, if institutions publicly report comparative data on graduation rates, GPA outcomes, and post graduation career attainment for study abroad participants versus non-participants, standardizing this reporting would allow prospective students, advisors, and policymakers to better assess the tangible benefits of the participation beyond research.

b. Recommendation

Mandate that colleges and universities publish annual metrics using a standardized dashboard template:

[1345] Virtual Exchange Impact and Learning Report, accessed August 3, 2025, https://www.stevensinitiative.org/wp-content/uploads/2023/02/2023-Virtual-Exchange-Impact-and-Learning-Report.pdf.

[1346] ODU, accessed August 3, 2025, https://digitalcommons.odu.edu/cgi/viewcontent.cgi?params=/context/ece_etds/article/1129/&path_info=Starsman_3090826.pdf.

[1347] "Apa PsycNet," American Psychological Association, accessed August 3, 2025, https://psycnet.apa.org/record/2008-00210-005.

[1348] Richmond Nti, "Peer Mentorship: A Lifeline for International Students Navigating Success and Growth," Home, accessed August 3, 2025, https://naspa.org/blog/peer-mentorship-a-lifeline-for-international-students-navigating-success-and-growth.

[1349] "Independent Research Measuring the Impact of Study Abroad," NAFSA, accessed August 3, 2025, https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad.

[1350] "Independent Research Measuring the Impact of Study Abroad," NAFSA, accessed August 3, 2025, https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad.

[1351] "Independent Research Measuring the Impact of Study Abroad," NAFSA, accessed August 3, 2025, https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad.

[1352] Jodi Malmgren and James Galvin, "Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities.," NACADA Journal, November 30, 2007, https://eric.ed.gov/?id=EJ802475.

1. Study abroad participation rates (e.g. percent of undergraduates who go abroad).
2. Comparisons of graduation rates (4-year and 6-year) for participants versus non-participants.
3. Average cumulative GPA at graduation for both groups.
4. Career outcomes including post-graduation employment rates, time to job placement, and graduate school admission rates.

c. Evidence

1. A 2022 study with The Consortium for Analysis of Student Success through International Education (CASSIE) analyzed 221,981 students across 35 institutions, matching over 30,000 study abroad participants. The conclusions showed that studying abroad is associated with higher cumulative GPAs, increased likelihood of graduating within 4 or 6 years, and no delay in time-to-degree even when controlling for background characteristics[1353] [1354] [1355].
2. A 2008 study found that study-abroad participants, especially underprepared and at-risk students, graduated at higher rates than similar peers[1356]

d. Considerations for implamentation

- Template Design: Institutions should adopt a uniform dashboard template, drawing on standards like the Common Data Set (CDS)[1357].
- Continuous Improvement: Institutions should periodically evaluate whether transparent data influences student choice, advising practices, and program expansion, adjusting as needed.
- Strengthening alumni relations post-study abroad to continuously collect data.

C. Sub-recommendation 3: Advertising Student Advising Appointments

a. Background

Despite growing institutional investment in study abroad programs, many students, particularly those in STEM disciplines, first-generation college students (FGLI), and those from low-income backgrounds, remain unaware of advising resources or unsure how study abroad fits within their academic trajectory.[1358] These students often face compounded barriers: rigid course sequences, lack of culturally responsive advising, and limited family knowledge of global

---

[1353] Rachana Bhatt et al., "Education Abroad and College Completion - Research in Higher Education," SpringerLink, January 14, 2022, https://link.springer.com/article/10.1007/s11162-022-09673-z?

[1354] Jodi Malmgren and James Galvin, "Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities.," NACADA Journal, November 30, 2007, https://eric.ed.gov/?id=EJ802475.

[1355] "Independent Research Measuring the Impact of Study Abroad," NAFSA, accessed August 3, 2025, https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad.

[1356] Jodi Malmgren and James Galvin, "Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities.," NACADA Journal, November 30, 2007, https://eric.ed.gov/?id=EJ802475.

[1357] Common data set 2024-2025 CDS-a page 1, accessed August 3, 2025, https://bpb-us-e1.wpmucdn.com/sites.harvard.edu/dist/6/210/files/2025/06/HarvardUniversity_CDS_2024-2025.pdf.

[1358] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

education benefits.[1359] Parental hesitation and misconceptions can further deter participation, especially in communities where studying abroad is not a familiar pathway.[1360]

b. Recommendation

Universities should launch a coordinated campaign to advertise one-on-one study abroad advising appointments, both virtually and in-person, using student-centered messaging and inclusive outreach methods. This should include:

1. Targeted outreach to STEM majors, FGLI students, and their families through departmental newsletters, introductory STEM courses, orientation sessions, and campus resource centers.
2. Culturally competent advising, including multilingual appointment descriptions and sessions with advisors trained in supporting students navigating family or financial concerns.
3. Family-facing materials (e.g., webinars, translated brochures, video testimonials) that clearly explain safety, academic, and financial structures of study abroad programs sent from each host institution.

c. Evidence

A 2023 Journal of International Students article found that proactive outreach and early advising were key predictors of study abroad participation among first-generation and STEM students, especially when students received personalized guidance on academic compatibility and financial planning.[1361]

Another study in the Journal of College Student Development emphasized that students with access to culturally responsive advisors were significantly more likely to report confidence in their ability to study abroad and to navigate institutional processes.[1362] Advising plays a pivotal role in either reinforcing or disrupting access disparities in study abroad. Many underrepresented students, particularly FGLI and students of color, report feeling that advising centers are primarily geared toward white, affluent students. Students described feeling "unwelcome" or "underprepared" for meetings with study abroad offices, especially when they lacked prior exposure to international education through family or peers. This perception has consequences.[1363] The report finds that when advising is not framed in culturally responsive or identity-affirming ways, it exacerbates the very inequities institutions claim to address.[1364] Conversely, students who

---

[1359] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[1360] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[1361] Supporting Pathways for First-Generation Students to Study Abroad, First Gen Forward, https://www.firstgenforward.org/reports/supporting-pathways-for-first-generation-students-to-study-abroad

[1362] Van Jura, Matt, and Katy Priesto. 2016. "Navigating College with MAAPS: Students' Perceptions of a Proactive Advising Approach." Eric: The University of Ohio https://drive.google.com/file/d/1npnNMWX4vg-5Wk76ApYTUyJvz0XGBiJP/view?usp=sharing.

[1363] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[1364] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

encountered relatable peer mentors or advisors who normalized their anxieties about going abroad were significantly more likely to begin planning their participation earlier and follow through with applications.[1365] In STEM specifically, the rigidity of course sequences creates structural barriers that make early advising essential. Without timely, major-specific guidance, students perceive studying abroad as academically risky. One interviewee in the study noted they "assumed STEM students couldn't go abroad" until an advisor specifically helped them plan around lab requirements .[1366]

d. Considerations for Implementation

- Partnerships with STEM faculty and FGLI student services: Co-host short advising presentations during introductory STEM lectures, FGLI community events, or major declaration sessions.
- Visibility campaign: Promote advising appointments through digital signage, student portals, and campus newsletters, using identity-representative imagery and peer quotes.
- Multilingual and first-gen friendly: Ensure appointment materials include clear definitions, translated resources, and FAQs geared toward families unfamiliar with study abroad.
- Early timeline: Emphasize the importance of meeting with an advisor in first or second year to map courses around study abroad plans.

Policy Recommendation #2: Create More Robust Grants for Study Abroad

A. Motivation

Despite the growing popularity of study abroad programs in the U.S., access remains deeply unequal. Racial, socioeconomic, academic, and disciplinary disparities limit key opportunities for many students. Expanding grant funding can help level the playing field by reducing financial barriers, encouraging longer and more meaningful global experiences, and supporting students from historically underrepresented backgrounds who might otherwise be excluded from studying abroad. Furthermore, highly regarded international fellowships have recently come under attack by elected officials, and the funding for these fellowships is in jeopardy. Granting non-governmental funding for these fellowships will ensure their endurance regardless of political whims.

a. Racial Barriers

White students are 1.25 times more likely to study abroad than their overall college representation would suggest, while Black students are underrepresented by a factor of over 3.5.[1367] Historically, study abroad has been exclusive to richer, European families, though progress to expand access to study abroad had improved pre-pandemic: between 2000 and 2019, white students' proportion in the study abroad population dropped from 84.3% to 70%, while Black students' proportion increased from 3.5% to 5.5%, Hispanic student representation increased 5.4%

[1365] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[1366] Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing

[1367] Simon, Jennifer, and James W. Ainsworth. "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital." ISRN Education 2012 (December 26, 2012): 1–21. https://drive.google.com/file/d/1FxduSFSlkIp9RFyyNayfqybTPYqkD0mH/view?usp=sharing.

to 10.6%, and Asian student representation increased from 5.4% to 8.6%.[1368] By 2019, Asian students were slightly overrepresented at 1.2 times their share of overall college enrollment.[1369] However, the pandemic may have reversed these gains, particularly for Black and low-income students, who often opt out due to health risks and limited access to care.[1370]

b. Eurocentric Status Quo

Since 2000, more than half of all U.S. study abroad students have chosen programs in Europe, with roughly 60% choosing programs in Europe in 2000, 55% in 2010, and over 70% in 2021, growing since the COVID-19 pandemic.[1371] Many American students are drawn to studying in Europe due to a romanticized image of the region, often viewing it as an idealized destination and an "amalgam of decadence."[1372]

c. Socioeconomic Barriers

Student financial status and institutional support play a large role in study abroad participation.[1373] Financial constraints such as high student loan debt and limited grant access are strongly associated with lower participation in study abroad programs.[1374] Socioeconomic status also intersects with other demographic factors; first-generation college students, who are more likely to come from low-income backgrounds, study abroad at roughly half the rate as their peers who are not the first in their family to attend college[1375] First-generation students are also much more likely to belong to a racial minority than other continuing-generation students, further decreasing the likelihood that they will participate in study abroad programs.[1376]

Barriers go beyond finances: 70% of students of color and first-generation students report not knowing where to begin when it comes to being involved in study abroad as opposed to

---

[1368] Digest of Education Statistics. "Number of U.S. Students Studying Abroad and Percentage Distribution, by Sex, Race/Ethnicity, and Other Selected Characteristics: Selected Years, 2000-01 through 2019–20." National Center for Education Statistics, 2021. https://nces.ed.gov/programs/digest/d21/tables/dt21_310.10.asp.

[1369] Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.

[1370] Basterretxea Santiso, Gorka, and Cristina Sanz. "Perspectives and Motives Involved in Study Abroad: COVID, Race and SES." L2 Journal 15, no. 2 (February 10, 2023). https://drive.google.com/file/d/14guihL0BDaEV0p-3Ggj6xRwzQgJvae19/view?usp=sharing.

[1371] Robinson, Stephen, Kelly Bohan, Julia Carnine, and Ariadne Ferro. "U.S. Study Abroad: The View from Europe." Frontiers: The Interdisciplinary Journal of Study Abroad 37, no. 1 (January 30, 2025): i–xxvii. https://drive.google.com/file/d/1yYZ7akPKVXKk9RoIV5Eow3yF9LEndhA7/view?usp=sharing.

[1372] Woolf, Michael. "The Baggage They Carry: Study Abroad and the Construction of 'Europe' in the American Mind." Frontiers: The Interdisciplinary Journal of Study Abroad 21, no. 1 (August 15, 2011): 289–309. https://drive.google.com/file/d/17hRDgsyBbIWm4A3OeQYZW40vAIJVFzQ7/view?usp=sharing.

[1373] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[1374] Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (November 2017): 431–49. https://drive.google.com/file/d/1cx7aLPMhV7vDT0WyiTvUR11LfFcZB3fX/view?usp=sharing.

[1375] "First-Generation College Graduates' Participation in Extracurricular and Co-Curricular Activities as Undergraduate Students." Center for First-Generation Student Success, 2019. https://46502496.fs1.hubspotusercontent-na1.net/hubfs/46502496/FGF%20Fact%20Sheets/First-generation%20College%20Graduates%E2%80%99%20Participation%20in%20Extracurricular%20and%20Co-curricular%20Activities%20as%20Undergraduate%20Students.pdf.

[1376] Redford, Jeremy, and Kathleen Mulvaney Hoyer. "First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences." Stats in Brief. National Center for Education Statistics, 2017. https://nces.ed.gov/pubs2018/2018009.pdf.

only 30% reporting they feel uncomfortable with the idea.[1377] Along with confidence, cost was cited as a factor in aversion to study abroad by 75% of students of color and 77% of first generation students.[1378]

d. Length of Study Abroad

Longer study abroad terms (usually full-year terms) are shown to provide greater personal and professional development. In one major study, it was discovered that full-year study abroad students were more likely to open up to an interest in learning about another culture or language, be influenced to get a job overseas, seek a greater diversity of friends, and develop a more culturally accepting and intercultural outlook on the world and personal interactions.[1379] Another study using the Intercultural Development Inventory found that semester-long study abroad participants gained over twice the intercultural competence points as short-term students.[1380] Yet, longer trips are most accessible to wealthy and prepared students. Data from the 2003-2004 National Survey of Student Engagement showed that students with higher parental income, stronger high school academic preparation and prior international experience were disproportionately more likely to choose longer durations of study abroad.[1381] For example, students with family incomes exceeding $100,000 were over twice as likely to study abroad for a semester or more than those with incomes under $50,000.[1382]

e. Disparities between STEM and Humanities Students

In 2022-2023, only 8.2% of study abroad participants had physical and life sciences as their field of study, and 6.1% were studying within the health professions.[1383] By contrast, students in business (21%) or the social sciences (17.7%) were far more likely to study abroad. This disciplinary gap is shaped in part by course flexibility and funding availability.

B. Policy Recommendation

a. Expand Grants to Students

i. FGLI Students, Rural Students, Minority Students

NAFSA: Association of International Educators should invest in grant-based programs for underrepresented groups including First Generation Low-Income students, students hailing from rural institutions, and minority students. By eliciting the support of partner institutions

---

[1377] Tracy-Ventura, Nicole, et al. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.

[1378] Tracy-Ventura, Nicole, et al. "Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA." Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.

[1379] Dwyer, Mary M. 2004. "More Is Better: The Impact of Study Abroad Program Duration." Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.

[1380] Michael Vande Berg, Mark Connor-Linton, and R. Michael Paige, "The Georgetown Consortium Project: Interventions for Student Learning Abroad," Frontiers: The Interdisciplinary Journal of Study Abroad 18 (2009): 1–75.

[1381] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.

[1382] Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.

[1383] "IIE Open Doors / Fast Facts." n.d. IIE Open Doors / Fast Facts. https://opendoorsdata.org/fact_sheets/fast-facts/.

and state governments, a Equity Abroad Grant Program can be accomplished despite the scaling back of financial support from the Department of Education. This program would be done as a pilot model in states so outside partners, local universities, and state governments can fund study abroad opportunities for students in their constituency. Grants would be offered on a sliding scale depending on the basis of student financial need and the length of program, with higher investment in long term programs given stronger immersive benefits. Eligibility for grants can be determined by Pell Grant status and estimated financial contribution at a defined income threshold in order to maintain the financial aid carried abroad.

Similarly, rural and racial/ethnic minority students would apply for grants under a merit-based application system with the inclusion of socio-economic status as a factor for selection. If NAFSA is able to partner with community colleges, Minority Serving Institutions (MSIs) and Historically Black Colleges and Universities (HBCUs), the financial and social reach of the program will allow for tailored support and impact. These partner institutions would identify ideal students for the grant, as well as facilitate the marketing and advising of the financial process of studying abroad. Given the proximity and relational awareness of our ideal community of impact, these partnerships will not only strengthen this endeavour but also expand for strategic growth. By investing in underrepresented students, study abroad participation will increase for these groups, thus contributing to stronger graduation rates, student satisfaction, and global competency with even stronger metrics of diversity and inclusion. Given funding and governmental support constraints, it is recommended to start with a pilot program at a sample of institutions that are willing to economically support the endeavors, potentially in states with higher education budgets and larger minority populations including Texas, California, Georgia, and Mississippi to name a few.[1384] From the success of these programs, the scalability of grant programs can be tailored to NAFSA or partner institutions' priorities as the landscape of studying abroad changes.

ii. Microgrants for Passports and Visas

Undergraduate students choosing to study abroad often face economic challenges when it comes to obtaining passports, visas, and travel documents. These smaller, incidental costs often add up for students who face existing financial difficulties and may be studying abroad on full scholarship. Therefore, NAFSA can be particularly impactful by sponsoring a federally funded micro-grant program that targets students at public colleges and rural institutions. These grants may be small ($250-$1,000) and used flexibly for travel costs, passport fees, etc. Students feel blocked by small, upfront costs rather than full program costs which presents a unique opportunity to uplift students throughout the study abroad process. Moreover, sponsoring institutions should provide mentorship and accessible help centers for students unfamiliar with the foreign travel process, including assistance through the visa application process and for obtaining a passport, necessary vaccinations, etc. This investment can be done at the university level through NAFSA school partnerships who already have study abroad departments and dedicated staff. By relieving the pressure of travel processes and expenses, a diverse set of students will be able to attend programs abroad, in turn gaining vital life experience and returning with a capacity to impact their home institution.

b. Provide Grants for Program Development

i. Fellowship and Non-Europe Programs

[1384] David A. Tandberg and Sophia A. Laderman , "Evaluating State Funding Effort for Higher Education," Midwestern Higher Education Compact, June 2018, 1–16, https://drive.google.com/file/d/1rWYeqL2M3V0NzvSDenOS5YjCbF2MyzMR/view?usp=sharing.

In the absence of government funding, programs such as the State Department Critical Language Scholarship and Fulbright Program among others are in jeopardy. Outside grants and the development of supplementary programs are necessary avenues for maintaining accessibility to such important study abroad opportunities. A long term avenue for NAFSA investment is funding fellowship programs similar to those stated above with the emphasis on global competency and diverse learning opportunities, particularly expanding outside of the traditional European destinations. US universities, study abroad companies, and international education partners such as NAFSA are encouraged to fill the gap in government funding for fellowship opportunities. In partnership with a pilot institution, NAFSA could sponsor a Fellowship-Based Program with a cohort-based model to test the strength of intercultural exchange and curriculum modules, with the hope of replicating the model in other universities. These cohorts could be trips of 15-30 students from an identified university to pilot this initiative before expanding to wide-scale federal fellowships. Target regions include Latin America & the Caribbean, Sub-Saharan Africa, Southeast & South Asia, and the Middle East/North Africa (MENA). Funding for this program can come from university contributions, the Federal Fund for the Improvement of Postsecondary Education, Title VI for language based programs, and private sources such as corporate social responsibility programs and foundations. While this may be a costly initiative, it is nevertheless timely and extremely impactful for the longevity of study abroad programs.

ii. STEM-Focused Programs

An interesting area of investment is in STEM study abroad programs, as many undergraduate students feel they cannot take time away from their academics to study abroad. Grants could be awarded to existing study abroad providers to expand into STEM-specific programs, as well as awarding university funding to develop exchange programs that would be for STEM majors. Such programs would be funded with the purpose of having home staff equipped to teach courses in line with STEM majors' requirements. Some program design considerations for NAFSA and sponsoring institutions are having short-term faculty-led programs with an applied focus such as climate studies, biomedical research, public health, engineering design, etc. in order to align with the intended career fields of the participants. In addition, programs could include research-based exchanges or internships in global innovation hubs including Singapore, Kenya, Germany, Brazil as potential destinations for these new programs. This form of programmatic development grant is a mechanism to increase the academic diversity of study abroad participants, thus expanding alumni impact and the economic exchange generated by international study.

C. Evidence

a. Effectiveness of Grants on Study Abroad Participation

As noted above, students from underrepresented socioeconomic, regional and racial backgrounds tend to participate at lower rates in study abroad programs. The provision of grants can significantly increase study abroad participation. For every US$1,000 increase in need-based grant funding, students are approximately 23% more likely to study abroad.[1385] Additionally, the same increase in non-need-based grant funding increases a student's likelihood of study abroad participation by approximately 29%.[1386] Low-income students in particular were 50% to 71% more

[1385] Melissa Whatley, "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns," *Journal of Studies in International Education* 21, no. 5 (2017): 431–49. https://drive.google.com/file/d/1i7sAALPXll3VfDH8efjorlJB83NQSrgG/view?usp=sharing.

[1386] Whatley, "Financing Study Abroad." https://drive.google.com/file/d/1i7sAALPXll3VfDH8efjorlJB83NQSrgG/view?usp=sharing.

likely to study abroad if they received need based grant aid.[1387] Grants are significantly more effective than need-based loans, as for every US$1,000 increase in need-based loans, students are approximately 18% more likely to study abroad, compared to the 23% and 29% increase with grant funding.[1388] Thus, providing grants to students from underrepresented backgrounds (e.g. FGLI, racial minority, and rural students), can serve as an effective solution to increasing study abroad participation for these groups and decreasing demographic disparities. Furthermore, they can aid students in participating in long-term study abroad programs which, as mentioned above, have enhanced benefits for students when compared to short-term programs.

b. Impact of Grants on Programs

Grants can also significantly impact the ability of programs to expand and, in some cases, even exist. For instance, the Fulbright Program's primary source of funding is an annual appropriation by the U.S. Congress to the U.S. Department of State's Bureau of Educational and Cultural Affairs, averaging around US$288 million per fiscal year.[1389] However, recent actions by the Trump administration have put this funding in jeopardy. On May 2, 2025, the Trump administration submitted a discretionary budget for FY2026 that included a 93% decrease in funding for Educational and Cultural Exchange, including the Fulbright Program.[1390] While the funding for the Fulbright Program has not been revoked yet, the future of the program is uncertain. Grants independent from the U.S. government would allow the Fulbright Program and other international fellowships to resist attacks to funding as well as expand their operations.

D. Consideration for Implementation

Implementing a federal grant equity program for students and programs requires immense financial and political support as well as strategic alliances between private and public stakeholders. One thing to consider is the source of funding for the grants, as current political tensions make it difficult to rely on government sources and many academic institutions are reluctant to invest in education as it is currently under public scrutiny. Therefore, this policy solution hinges on coalition building and alliance formation to get the support of actors such as state-level education departments, public and private institutions, study abroad providers, and foreign-exchange partners. Furthermore, current threats to international students and visa channels pose a limitation to the implementation of travel grants and support, as without access to passports and travel documentation, there would be no need for grants if students are unable to participate in programs. These social, economic, and political considerations present an interesting landscape for NAFSA's work in the study abroad space, as cooperation from academic institutions and economic organizations is crucial to the success of this policy solution. Ideally, grant programs can be piloted at a university or foundation level before expanding to a Federal Equity Abroad Grant Program sponsored by government departments in the next ten years.

Policy Recommendation #3: Provide Job Support to Study Abroad Participants

A. Background/Motivations

[1387] Adelia Pope, "Equitable Study Abroad Fee Policies: History, Literature, and Recommendations," *Frontiers: The Interdisciplinary Journal of Study Abroad* 35, no. 3 (2023): 3. https://drive.google.com/file/d/1nhK4u2Emugwf7jXBq8pSaCSN4qonWfe0/view?usp=drive_link.

[1388] Whatley, "Financing Study Abroad." https://drive.google.com/file/d/1i7sAALPXll3VfDH8efjorlJB83NQSrgG/view?usp=sharing.

[1389] "Funding and Administration | Bureau of Educational and Cultural Affairs," Bureau of Educational and Cultural Affairs, accessed August 1, 2025, https://eca.state.gov/fulbright/about-fulbright/funding-and-administration.

[1390] "Fulbright Program Status," Fulbright.Org, accessed August 1, 2025, https://fulbright.org/status.

With the growth of an increasingly globalized economy between international businesses, including international trades and mergers, an individual's personal desire and ability for cultural interaction have in turn evolved to be necessities for cross-cultural interaction within professional contexts.[1391] For example, study abroad programs, even those of a short-term length, have been shown to increase the self-efficacy and intrinsic motivation of students to pursue further foreign language study at their institution upon returning, especially for underclassmen students participating in these programs earlier in their academic careers.[1392] [1393] Upperclassmen can be intrinsically motivated to engage in classes and research projects focusing on cultural awareness.[1394] Other studies have shown how study abroad programs can build the worldmindedness of study abroad alumni, also known as a measurement of how receptive students are to alternative perspectives.[1395] Study abroad builds students' innovation skills beyond their comfortable contexts, and their problem-solving skills may improve navigating unfamiliar environments and situations.[1396] [1397] Researchers found greater skills of productivity and decision-malking post-study abroad due to knowledge transfer and education attained, in turn assisting returning entrepreneurs from Kosovo to adjust to home and global markets, which was assessed via questionnaire and yielded a Cronbach's alpha greater than the minimum threshold of 0.7.[1398] For example, one study asked 150 business students to select a new study abroad location for their business program, and their destination choices were rated based on how "unconventional" a destination was based on culture and past selection trends.[1399] Researchers found strong support among business students who were study abroad alumni for their unconventional problem solving

---

[1391] Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

[1392] Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing

[1393] Ingram, Mark. 2005. "Recasting the Foreign Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing

[1394] Gorka, Barbara, and Richard Niesenbaum. 2001. "Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish." *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing

[1395] Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. "Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis." *Journal of Teaching in International Business* 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.

[1396] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1397] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1398] Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. "Impact of Returnee Entrepreneurs' Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad." *Journal of Enterprising Communities People and Places in the Global Economy* 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing

[1399] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

skills via destination-selection compared to their business student counterparts who did not study abroad.[1400] In a World Economic Forum survey, employers consistently rated critical thinking, problem-solving, and self-management as valuable for their prospective employees. These skills are often associated and developed through study abroad programs since students, throughout the unfamiliar environments of international host locations, must learn to navigate new situations, develop independence, and simultaneously manage their academic progress and cultural development — skills which are also often encountered within dynamic professional environments.[1401] Some researchers have found that students consistently relate the significant development of their global citizenship and cultural awareness with their participation in study abroad programs.[1402] Researchers specify students develop these skills, especially cultural awareness and global citizenship, through immersing themselves through interactions with the cultural community and their host institution, rather than simply being physically present in an international location.[1403] Within leadership positions, international experience is becoming increasingly attractive to synthesize students' education with a globalized economy and international business.[1404]

B. Recommendation

A review of current literature measuring the impact of study abroad on students' economic outcomes with the job market found studying abroad had a moderate positive impact on students' salaries.[1405] Therefore, to maximize the impact of study abroad programs, students can receive further institutional support (upon the completion of study abroad) of how to translate and utilize these skills within career searches, especially for professions that have more international connections or become more globalized. This support system can be developed in the form of dedicated staff at home institutions to instruct and guide students through developing interview skills and resume formatting as well as incorporating the skills and experiences from study abroad programs for presentation to prospective employers through the job application process. Alumni networks, connecting study abroad alumni to recent graduates, can help provide additional support on how to integrate the skills developed from studying abroad, which are highly attractive and valued by employers, into professional experiences, possibly in careers focusing on global issues or even in international locations.

C. Evidence

In the review of current literature, a reason suggested for why study abroad alumni may have higher salaries includes that they'll be more likely to find, or eventually transition to, well-paying jobs within shorter time frames for their job searches, possibly due to the marketability

---

[1400] Cho, Jaee, and Michael W. Morris. 2015. "Cultural Study and Problem-solving Gains: Effects of Study Abroad, Openness, and Choice: Cultural Study and Creativity." *Journal of Organizational Behavior* 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

[1401] "Alumni Survey Results | IES Abroad." n.d. Accessed July 25, 2025. https://www.iesabroad.org/about/alumni-survey-results.

[1402] Hendershot, Karen and Jill Sperandio. 2009. "Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates." Current Issues in Comparative Education 12 (1). https://drive.google.com/file/d/1ImUWth2ihF57JlWgQS1IRMOKvcOwxURx/view?usp=drive_link

[1403] Heffron, S. & Maresco, P. A. 2014. "The value of international experiences for business students: Measuring business student attitudes toward study abroad." *Journal of International Students.* 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/

[1404] "Workforce Development and Training." 2025. April 25. https://www.uschamberfoundation.org/solutions/workforce-development-and-training.

[1405] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

of their skills.[1406] However, the same study noted a need for students to receive further assistance on how to translate their study abroad experiences and skill development into presentable experiences within their job searching, including interviews and resumes.[1407]

Half of respondents for a survey conducted by an Institute of International Education study believed their study abroad and international experience assisted them in finding and securing a professional opportunity at least once throughout their career. [1408] The overall conclusion stated that students believe the skills they developed during study abroad became relevant for their professional outcomes, "…where communication, interpersonal skills, and the ability to understand and work with difference were key criteria for promotion."[1409] Another finding was that students who participated in longer term study abroad programs were more likely to associate a job opportunity or professional promotion with having international experience (68%), compared to the 43% of short-term study abroad students who shared the same belief — including 47% of study abroad alumni within the STEM fields.[1410] One study found that 83% of study abroad alumni add their programs to their resume, and 73% discuss study abroad in interviews.[1411] In a study that interviewed employers, 7 out of 11 employers reported their hiring process considered a students' experience in study abroad as a factor for employment, due to their beliefs of how these programs developed global citizenship and openmindedness skills essential to their workplace environment. [1412] In particular, some recruiters even specified they were more likely to select candidates who were study abroad alumni compared to their undergraduate counterparts who did not have the same international experience. [1413] 60% of 100,000 hiring managers and CEOs in 116 nations do "value an international study experience," according to the 2011 QS Global Employer Survey Report.[1414]

In particular, in one study about Soka University of America, an institution that mandates its students to complete one semester abroad for its foreign language graduation requirements, found that its alumni may be influenced by their study abroad international experience to pursue career opportunities in non-governmental organizations and supporting marginalized

---

[1406] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1407] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1408] Farrugia, Christine, and Jodi Sanger. n.d. "The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States." Iie.org. https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.

[1409] Farrugia, Christine, and Jodi Sanger. n.d. "The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States." Iie.org. https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.

[1410] Farrugia, Christine, and Jodi Sanger. n.d. Gaining an Employment Edge: https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf

[1411] Farrugia, Christine, and Jodi Sanger. n.d. Gaining an Employment Edge: https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf

[1412] Harder, A., A. Andenoro, T.G. Roberts, N. Stedman, M. Newberry, S.J. Parker, and M.T. Rodriguez. "Does Study Abroad Increase Employability?" *NACTA Journal* 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.

[1413] Harder, A., A. Andenoro, T.G. Roberts, N. Stedman, M. Newberry, S.J. Parker, and M.T. Rodriguez. "Does Study Abroad Increase Employability?" *NACTA Journal* 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.

[1414] Molony, John, QS Quacquarelli Symonds, Ben Sowter, and Davina Potts. n.d. QS Global Employer Survey Report 201. https://content.qs.com/qs/qs-global-employer-survey-2011.pdf

communities.[1415] Furthermore, from 2005-2019, a range of 53-83% of total Soka University of America students pursued graduate study in arts and sciences, prominently in economics, international relations, public/global affairs, and East Asian language and culture.[1416] The growth in graduate study and the pursuit of professional opportunities relating to international issues presents the opportunities for these professional alumni to connect with recent study abroad alumni and may demonstrate examples of how these alumni networks may assist recent study abroad graduates for translating their interest in global citizenship into further educational pathways and globally-minded career opportunities.

D. Considerations for Implementation

Currently, available data regarding the impact of study abroad programs on job outcomes, including career status, salaries, and promotion rates, are limited and lack standardization due to the individual nature of each study.[1417] When reviewing the vast current literature for a trend of the impact of study abroad on the job outcomes of alumni, researchers noted that different studies are based on different characteristics, ranging from students' self-selection due to international status, type of degree program, and foreign language components.[1418] Therefore, standardizing collection processes for career outcome data, such as salaries, promotions, and unemployment rates for study abroad alumni, sets the foundation for comparisons between majors and institutions and assessments of the differences on the job market and career outcomes between students who did or did not participate in study abroad. Standardized data will help to continue assessments of the general impacts of study abroad programs on its alumni's salaries and professional opportunities, as well as provide data for studies to assess the effectiveness of implementing career support and alumni networks on study abroad alumni's economic outcomes within professional environments.

1. Creating alumni networks for study abroad alumni between professional and recent study abroad alumni as a mentorship support system
    a. Opens up potential international career experiences for alumni to consider, including at NGOs and other organizations focusing on global issues, international business, or marginalized communities
    b. Facilitates discussion and mentorship on how to integrate study abroad skills
2. Providing career development and support for study abroad alumni
    a. Help alumni articulate how their study abroad experience translates into values and skills that employers value
    b. Receive further institutional support (upon the completion of study abroad) of how to translate and utilize these skills within career searches, especially fields that have more international connections or become more globalized

---

[1415] Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." *GiLE Journal of Skills Development* 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113

[1416] Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

[1417] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

[1418] Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." *Journal of International Students* 11 (4). https://d-nb.info/1365025152/34

c. Dedicating staff at home institutions to support students in developing interview skills and resume formatting, incorporating the skills and experiences from study abroad programs for presentation to prospective employers

3. Standardizing data collection of economic outcomes for study abroad alumni, including salaries, promotions, and other measurements of career and professional progress
    a. Supports further research by creating methods of standardization for study abroad outcome data
    b. Continue assessments of the general impacts of study abroad programs on its alumni's salaries and professional opportunities
    c. Continue studies to assess the effectiveness of implementing career support and alumni networks on study abroad alumni's economic outcomes within professional environments.
    d. Helps students to understand the advantages of studying abroad

Policy Recommendation #4: Invest in Study Abroad Faculty

A. Sub-Recommendation 1: Develop, distribute, and train directors and faculty on curriculum that centers intercultural competence.
    a. Background

    Study abroad directors and faculty often lack holistic training in facilitating intercultural interactions, leading to avoidable friction between students and host cultures. Katie DeGuzman, a dean and director for education abroad at Dickinson College, conducted a recent case study that exemplifies the kinds of cultural tensions students may experience while abroad.[1419] After an incident where an African American student was singled out, a faculty member brought in a speaker who addressed the history of slavery in Spain and held a conversation about why the tour guide might have been ignorant of this part of Spain's history in response to the outrage from students.[1420] While the students did engage in the conversation with the speaker, most remained "unreceptive" and "remained angry with the director over the incident" as they felt the incident should not have occurred in the first place.[1421] This exemplifies the current need for cultural sensitivity training for study abroad faculty, especially with faculty from the United States. Faculty members are critical mediators in cross-cultural situations like the ones described in the Madrid incident, yet they are frequently underprepared to deal with sensitive situations concerning intercultural confusion or tension. Frameworks and currently existing programs for a centralized faculty intercultural training are hard to find and rare despite research suggesting significant benefits, signaling urgency for this recommendation.

    b. Recommendation

    Institutions should design faculty training programs that help faculty become interculturally competent themselves. Opportunities should be presented to faculty to attend conferences, workshops, and receive mentorship from experienced teachers. Additionally, faculty voices and backgrounds should be integrated into a culturally-

[1419] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.
[1420] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.
[1421] DeGuzman, Katie "Multiple Lenses on DEI: A Case Study of Spain and the United States," The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.

responsive curriculum that capitalizes on interactive student experiences and is specialized to regional cultural differences (i.e Europe, South Asia, East Asia, MENA, Southern Africa, Latin America, etc.). Institutions should provide sustained funding for recurring holistic training efforts for directors and faculty to prevent the benefits from wearing off.

c. Evidence

CIEE, a large third-party study abroad provider, has an effective faculty development model that helps faculty become more interculturally competent, which in turn helps them utilize pedagogies that foster students' intercultural learning.[1422] The reason researchers found the model to be effective was because the faculty development program was "intentional, highly mentored, [and] relationship-rich faculty."[1423] In other words, teachers gained greater self-awareness and engaged in reflection, which gave them newfound insights into how they teach.

Holistic training was a central component, so instructors also received recurring one-on-one coaching, CIEE staff support, mentorship pairing based on experience levels, and opportunities to attend seminars, conferences, and workshops in-person or virtually.[1424] Due to this training, instructors started using common teaching tactics that adapted curriculum to student needs, demonstrating continuous improvement towards applying intercultural skills to meet students where they were at.[1425]

Instructors were given the opportunity to use their own experiences and cultural resources to shape curriculum.[1426] The course was also designed with Brave Space pedagogy (inclusive learning environments that encourage challenging conversations)[1427] and DEI-concepts (recognizing stereotypes, bias, power, and privilege).[1428] Additionally,

---

[1422] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1423] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1424] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1425] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1426] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1427] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1428] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

instructors experienced the course from the student perspective to understand how they developed interculturally over time.[1429] A majority of CIEE faculty stated in interviews that their interactions with students, both in and out of the classroom, were valuable moments for intercultural learning for themselves too, which encouraged them to practice their own skillsets.[1430]

d. Considerations for Implementation

This case study specifically examined a large, popular, and well-resourced third party-study abroad program, who even faced issues with sustained funding. A challenge for implementation especially for smaller providers or less resourced university study abroad offices is the significant financial investment of providing conference experiences, instructional coaches, and extended training time before beginning work. Another consideration that programs should implement is measuring faculty intercultural growth over time, to both adjust training regiments and offer targeted support to certain teachers learning at a slower pace to ensure all teachers are ready to pass on their intercultural skillsets to their students.

B. Sub-Recommendation 2: Expand and invest in teaching staff mobility programs to increase impact and participation.

a. Background

Staff mobility programs allow for teachers to complete training for up to two months in a partner institution outside of their country.[1431] In a case study on the European program Erasmus, the exchange of university staff across European borders was a huge component, and the EU provided fully funded contributions for travel and sustenance for teachers who participated.[1432]

b. Recommendation

Rather than only providing study abroad programs for students, the entire system should be revised to include corresponding programs for faculty. These will allow for teaching and research at other universities, expanding the international knowledge base and improving teaching outcomes after return to origin institutions.

A tentative framework would be to open the program to full-time faculty, opportunities ranging from short-term programs from 2-4 weeks and teaching exchanges to year-long placements, but primarily start with two-month placements. This metric seems

---

[1429] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1430] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1431] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1432] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

to have worked based on the ERASMUS prototype. These grants would be application based and geared towards faculty specifically hoping to promote internationalism in their curriculums, and cover costs for airfare and ground transport to said institutions, accommodations including housing stipends and host university arrangements, per diems for meals, local transportation, and incidental expenses, as well as potentially dependent support, providing partial coverage for family relocation if a faculty member is staying for a longer period of time.

In exchange, faculty must deliver at least one course, workshop, or seminar that they lead and teach at a foreign institution. To ensure academic reciprocity, consider investing in establishing a central office for international faculty exchange with multilateral agreements between universities, modeled from the ERASMUS inter-institutional agreements: the institutions that belong to this central program must sign a contract and abide by a common charter that promotes a singular educational standard, similar to the ERASMUS Educational Charter.[1433] This central office can also contain an online repository of sources, syllabi, and research developed during faculty study abroad for future use.

To promote sustainability and increase literature in the area, post-exchange impact reports should be made and published to evaluate learning outcomes, partnership benefits, and overall student learning outcomes post-return. The agreement between institutions can be renewed every 3 or 4 years, depending on the perceived benefits of the mutual interaction, to determine whether to continue with this program.

c. Evidence

There is no doubt that faculty find international mobility training extremely important: in 2021, over 100,000 staff members participated in Erasmus staff mobility programs.[1434] By 2023, this number had grown to over 300,000 staff participants, bringing the total number of learners and staff above 1 million.[1435] By this metric, the third objective is a clear success, and if given the opportunity, faculty take advantage tenfold.

Overall, the experience of teaching staff abroad has a positive impact on performance after returning to origin institutions.[1436] In fact, 70% of teachers returning from Erasmus mobility rated their ability to properly guide students as having positively improved.[1437] But despite this, on the colleague, departmental, and administrative levels,

---

[1433] European Commission, Directorate-General for Education, Youth, Sport and Culture. "Inter-institutional Agreements." Erasmus+ – Resources and tools. Last updated 12 January 2024. Accessed August 20, 2025. https://drive.google.com/file/d/1k5_5CaI5G58TEIyYXuSJ4qV_eLpjobe_/view?usp=drive_link

[1434] European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.

[1435] European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.

[1436] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1437] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

under 10% of those assessed do not think teacher mobility participation is valued.[1438] This recommendation would mark a revolutionary improvement for this sentiment, and show that faculty education and development are valued and essential, boosting overall morale in the workplace and improving student environments.

d. Considerations for Implementation

A consideration for implementations based on the ERASMUS framework is that inter-institutional agreements may be challenging to connect and sustain when no longer in the context of the EU, which fast-tracks travel, business, and currency. Ways to remedy this could be stipends for visas and travel documents, as outlined in various recommendations in this overall brief. Another consideration is to potentially take advantage of existing university networks and expand upon them. Some of these networks include Consortium for North American Higher Education Collaboration (CONAHEC), Mid America Universities International (MAUI), New England Faculty Development Consortium (NEFDC), Ivy+ Faculty Advancement Network (FAN), and International Academic Partnership Program (IAPP).

C. Sub-Recommendation 3: Set up a network of host families across programs, and provide family living as an option for a majority of study abroad programs

a. Background

Cultural immersion is an essential part of study abroad programs, and the ability for students to live amongst people of their host community exposes them to customs, traditions, and ways of life that can only be learned through interpersonal interactions.[1439]

b. Recommendations

Encourage study abroad coordinators and teachers at individual universities to make contact with local communities and set up a network of potential host families with whom to match students. This includes a variety of incentives, advertising campaigns, and recruitment to increase participation, attempting to move study abroad to primarily host-family oriented rather than dorm-style.

c. Evidence

CIEE, a large and popular third-party study abroad program, had faculty that leveraged local networks through host families, local events, guest speakers, tours.[1440] Another meta-analysis found that type of immersion (family living vs dorm living) has a significant effect on affective learning.[1441] Family staying generated a 95% confidence interval with no zero value (standard effect size = 0.577, CI = 0.319-0.836), while dorm

[1438] Engel, Constanze. "The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility." Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.

[1439] Otmar E. Varela, "Learning Outcomes of Study-Abroad Programs: A Meta-Analysis," Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link

[1440] Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," *To Improve the Academy: A Journal of Educational Development* 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.

[1441] Otmar E. Varela, "Learning Outcomes of Study-Abroad Programs: A Meta-Analysis," Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link

staying generated a 95% confidence interval with a zero value included (standard effect size = 0.560, CI = -.02-1.1).[1442] This means that researchers were able to confidently conclude that living with a host family impacted students' affective learning.

d. Considerations for Implementation

This programming should be especially emphasized in study abroad programs with large cultural and language differences, as immersion in a host family can help facilitate cultural mobility. A challenge of implementing this recommendation is the fact that there are limited host families willing to take in students, and for larger programs with many enrolled students, it may not be feasible for students to live with host families. Faculty and administrators can potentially use their local contacts to recruit host families into programs, but even with these efforts, the scope may be limited to smaller programs.

Policy Recommendation #5: Establish a Credit Transfer System

A. Background

One major barrier to study abroad participation is the difficulty of transferring credits at a host university to a student's origin university.[1443] This applies on the university side as well, where weaker credit transfer systems diminish expansion opportunities and decrease cost-saving measures.[1444] In order to resolve this issue, the European Union created the European Credit Transfer and Accumulation System (ECTS), a comprehensive credit accumulation infrastructure.[1445] This serves as the model for global credit transfer schemes in study abroad programs.

B. Recommendation

NAFSA should fund and establish its own credit accumulation system between participating institutions—based on the ECTS guidelines—that includes a student-centered user guide, considering student workload and learning outcomes in its awarding of credit. Specifically, workload hours should be the basis for credit hours, accommodating student experiences. This should center around a central team with a dedicated taskforce of experts to create, implement, and later recommend the system to corresponding national governments who could standardize across their universities.

C. Evidence

The effectiveness of a broad credit transfer scheme like ECTS comes from various features that NAFSA ought to adopt. A small work team—like the set of 5 academics—allows for dedicated standardization and the ability to properly reflect the most beneficial system for students.[1446] This is both cost-effective and time-efficient. An initial investment of €6 million Euros from the

---

[1442] Otmar E. Varela, "Learning Outcomes of Study-Abroad Programs: A Meta-Analysis," Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link

[1443] Spiering, Kerri, and Sheri Erickson. "Study Abroad as Innovation: Applying the Diffusion Model to International Education." International Education Journal 7, no. 3 (2006): 314–22. https://drive.google.com/file/d/1jgljoL59qAkeecwhU1mFWTv6v8xOjdVQ/view?usp=sharing.

[1444] Junor, Sean, and Alex Usher. 2008. "Student Mobility & Credit Transfer." https://drive.google.com/file/d/1U-PZOu9L-popFXRI7DawyMBgUl_bQbqw/view?usp=sharing.

[1445] European Commission. 2022. "European Credit Transfer and Accumulation System (ECTS)." European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.

[1446] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

European Commission, spent primarily on the development of ECTS guidelines alongside a team of European academics and administrative coordination/support, was spread out over 6 years from 1989-1995.[1447] During this period, 145 participating institutions turned into 1000 universities across 16 countries; with little relative investment from the entire continent of Europe, we see a high return, with ECTS currently in use by 1.2 million European students annually.[1448] In addition, the accrediting formula, based on overall student workload accounting for all the time a student spends learning, allows for an equitable credit transfer system, accounting for lab time, outside work, and readings.[1449] In 2014, more than 85% of credits earned by students in the ERASMUS program were recognized by the students' original institution, displaying the overall effectiveness of a unified accrediting formula and system.[1450] By 2018, all EU countries used ECTS, excluding countries such as Scotland, Sweden, Bulgaria, and Latvia which have their own ECTS-compatible national systems.[1451] 45/49 European countries in the European Higher Education Area (EHEA) use ECTS or a compatible credit system, meaning that students all over the broad region can confidently study at institutions without the fear of lost credit.[1452] The widespread use of ECTS, its proven effectiveness, and its minute investment cost are all factors as to why a credit accumulation system is recommended.

D. Considerations for Implementation

Despite a lack of experience, their intense cooperation and understanding that the pilot program would become the basis for international cooperation allowed ECTS to critically evaluate and implement its finalized model.[1453] A major concern could be collaboration across institutions with different requirements. NAFSA should simplify these concerns by prioritizing central learning goals in each curriculum as the basis from which to create their system. Each individual set of requirements should be reduced to a core few learning outcomes/student objectives (similar to ECTS), creating conversions between institutional systems that ease accession to the NAFSA system. Another possible issue could be quality administration across universities. In the ECTS system, for example, only two thirds of countries consistently use learning outcomes as their

[1447] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1448] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1449] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1450] "Erasmus+: Student Mobility in Europe Is Growing." QS, 24 Feb. 2016, https://www.qs.com/erasmus-student-mobility-in-europe-is-growing/

[1451] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1452] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

[1453] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

standard.[1454] NAFSA should ensure that each participating university agrees to the credit system in full, allowing for smooth transition internationally by creating a corresponding implementation protocol.

[1454] Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.

Works Consulted

2023 NSEP Annual Report. Accessed July 25, 2025. https://www.dlnseo.mil/Portals/148/Reports/2023%20NSEP%20Annual%20Report.pdf?ver=vhYTakMVrNOL5hQ0M5fiRw%3D%3D.

"32 U.S. Students Among The 2025 Rhodes Scholarship Recipients." Accessed July 21, 2025. https://www.forbes.com/sites/michaeltnietzel/2024/11/17/32-us-students-among-the-2025-rhodes-scholarship-recipients/.

"About Project GO." Project Global Officer. Accessed July 20, 2025. https://drive.google.com/file/d/1xFTeWw4FjUqAB6jJJIbpRa94fRfMp2e2/view?usp=drive_link

"About: Soka University of America." n.d. Soka.edu. Accessed July 19, 2025.

Abroad, DIS. "Illuminating Alumni: Nathan Ober, Fulbright Scholar." DISCOVER STUDY ABROAD, April 1, 2016. https://discoverstudyabroad.org/2121/ .

Abroad, Openness, and Choice: Cultural Study and Creativity." Journal of Organizational Behavior 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

Abroad, Openness, and Choice: Cultural Study and Creativity." Journal of Organizational Behavior 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

Abroad and Other Factors." Journal of International Students 9 (2): 535–59. https://doi.org/10.32674/jis.v9i2.390.

"Academic Credit - University Catalog." n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/academic-credit

"Academic Requirements for the Bachelors of Arts Degree." n.d. Soka.edu Accessed July 26, 2025. https://catalog.soka.edu/academic-requirements-for-the-bachelor-of-arts-degree

Activity Theory Perspective." Foreign Language Annals 43 (1): 27–49. https://drive.google.com/file/d/1wG1UCvXBac8pnt2X6fH0GsbcBr12ZR_V/view?usp=sharing

Adam, Hajo, Otilia Obodaru, Jackson G. Lu, William W. Maddux, and Adam D. Galinsky. "The Shortest Path to Oneself Leads Around the World: Living Abroad Increases Self-Concept Clarity." *Organizational Behavior and Human Decision Processes* 145 (March 2018): 16–29. https://doi.org/10.1016/j.obhdp.2018.01.002.

Admin. "Reflections on a Year in Taiwan." National Security Language Initiative for Youth (NSLI-Y), May 15, 2025. https://www.nsliforyouth.org/stories/reflections-on-a-year-in-taiwan/.

"Advocating for Student Safety Abroad." The Forum on Education Abroad. Accessed July 18, 2025. https://www.forumea.org/advocating-for-student-safety-abroad.html.

"Arabic." Critical Language Scholarship Program. Accessed July 18, 2025. https://clscholarship.org/languages/arabic.

Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." Theory into Practice 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

Aina, Carmen, and Giorgia Casalone. “Early Labor Market Outcomes of University Graduates: Does Time to Degree Matter?” Socio-Economic Planning Sciences 71 (September 2020): 100822. https://doi.org/10.1016/j.seps.2020.100822.
Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. “Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities.” Marketing Education Review 9 (1): 29–36.https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.
Allen, Heather Willis. 2010. “Language-learning Motivation during Short-term Study Abroad: An
Altbach, Philip G. “The Perils of Commercialism.” International Higher Education 62 (Winter 2011): 21–23. https://drive.google.com/file/d/1skwDrAepcF5fXVpETy2TWNcuNwBQk1Yb/view?usp=sharing.
“Alumni Survey Results | IES Abroad.” n.d. Accessed July 25, 2025. https://www.iesabroad.org/about/alumni-survey-results.
Analysis.” Frontiers: The Interdisciplinary Journal of Study Abroad 15: 57–66.
and Cosmopolitan Ideals in Undergraduates.” Current Issues in Comparative Education 12 (1). https://drive.google.com/file/d/1ImUWth2ihF57JlWgQS1IRMOKvcOwxURx/view?usp=drive_link
Anderson, James & Wincoop, Eric. “Trade Costs.” Journal of Economic Literature. 42 (2004): 691-751. https://drive.google.com/file/d/1llo-nEOXgYuuiIeJkmRZITs3IyGvwo_H/view?usp=drive_link
“Apa PsycNet.” American Psychological Association. Accessed July 25, 2025. https://psycnet.apa.org/buy/1996-01707-011.
“A Proud Heritage.” n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/proud-heritage.
Asankulova, Zhanylai, and Stephan Thomsen. “Studying Abroad Experience and the Wages of Females.” Higher Education 87, no. 2 (February 2024): 401–31. https://drive.google.com/file/d/1Cmr8Bz5kED3ae9ZGLzwXinZ6Z1XE4diJ/view?usp=sharing.
Assessing the Impact of Study Abroad on Student Learning at Michigan State University.” n.d Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/134/116.
Auerbach, Randy P., Philippe Mortier, Ronny Bruffaerts, Jordi Alonso, Corina Benjet, Pim Cuijpers, Koen Demyttenaere, et al. “WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders.” Journal of Abnormal Psychology 127, no. 7 (2018): 623–38. https://drive.google.com/file/d/1EjT5s_qBIvAG8BKhGgON5O8yyweDYxgf/view?usp=share_link.
Aydelotte, Frank. “How Rhodes Scholars Are Chosen.” *The American Scholar* 14, no. 2 (1945): 176–86.
Bae, Elizabeth. 2015. "Fairfield Reacts to U.S. Colleges Requiring Study Abroad Experience." University Wire, Apr 29. https://drive.google.com/file/d/1-qrj64KVVOiF3dmQOqs_sC03I6W50oO4/view?usp=sharing

Balancing work and learning | CEW Georgetown. Accessed July 11, 2025. https://cew.georgetown.edu/wp-content/uploads/Low-Income-Working-Learners-FR.pdf.
Bandura, Albert. 1989. “Regulation of Cognitive Processes through Perceived Self-Efficacy.” Developmental Psychology 25 (5): 729–35. https://drive.google.com/file/d/1KyWMUIqKknPllrN4olKoeBCA8JP6H3nQ/view?usp=sharing
Banks, Rachel. “U.S. Study Abroad Participation by State.” NAFSA: Association of International Educators. Accessed June 26, 2025. https://www.nafsa.org/sites/default/files/media/document/State-by-State-22-23-study-abroad-statistics.pdf
Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. “The Economic Impact of Study Abroad on Chinese Students and China’s Gross Domestic Product.” The Journal of Applied Business and Economics 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing
Barclay Hamir, Heather. “Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree .” Educational Administration: Theses, Dissertations, and Student Research 65 (April 2011): 1–239. https://drive.google.com/file/d/1JZouCXuJhq7QhqhUSJUc0gPgs62zA0RK/view?usp=sharing.
Barnd, Natchee. “Being Bad Guests: Teaching Ethnic Studies with Study Abroad.” Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 37, no. 2, Apr. 2025, pp. 1–33. https://drive.google.com/file/d/1nraxEIRcjqqOKj5HeOTlmeih0EHCqJi3/view?usp=sharing
Barnett, Justin. “Education New Zealand Targets $4.4 Billion by 2027.” Education New Zealand Manapou ki te Ao, August 5, 2024. https://www.enz.govt.nz/news-and-research/ed-news/education-new-zealand-targets-4-4-billion-by-2027.
Baruch, Yehuda, Pawan S. Budhwar, and Naresh Khatri. “Brain Drain: Inclination to Stay Abroad after Studies.” Journal of World Business 42, no. 1 (March 2007): 99–112. https://drive.google.com/file/d/1-Lx1psLPjaW1M5qKn566-huud4X4Y6F_/view?usp=sharing.
Bastedo, Michael N., and Ozan Jaquette. 2011. “Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification.” Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing
Basterretxea Santiso, Gorka, and Cristina Sanz. “Perspectives and Motives Involved in Study Abroad: COVID, Race and SES.” L2 Journal 15, no. 2 (February 10, 2023). https://drive.google.com/file/d/14guihL0BDaEV0p-3Ggj6xRwzQgJvae19/view?usp=sharing
Bauer, Steven. “Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs.” Industry & Higher Education 39, no. 3 (2025): 251–54. https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

Baum, Sandy, and Victoria Lee. The Role of College and University Endowments. July 1, 2019. https://drive.google.com/file/d/1vFd_B61Uo6qmthTSaBMLCPWNQS3lwSlf/view?usp=sharing.
Becker, Gary S. “Investment in Human Capital: A Theoretical Analysis.” Journal of Political Economy 70, no. 5, Part 2 (October 1962): 9–49. https://drive.google.com/file/d/1xMBYMJCSGCZLxJQEcion5g-KebNZBGSc/view?usp=sharing.
Beerkens, Maarja, et al. “Similar Students and Different Countries? An Analysis of the Barriers and Drivers for Erasmus Participation in Seven Countries.” Journal of Studies in International Education, vol. 20, no. 2, May 2016, pp. 184–204. DOI.org (Crossref), https://doi.org/10.1177/1028315315595703.
Beghin, John, and Byungyul Park. “The Exports of Higher Education Services from OECD Countries to Asian Countries: A Gravity Approach.” The World Economy 45 (September 25, 2020): 1050–80. https://drive.google.com/file/d/1uFJZd9sREb089KdcnSJO-dJUGyZSQDs9/view?usp=sharing.
Bell, Angela D, Leslie E Hodges, Donald L Rubin, and Coryn Shiflet. Need-Based Aid, Participation in Education Abroad, and Program Type Choice , September 2022. https://files.eric.ed.gov/fulltext/EJ1285764.pdf.
Bell, Lydia F. "Examining academic role-set influence on the student-athlete experience." Journal of Issues in Intercollegiate Athletics 2, no. 2 (2009): 2.
Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing
“Benjamin A Gilman International Scholarship Program Overview.” n.d. Gilmanscholarship.org. https://www.gilmanscholarship.org/program/program-overview/.
Bennett, Milton. 2010. “A Short Conceptual History of Intercultural Learning in Study Abroad.” In A History of U.S. Study Abroad: 1965–Present, edited by William Hoffa and Stephen DePaul, 419–449. Special publication of Frontiers: The Interdisciplinary Journal of Study Abroad. https://docs.google.com/document/d/1czy_mOoIl45aEjQPb2eLOGTQ-L7xz6WN7KMOxAaowqU/edit?usp=sharing.
Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. “Education Abroad and College Completion.” Research in Higher Education 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.
Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. “Education Abroad and College Completion - Research in Higher Education.” SpringerLink, January 14, 2022. https://link.springer.com/article/10.1007/s11162-022-09673-z?
Bischoff, Eberhard E., and Nicole Koenig-Lewis. “VFR Tourism: The Importance of University Students as Hosts.” International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84. https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

Bjørnnes Ann, Kristen et. al. 2025. “Exploring Intentions: Factors Influencing International Study Decisions in Healthcare Bachelor Degree Programs.” BMC Medical Education 25 (1): 555. https://doi.org/10.1186/s12909-025-07136-4.
Bourdieu, Pierre, Jerome Karabel, and Albert H. Halsey. "Power and ideology in education." Cultural reproduction, social reproduction. Oxford University Press, Oxford (1977).
Bowman, J. 1987. Education American Undergraduates Abroad: The Development of Study Abroad Programs by American Colleges and Universities. New York: Council on International Educational Exchange.
Brandon, Maya B. “Community Colleges: The Anchors of Rural Communities.” Beyond BLS, U.S. Bureau of Labor Statistics, January 22 2024. Accessed July 5 2025. https://drive.google.com/file/d/1i0s-Gr6RhahYpoNOAGFMpw9X_SM31Z79/view?usp=drive_link
Braskamp, Larry, David Braskamp, and Kelly Merrill. 2009. “Assessing Progress in Global Learning and Development of Students with Education Abroad Experiences | Frontiers: The Interdisciplinary Journal of Study Abroad.” Accessed June 29, 2025. https://frontiersjournal.org/index.php/Frontiers/article/view/256.
Brux, Jacqueline Murray, and Blake Fry. “Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints.” Journal of Studies in International Education, October 31, 2010. https://eric.ed.gov/?id=EJ904247.
Bureau of Educational and Cultural Affairs. “Fulbright Program Overview.” Accessed July 22, 2025. https://eca.state.gov/fulbright/about-fulbright/fulbright-program-overview.
Bureau of Educational and Cultural Affairs. “Funding and Administration | Bureau of Educational and Cultural Affairs.” Accessed August 1, 2025. https://eca.state.gov/fulbright/about-fulbright/funding-and-administration.
Burgett, Madison M. 2022. “The Impact of Study Abroad as It Relates to Business Students’ Career Paths.” Butller University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses.
Business Students’ Career Goals.” Frontiers (Boston, Mass.) 10 (1): 117–30.
Cai, WeiWei, and Gopal Sankaran. “Promoting Critical Thinking through an Interdisciplinary Study Abroad Program.” Journal of International Students, vol. 5, no. 1, Jan. 2015, pp. 38–49. www.ojed.org, https://drive.google.com/file/d/1tG9E6eQsqUS41AX5sDUQFUJUZidXZuQr/view?usp=sharing
Capaldi, Elizabeth D. 2011. “Budget Cuts and Educational Quality.” AAUP. https://www.aaup.org/academe/issues/2011-issues-4/budget-cuts-and-educational-quality.
Capes, W. W. 1922. University Life in Ancient Athens. New York: G. E. Stechert & Co.
Cardwell, Paul James. “Does Studying Abroad Help Academic Achievement?” European Journal of Higher Education 10, no. 2 (January 31, 2019): 147–63. https://drive.google.com/file/d/1HthCJCa0QECTVZ-mWQO2Ie7zNR76yEHu/view?usp=sharing.
Carlson, Jerry S., and Keith F. Widaman. “The Effects of Study Abroad during College on Attitudes toward Other Cultures.” International Journal of Intercultural Relations, vol. 12, no. 1, Jan. 1988, pp. 1–17. ScienceDirect, https://drive.google.com/file/d/1eBpnP5WLc5HkL9wE3E0GbY7dsxaG558-/view?usp=sharing

Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991.
Castiello-Gutiérrez, Santiago, and Nick J. Gozik. “Decolonizing Education Abroad: Grounding Theory in Practice.” Standards in Action, The Forum on Education Abroad, 2022, pp. 183–202. https://drive.google.com/file/d/10OegHxmzOiqfeQEfpTQFCiuFmSRtZitn/view?usp=sharing
Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. “Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination.” Journal of Hospitality, Leisure, Sport & Tourism Education, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing
Centers for Disease Control and Prevention. “CDC Museum COVID-19 Timeline.” David J. Sencer CDC Museum. Centers for Disease Control and Prevention. Published March 15, 2023. Accessed July 12, 2025. https://drive.google.com/file/d/1aTsrI8dICJRIILBEq8bBpe2uOQ4F1qjN/view?usp=drive_link
“CET Jordan Study Abroad.” CET Academic Programs, May 7, 2025. https://cetacademicprograms.com/college-study-abroad/programs/jordan/cet-jordan/.
Chad N. Loes & Brian P. An (2024) Study Abroad Enhances Cognitive Development, Journal of Student Affairs Research and Practice, 61:1, 72-85, https://drive.google.com/file/d/1Ebb5FhIQC6dcW0BE3ZETx4RACOfjeWgk/view?usp=sharing
Chamove, Arnold S., and Sonja M. Soeterik. “Grief in Returning Sojourners.” Journal of Social Sciences 13, no. 3 (November 2006): 215–20./https://drive.google.com/file/d/1DHu9M9Nab9GtvBjcVEZHnDWAouBb7JHY/view?usp=sharing.
Chan, Raymond Y. 2016. “Understanding the Purpose of Higher Education: An Analysis of the Economic and Social Benefits for Completing a College Degree.” Journal of Education Policy, Planning and Administration 6, no. 5: 1–40. https://scholar.harvard.edu/sites/scholar.harvard.edu/files/roychan/files/chan_r._y._2016._understanding_the_purpose_aim_function_of_higher_education._jeppa_65_1-40.pdf.
Chand, M., and R. L. Tung. “Skilled Immigration to Fill Talent Gaps: A Comparison of the Immigration Policies of the United States, Canada, and Australia.” Journal of International Business Policy 2, no. 4 (December 2019): 333–55. https://drive.google.com/file/d/1Vt8MDUKstypeHg3Vxmo6-zNv9F09Bq4b/view?usp=sharing.
Cho, Jaee, and Michael W. Morris. 2015. “Cultural Study and Problem-solving Gains: Effects of Study Classes 2005-2019).” Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

Cline, Julie M. Minding the Gap: Impact of Pre-College Gap Year on Transition to College. MA thesis, Taylor University, 2013. Master of Arts in Higher Education

(MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.
"CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.
CNA. Accessed July 18, 2025. https://www.cna.org/archive/CNA_Files/pdf/drm-2014-u-007929-final.pdf.
Cole, J. B. "Opening address of the 43rd international conference on educational exchange." Black students and overseas programs: Broadening the base of participation (1991): 1-8.
Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." Frontiers (Boston, Mass.) 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing
Common data set 2024-2025 CDS-a page 1. Accessed August 3, 2025. https://bpb-us-e1.wpmucdn.com/sites.harvard.edu/dist/6/210/files/2025/06/HarvardUniversity_CDS_2024-2025.pdf.
Compiegne, Irwin. 2021. "At the Crossroads: Rethinking Study Abroad Students' Social Networking and Intercultural Communication in the Age of Globalization." Intercultural Communication Education 4 (1): 1. https://doi.org/10.29140/ice.v4n1.447.
Constraints towards Study Abroad and Other International Education Opportunities." Journal of International Education in Business 11 (1): 63–78. https://drive.google.com/file/d/1J6h49I6nNDKWY3_cCxg-zIzri7zoXNB5/view?usp=sharing
"Cost of Attendance." n.d. Soka.edu. Accessed July 19, 2025.
Crato, Nuno, and Harry Anthony Patrinos. "The State of Global Education in a Post-Pandemic World." Flypaper, Thomas B. Fordham Institute, December 19, 2024.https://drive.google.com/file/d/1V8rLHEuCiMcWFZqZxUDwvZ1w9dv0uKvN/view?usp=drive_link
Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.
Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." Foreign Language Annals 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing
Cubillos, Jorge H., Lisa Chieffo, and Chunbo Fan. "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." Foreign Language Annals 41, no. 1 (March 2008): 157–86. https://drive.google.com/file/d/1EoE1E69BG6_M4SIf2p_Pm2Y34yF3QIPc/view.
Cullinan, John, Darragh Flannery, and Donal Palcic. "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data." Education Economics 30, no. 3 (September 20, 2021): 251–69.

https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
Cunningham, Mary. 2025. “Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you.” CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.
Curtis, Tamilla, and John R. Ledgerwood. 2018. “Students’ Motivations, Perceived Benefits and Constraints towards Study Abroad and Other International Education Opportunities.” *Journal of International Education in Business* 11 (1): 63–78. https://drive.google.com/file/d/1J6h49I6nNDKWY3_cCxg-zIzri7zoXNB5/view?usp=sharing /
Cyma Hibri PhD. “Orientalism: Edward Said’s Groundbreaking Book Explained.” The Conversation, April 30, 2025. https://theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429#:~:text=The%20peoples%20of%20the%20Middle,is%20central%20to%20Orientalist%20thought.
Czarnitzki, Dirk, Wytse Joosten, and Otto Toivanen. “International Student Exchange and Academic Performance.” SSRN Electronic Journal, January 2021, 1–50. https://drive.google.com/file/d/1LqGhhFZnlTjrQmHoP3h7CFtY2ojpBW-B/view?usp=sharing.
“Deadlines & Timeline.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/deadlines-and-timeline/.
Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link
Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link
DeGraaf, Don, Cynthia Slagter, Kelly Larsen, and Elisa Ditta. “View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs.” Frontiers: The Interdisciplinary Journal of Study Abroad, August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.
DeGuzman, Katie “Multiple Lenses on DEI: A Case Study of Spain and the United States,” The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.
de Haan, Monique. 2011. “The Effect of Parents’ Schooling on Child’s Schooling: A Nonparametric Bounds Analysis.” Journal of Labor Economics 29, no. 4: 859–92. https://drive.google.com/file/d/1Akb1aW2Ya23N_SaBi0jqdZHHJ7U10lda/view?usp=sharing.
Demir, Melikşah, Shelby Burton, and Nora Dunbar. “Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes.” Teaching of Psychology 46, no. 1 (2019): 22–33.

https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.
De Poli, Silvia, Loris Vergolini, and Nadir Zanini. “The Impact of a Study Abroad Programme on Learning Abilities and Personality Traits: Evidence from a Randomization.” Applied Economics Letters 25, no. 8 (June 26, 2017): 562–66. https://drive.google.com/file/d/1349FFNDxRxzFoxjSszcR7UYENWPMq84m/view?usp=sharing.
“Department of Education - Federal Pell Grant Program End-of-Year Report and Other Annual Data Reports.” n.d. Data.gov. Accessed July 4, 2025. https://catalog.data.gov/dataset/federal-pell-grant-program-end-of-year-report-and-other-annual-data-reports-38e3e.
Deresiewicz, William. Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life. 1st Free Press hardcover ed. New York: Free Press, 2014.
“Destinations of U.S. Study Abroad Students, 1999/00 -2022/23.” IIE Open Doors, 2024. https://opendoorsdata.org/data/us-study-abroad/all-destinations/.
de Ridder-Symoens, Hilde, ed. 1992. A History of the University in Europe: Volume 1, Universities in the Middle Ages. Vol. 1. Cambridge: Cambridge University Press.
Diehl, Kevin. “Rhodes Scholar: Defining an Opportunity.” *Presidential Scholars Theses*, 1998. https://scholarworks.uni.edu/pst/48?utm_source=scholarworks.uni.edu%2Fpst%2F48&utm_medium=PDF&utm_campaign=PDFCoverPages.
Digest of Education Statistics. “Number of U.S. Students Studying Abroad and Percentage Distribution, by Sex, Race/Ethnicity, and Other Selected Characteristics: Selected Years, 2000-01 through 2019–20.” National Center for Education Statistics, 2021. https://nces.ed.gov/programs/digest/d21/tables/dt21_310.10.asp.
Di Pietro, Giorgio. “Changes in the Study Abroad Gender Gap: A European Cross-country Analysis.” Higher Education Quarterly 76, no. 2 (April 2022): 436–59. https://drive.google.com/file/d/1xdb-bYDLQmdAIiijjUw2XAxFIaAKdD6z/view?usp=sharing.
Di Pietro, Giorgio. “Do Study Abroad Programs Enhance the Employability of Graduates?” Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.
DIS Abroad, “Illuminating Alumni: Nathan Ober, Fulbright Scholar,” DISCOVER STUDY ABROAD, April 1, 2016, https://discoverstudyabroad.org/2121/.
“Document Details.” Scopus. Accessed July 25, 2025. https://www.scopus.com/pages/publications/84876032023?inward=.
“Does Study Abroad Increase Employability?” NACTA Journal 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.
Dolby, Nadine. “Reflections on Nation: American Undergraduates and Education Abroad.” Journal of Studies in International Education, vol. 11, no. 2, Jun. 2007, pp. 141–56. https://drive.google.com/file/d/11YAesKSLVzm5jPlRg2PIZI5I8P7wCIZf/view?usp=sharing
Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. “Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis.” Journal of Teaching in

International Business 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=drive_link
Drake, Matthew J., Ryan J. Luchs, and John R. Mawhinney. 2015. “International Supply Chain Management Courses: Semester-Long versus Study-Abroad Formats.” Journal of Teaching in International Business 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=drive_link
Dwyer, Mary M. 2004. “More Is Better: The Impact of Study Abroad Program Duration.” Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.
Dwyer, Mary M. Charting Impact of Study Abroad. Institute for the International Education of Students, 2004. https://catalogs.iesabroad.org/charting-impact-of-study-abroad/page/1.
Ecker-Lyster, Meghan and Kardash, Nadzeya (2022) "Study Abroad: Perspectives from Historically Underrepresented Student Populations," Journal of College Access: Vol. 7 : Iss. 1 , Article 8. https://drive.google.com/file/d/12JH5chP0laDEPCRAR4GLYoqYW4qEwPAh/view?usp=sharing
Edwards, Kirsten T. “Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad.” Curriculum Inquiry 50, no. 5 (2020): 419–39. https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.
Edwards, Kirsten T. “Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad.” Curriculum Inquiry 50, no. 5 (October 19, 2020): 419–39. https://drive.google.com/file/d/1SDLWtTsZ8QtODO53208pLXX6gHoK-m0W/view?usp=sharing.
“Eligibility.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/eligibility/.
Engel, Constanze. “The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility.” Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.
Engle, Lilli, and John Engle. Assessing language acquisition and intercultural ..., 2004. https://files.eric.ed.gov/fulltext/EJ891458.pdf.
Engle, Lilli, and John Engle. “Study Abroad Levels: Toward a Classification of Program Types.” Frontiers: The Interdisciplinary Journal of Study Abroad 9, no. 1 (August 15, 2003): 1–20. https://doi.org/10.36366/frontiers.v9i1.113
Enhancing foreign language proficiency in the United ... Accessed July 3, 2025. https://www.lep.gov/sites/lep/files/resources/nsli-preliminary-results.pdf.
Entrich, Steve R., Nicolai Netz, and Ryoji Matsuoka. “The Role of Institutional Contexts for Social Inequalities in Study Abroad Intent and Participation.” Higher Education 88, no. 4 (2024): 1275–303.

https://drive.google.com/file/d/17tXs9INbMmyt9aQBVE08b2xosKar9oIq/view?usp=sharing.
Erasmus Student Network. 2025. “Erasmus Student Network Annual Report 2024/2025.” https://issuu.com/esnint/docs/esn_annual_report_2024_2025.
Erasmus Student Network. “ESNsurvey XIV: The Latest Edition of the Largest Student-Led Research Project in the Field of Student Mobility | ESN.Org.” December 12, 2022. https://esn.org/news/esnsurvey-xiv.
“Escholarship.” eScholarship, University of California. Accessed July 25, 2025. https://escholarship.org/.
European Commission. 2022. “European Credit Transfer and Accumulation System (ECTS).” European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.
European Commission. 2022. “European Credit Transfer and Accumulation System (ECTS).” European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.
European Commission. 2025. “Eligible countries - Erasmus+.” Erasmus+. https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries.
European Commission. 2025. “Erasmus to Erasmus+: history, funding and future.” https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future.
European Commission. 2025. “What is the budget?” https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme/budget.
European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.
European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.
European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.
European Education Area, “STEM Education and Training - European Education Area.” 2025. June 10, 2025. https://education.ec.europa.eu/focus-topics/stem.
European Union. 1987. “87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus).” https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.
Europees Platform, Cinop, and Nuffic. 2003. “BISON Monitor van internationale mobiliteit in het onderwijs.” https://zoek.officielebekendmakingen.nl/nds-ocw0400920-b1.pdf.
Exchange.” New York: Institute of International Education.
Fanari, Alice, Rain Wuyu Liu, and Taylor Foerster. “Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students’ Reverse Culture Shock after Studying Abroad: A Mixed-Method Study.” Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303. https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.
Farrugia, Christine, and Jodi Sanger. n.d. “The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States.” Iie.org. https://www.iie.org/wp-

content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.
Faupel, Chrissie. 2021. “A Historical Analysis of US-Based Study Abroad Program Providers.” PhD diss., University of South Carolina. http://www.library.hbs.edu/intra/go/abi.html?url=http://search.proquest.com/dissertations-theses/historical-analysis-us-based-study-abroad-program/docview/2572552701/se-2.
Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.
Finley, Ashley. How College Contributes “to” Workforce Success: Employer Views on What Matters Most. Association of American Colleges and Universities, 2021. ERIC, https://eric.ed.gov/?id=ED616977.
“First-Generation College Graduates’ Participation in Extracurricular and Co-Curricular Activities as Undergraduate Students.” Center for First-Generation Student Success, 2019. https://46502496.fs1.hubspotusercontent-na1.net/hubfs/46502496/FGF%20Fact%20Sheets/First-generation%20College%20Graduates%E2%80%99%20Participation%20in%20Extracurricular%20and%20Co-curricular%20Activities%20as%20Undergraduate%20Students.pdf.
Fischer, Karin. 2008. "All Abroad! Overseas Study Required." The Chronicle of Higher Education 54. https://drive.google.com/file/d/1RHVEe5BIZIlAUS_Y48DN86idarfLJdKI/view?usp=sharing
Florence, Julia. “True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities - Jack Kent Cooke Foundation.” Jack Kent Cooke Foundation - Advancing the education of exceptionally promising students who have financial need, June 27, 2018. https://www.jkcf.org/research/true-merit-ensuring-our-brightest-students-have-access-to-our-best-colleges-and-universities/.
“Foreign Language Policies.” n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/foreign-language-policies
Fordham, Traci Ann. Cultural capital and the making of “blue blazer kids”: An ethnography of a youth exchange program. Syracuse University, 2002.
Fulbright.Org. “Fulbright Program Status.” Accessed August 1, 2025. https://fulbright.org/status.
Gadár, László, Zsolt T. Kosztyán, András Telcs, and János Abonyi. “Cooperation Patterns in the ERASMUS Student Exchange Network: An Empirical Study.” Applied Network Science 7, no. 1 (2022): 74. https://drive.google.com/file/d/1LEcFljA5Y-N-L5Tj8mN57RQmF9IHvpUV/view?usp=sharing.
Gaitán-Aguilar, Leonor, Joep Hofhuis, and Jeroen Jansz. "A Review of Research on Global Citizenship in Higher Education: Towards a Holistic Approach." *International Journal of Intercultural Relations* 102 (September 2024): 102050. https://doi.org/10.1016/j.ijintrel.2024.102050.
Gallant, Darren Richard. "World language requirements for study abroad: impact on student intention and participation." PhD diss., University of Illinois at Urbana-Champaign, 2024.

Gathogo, Mary K. Fostering Intercultural and Global Competence: Potential for Transformational Learning through Short-Term Study Abroad in Africa. PhD diss., Ohio University, 2015. ProQuest Dissertations & Theses, no. 10307195. https://drive.google.com/file/d/1ZgxrVYjnPXnLt6oP2UuRPUKTUC5nEwgU/view?usp=drive_link
Gaw, Kevin F. "Reverse Culture Shock in Students Returning from Overseas." International Journal of Intercultural Relations 24, no. 1 (January 15, 2000): 83–104. https://drive.google.com/file/d/1JfERNw4D8P1B-ueRviF98mQeaEom_VK5/view?usp=sharing.
"General Education – Learning Cluster." n.d. Soka.edu. Accessed July 19, 2025.
Gerson, Elliot F. "The Rhodes Scholarships for the United States of America." Rhodes Scholarship, July 2020. https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pd.
Gewertz, Catherine. "Grade Inflation Is Greater in Wealthier Schools, Study Says." Education Week, August 15, 2022. https://www.edweek.org/teaching-learning/grade-inflation-is-greater-in-wealthier-schools-study-says/2017/08.
Ghosh, Ratna, and Xiaoli Jing. 2020. "Fostering Global Citizenship Through Student Mobility." https://doi.org/10.1163/25902539-02040009.
Gillespie, Joan, Larry A. Braskamp, and David C. Braskamp. 1999. "Evaluation and Study Abroad: Developing Assessment Criteria and Practices to Promote Excellence". Frontiers: The Interdisciplinary Journal of Study Abroad 5 (1):101-27. https://drive.google.com/file/d/1zLxuu8yL4HNxHN0qbaYbCeoa0uYF8U_L/view?usp=sharing
GILMAN, Benjamin Arthur | US House of Representatives: History, Art & Archives. https://history.house.gov/People/Listing/G/GILMAN,-Benjamin-Arthur-(G000212)/.
"Gilman-McCain Scholarship." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/gilman-mccain-scholarships/.
Giorgio, Di Pietro. 2021. "Studying Abroad and Earnings: A Meta-Analysis." Journal of Economic Surveys 36 (4). https://doi.org/10.1111/joes.12472.
Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing
"Going Abroad with Project GO." Virginia Tech College of Liberal Arts and Human Sciences, October 2023. Accessed July 20, 2025. https://drive.google.com/file/d/1sMqRb6wlWVYs4kF6J1TGFrattuSHKjxC/view?usp=drive_link
Goldstein, Susan B., and Henry N. Lopez. "An Intersectional Investigation of Study Abroad Intent among Latino/a and White First-Generation College Students." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 33, no. 2, Apr. 2021, pp. 1–16. DOI.org (Crossref), https://drive.google.com/file/d/1v18DSM1oFNnw60HsENHPks3fI9bPrPLW/view?usp=sharing.

Gordon, Mitch. “How to Increase Innovation in International Education.” NAFSA Blog, February 22, 2017. https://www.nafsa.org/blog/how-increase-innovation-international-education
Gorka, Barbara, and Richard Niesenbaum. 2001. “Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish.” *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing
Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. “Study Abroad Programmes and Student Outcomes: Evidence from Erasmus.” Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.
Gray, Kelsey. “There’s No Place like Home: Or Is There? Study Abroad Reentry.” Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60. https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.
Gray, Kelsey M., and Victor Savicki. “Study Abroad Reentry: Behavior, Affect, and Cultural Distance.” The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78. https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.
Gullahorn , John, and Jeanne Gullahorn. The W-Curve Hypothesis Model. 1999. https://drive.google.com/file/d/13fObswR9RUVQ_1vuJoAibMiyJKhr23r2/view?usp=sharing.
HAAS, Christina, Roopa Trilokekar, Anumoni Joshi, and Lisa Brunner. "International students are'Ideal Immigrants'." In DAAD Science Workshop (Wissenschaftswerkstatt. 2023.
Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. “Impact of Returnee Entrepreneurs’ Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad.” Journal of Enterprising Communities People and Places in the Global Economy 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing
Hale, Brack W. 2021. “Educating for the Environment: The Role of the Host Destination in Education Travel Programs.” Sustainability 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing
Hammond, Christopher D. 2016. “Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan.” Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.
Harder, A., A. Andenoro, T.G. Roberts, N. Stedman, M. Newberry, S.J. Parker, and M.T. Rodriguez. “Does Study Abroad Increase Employability?” NACTA Journal 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.
Harris, Michelle Renee’, and James W. Hynes. “Study Abroad and College Students of the African Diaspora: Attitudes, Access and Barriers.” Eastern European Journal of Transnational Relations 3, no. 2 (2019): 11–27.

https://drive.google.com/file/d/1QuxfzEH8LuBZIWhB46lpRZD4uDgrieJN/view?usp=sharing.
Hauschildt, Kristina, Christoph Gwosc, Nicolai Netz, and Shweta Mishra. Social and economic conditions of student life in Europe: Synopsis of Indicators. EUROSTUDENT V 2012-2015. W. Bertelsmann Verlag, 2015.
Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." Journal of Geography in Higher Education 38 (2): 219–37. https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing
Heffron, S. & Maresco, P. A. 2014. "The value of international experiences for business students: Measuring business student attitudes toward study abroad." *Journal of International Students.* 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/
Heinzmann, Sybille, Roland Künzle, Nicole Schallhart, and Marianne Müller. "The effect of study abroad on intercultural competence: Results from a longitudinal quasi-experimental study." Frontiers: The Interdisciplinary Journal of Study Abroad 26, no. 1 (2015): 187-208.
Heinzmann, Sybille, Roland Künzle, Nicole Schallhart, and Marianne Müller. View of the effect of study abroad on Intercultural Competence: Results from a longitudinal quasi-experimental study, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/366/326.
Heirweg, Sofie, Lieve Carette, Andrea Ascari, and Geert Van Hove. "Study abroad programmes for all? Barriers to participation in international mobility programmes perceived by students with disabilities." International Journal of Disability, Development and Education 67, no. 1 (2020): 73-91.
Heitmann, George. 2008. "The Opportunity Cost of Study Abroad Programs: An Economics-Based Analysis." *Frontiers: The Interdisciplinary Journal of Study Abroad* 15: 57–66. https://eric.ed.gov/?id=EJ878381.
Hembroff, Larry A., and Debra L. Rusz. Minorities and Overseas Studies Programs: Correlates of Differential Participation. Occasional Papers on International Educational Exchange: Research Series 30. Council on International Educational Exchange, 205 East 42nd St., New York, NY 10017., 1993.
Hendershot, Karen and Jill Sperandio. 2009. "Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates." Current Issues in Comparative Education 12 (1). https://doi.org/10.52214/cice.v12i1.11439.
High, Clennis F. An Analysis of the Disparity between Urban, Suburban, and Rural Community, Junior and Technical Colleges on TASP Performance: It's Not Just a Minority Problem. 34 pages. Research report. 1998. https://drive.google.com/file/d/1KyE9dtoDfiG_u8fS0t3TxKCXNGu1btIY/view?usp=drive_link
"History of Youth for Understanding USA." n.d. Youth For Understanding USA (blog). https://yfuusa.org/about-yfu/history/.
Ho, Hsiu-Zu, Yeana Lam, Kelly Wahl, Eric Yao, Jackie Grant, and Padraig Dunne. 2021. "Assessment as Pedagogy in a Compressed-Format Summer Physics Abroad Program." Frontiers (Boston, Mass.) 33 (1): 63–81.

https://drive.google.com/file/d/1SHnYUhjk68dWPryOWwnngk61ZKIssj0O/view?usp=sharing
Hoffa, William W. 2007. A History of U.S. Study Abroad: Beginnings to 1965. Carlisle, PA: Forum on Education Abroad.
Hofstede, Geert. 1983. "The Cultural Relativity of Organizational Practices and Theories." Journal of International Business Studies 14 (2): 75–89.
https://drive.google.com/file/d/1dn8TLFV3__VY-e-wm9_JLAMtuh9qhJvp/view?usp=sharing
"Homepage: Boren Awards." Homepage | Boren Awards. Accessed July 18, 2025. https://www.borenawards.org/.
Houser, Chris, and Mikayla Bornais. The Canadian Journal for the Scholarship of Teaching and Learning, May 31, 2023. https://files.eric.ed.gov/fulltext/EJ1320570.pdf.
"How Study Abroad Shapes Global Careers." n.d.
https://doi.org/10.1177/1028315308319740.
Hu, Shouping, and George D. Kuh. 2003. "Diversity Experiences and College Student Learning and Personal Development." Journal of College Student Development 44, no. 3: 320–34.
https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing..
Humanities in Action, "What Are the Humanities? - Humanities in Action." 2018. March 1, 2018. https://action.nationalhumanitiescenter.org/what-are-humanities/.
Hummer, Robert A., and Jennifer T. Lariscy. 2011. "Educational Attainment and Adult Mortality." In International Handbook of Adult Mortality, edited by Richard G. Rogers and Eileen M. Crimmins, 241–61. New York: Springer.
Hundrev, Izabelle "35+ Surprising Skills Gap Statistics in 2024," InStride, accessed July 29, 2025, https://www.instride.com/insights/skills-gap-statistics/.
Hurst, Allison L. "'Class and Gender as Predictors of Study Abroad Participation among US Liberal Arts College Students.'" Studies in Higher Education 44, no. 7 (July 3, 2019): 1241–55.
https://drive.google.com/file/d/1W_RGIeEuWtjgH_ubnOwElNGCCtWBnErg/view?usp=sharing.
Ianniello, Piero. "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students." Science Academique 4, no. 1 (June 28, 2023): 72–82. https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
Ianniello, Piero. "Traveling Habits of American Study Abroad Students ." Science Academique 4, no. 2 (October 11, 2023): 83–98.
https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.
IDEAS Program. *"Rural Students Across the Globe: Recruiting and Supporting Rural U.S. Students Abroad."* Webinar presentation slides, December 1, 2022. U.S. Department of State's IDEAS Program, supported by World Learning. PDF.
https://www.studyabroadcapacitybuilding.org/wp-content/uploads/2022/12/Rural-Students-Webinar-Slides.pdf.
"Identity Resources by Region: Middle East and North Africa (MENA): U-M LSA Center for Global and Intercultural Study." LSA. Accessed July 25, 2025.

https://lsa.umich.edu/cgis/student-resources/identities-abroad/identity-resources-middle-east-north-africa.html.
IDI, LLC, "Intercultural Development Continuum ©," *Intercultural Development Inventory* (website), accessed July 20, 2025, https://www.idiinventory.com/idc.
IIE. n.d. "IIE Open Doors / U.S. Study Abroad." https://opendoorsdata.org/annual-release/u-s-study-abroad/.
Immersion Program in Avignon." Foreign Language Annals 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing
Immersion Program in Avignon." Foreign Language Annals 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing
"Impact." 2018. Critical Language Scholarship Program. #creator. September 14, 2018. https://clscholarship.org/impact.
"Independent Research Measuring the Impact of Study Abroad." NAFSA. Accessed August 3, 2025. https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad?
Ingram, Mark. "Recasting the Foreign Language Requirement Through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38, no. 2 (May 2005): 211–222. https://doi.org/10.1111/j.1944-9720.2005.tb02486.
Innovative Study Abroad Experiences." Journal of Leadership Studies 6 (1): 64–71. https://drive.google.com/file/d/1GRGyM2HAJm83HFNi61uopqiaGQHEJ5dl/view?usp=sharing.
Institutional barriers to study abroad participation. Accessed July 18, 2025. https://files.eric.ed.gov/fulltext/EJ1292873.pdf.
"Intercultural Development Inventory (IDI) - MN Dept. of Health." n.d. Accessed July 1, 2025. https://www.health.state.mn.us/communities/practice/resources/equitylibrary/idi.html.
Isabelli-García, Christina, Jennifer Bown, John L. Plews, and Dan P. Dewey. 2018. "Language Learning and Study Abroad." Language Teaching 51 (4): 439–484.
Jackson, Jane, and John W. Schwieter. 2019. "Study Abroad and Immersion." In The Cambridge Handbook of Language Learning, 727–750.
Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.
Jarvis, Jeff. "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy." Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74. https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.
Jaschik, Scott. "Do College Application Essays Favor Wealthier Students?" Inside Higher Ed | Higher Education News, Events and Jobs. Accessed July 11, 2025. https://www.insidehighered.com/admissions/article/2021/06/01/do-college-application-essays-favor-wealthier-students.

Jaschik, Scott. “Worries Grow about Application Essay ‘help’ That May Go Too Far.” Inside Higher Ed | Higher Education News, Events and Jobs. Accessed July 11, 2025. https://www.insidehighered.com/admissions/article/2017/10/16/worries-grow-about-application-essay-help-may-go-too-far.

Jennifer Simon and James W. Ainsworth, “Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital,” International Scholarly Research Notices 2012 (2012): 1–21 https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

Junor, Sean, and Alex Usher. 2008. “Student Mobility & Credit Transfer.” https://drive.google.com/file/d/1U-PZOu9L-popFXRI7DawyMBgUl_bQbqw/view?usp=sharing.

Khanna, Gaurav. “How Higher Education Became an Important US Export.” Issues in Science and Technology 38, no. 1 (2021): 30–33. https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

Kishino, Hinako, and Tomoko Takahashi. “Global Citizenship Development: Effects of Study Abroad and Other Factors.” Journal of International Students, May 15, 2019. https://www.ojed.org/jis/article/view/390.

Kishkentayeva. 2014. “Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education.” Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

Kitsantas, Anastasia, and Judith Meyers. Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness? 2001. ERIC, https://drive.google.com/file/d/1FB0PeV2hDiJ-kcStgqo9vunZdj6579Q7/view?usp=sharing

Knight, Jane. “Internationalization Remodeled: Definition,Approaches, and Rationales.” Journal of Studies in International Education 8, no. 1 (March 2004): 5–31. https://drive.google.com/file/d/1ABZgTlFoLcwfliOPcZpazieAcSovCmXX/view?usp=sharing.

Knox, Liam. “Federal Cuts Put Institutional Aid at Risk.” Inside Higher Ed. Accessed July 16, 2025. https://www.insidehighered.com/news/students/financial-aid/2025/06/24/federal-cuts-could-lead-reduced-financial-aid-offers.

Kombo, Paul. *The Legacy of Cecil John Rhodes: His Role in the Expansion of the British Empire*. Machakos University Press, April 2019. https://drive.google.com/file/d/1MfUPf1ERB7U_7M0pA1rCkBhN1BEHu5Bt/view?usp=sharing.

Kraiger, Kurt, J. Kevin Ford, and Eduardo Salas. “(PDF) Application of Cognitive, Skill-Based, and Affective Theories of Learning Outcomes to New Methods of Training Evaluation.” Journal of Applied Psychology 78, no. 2 (April 1993). https://www.researchgate.net/publication/201381982_Application_of_Cognitive_Skill-Based_and_Affective_Theories_of_Learning_Outcomes_to_New_Methods_of_Training_Evaluation.

Kratz, Fabian, and Nicolai Netz. “Which Mechanisms Explain Monetary Returns to International Student Mobility?” Studies in Higher Education 43, no. 2 (February 2018):

375–400. https://drive.google.com/file/d/1KqNCncj7DJRF5-97Z0M6xBLIDFvxgkEq/view?usp=sharing.
Krishnan, Lata A, Christi Masters, Cong Wang, and Horane Holgate. (PDF) the effect of study abroad on Intercultural Competence: A Longitudinal Case Study of international postgraduate students at a British University, January 2017. https://www.researchgate.net/publication/282892324_The_effect_of_study_abroad_on_intercultural_competence_a_longitudinal_case_study_of_international_postgraduate_students_at_a_British_university.
Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.
Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.
Lamont, Michele, and Annette Lareau. "Cultural capital: Allusions, gaps and glissandos in recent theoretical developments." Sociological theory (1988): 153-168.
Lane-Toomey, Cara. "Government Factors Influencing an Expansion of Study Abroad in the Middle East/North Africa." *Frontiers: The Interdisciplinary Journal of Study Abroad* 24, no. 1 (August 15, 2014): 121–40. https://doi.org/10.36366/frontiers.v24i1.340.
"Language and Culture Program - University Catalog." n.d. Soka.edu. Accessed July 26, 2025.
Language Testing International. "What Is ILR? ILR Scale and Levels." Retrieved July 20, 2025. https://drive.google.com/file/d/1N60LlIsCc33BDvkXEaBBQTJGL9JstkKb/view?usp=drive_link
Laudel, Grit. "What Do We Measure by Co-Authorships?" Research Evaluation 11, no. 1 (2002): 3–15.
"Leading Institutions by Undergraduate Participation." n.d. Opendoorsdata.org. https://opendoorsdata.org/data/us-study-abroad/leading-institutions-by-undergraduate-participation/.
Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." L2 Journal 15, no. 2 (2023): 162–176.
"Libguides: Statistics Resources: Cohen's D." Cohen's d - Statistics Resources - LibGuides at National University. Accessed July 4, 2025. https://resources.nu.edu/statsresources/cohensd.
Lipka, Sara. 2006. "Goucher College to Require Study Abroad." The Chronicle of Higher Education 52
Liu, Yingjie, and Thomas Shirley. 2021. "Without Crossing a Border: Exploring the Impact of Shifting Study Abroad Online on Students' Learning and Intercultural Competence Development during the COVID-19 Pandemic." Online Learning 25 (1). https://drive.google.com/file/d/1CnbbGK6RONXRxZm83VymKD9ynB3AFvOH/view?usp=sharing

Liwiński, Jacek. “Does It Pay to Study Abroad? Evidence from Poland.” OECD Economics & Finance Conference, September 6, 2016, 273–84. https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.
Lochner, Lance. 2011. “Non-Production Benefits of Education: Crime, Health, and Good Citizenship.”NBER Working Paper Series, 16722. https://www.nber.org/system/files/working_papers/w16722/w16722.pdf.
Lolkus, Michael, et al. “Study Abroad Participants’ Reflections on Relationship Development: The Role of Context, Curriculum, and Community Engagement.” Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 34, no. 4, Nov. 2022, pp. 53–90. https://drive.google.com/file/d/179OlZaFpbTqKlc6EvBdt7WVgZPt1J8HN/view?usp=sharing
“Long-Term Impact.” 2020. Critical Language Scholarship Program. #creator. September 17, 2020. https://clscholarship.org/impact/long-term.
Luo, Jiali, and David Jamieson-Drake. 2015. “Predictors of Study Abroad Intent, Participation, and College Outcomes.” Research in Higher Education 56 (1): 29–56.https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.
Makara, Michael, and Kinsey Canon. “More than a Vacation? Assessing the Impact of a Short-Term Study Abroad Program to the Middle East.” Journal of Political Science Education, November 30, 2019. https://eric.ed.gov/?ff1=locJordan&id=EJ1265160&q=leading%2BAND%2Bmiddle&
Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers. American Council on the Teaching of Foreign Languages, 2019, https://www.languageconnectsfoundation.org/uploads/files/general/MakingLanguagesOurBusiness_FullReport.pdf.
“Making Study Abroad More Affordable.” 2024. THE FEED. January 19, 2024. https://feed.georgetown.edu/access-affordability/making-study-abroad-more-affordable/.
Malmgren, Jodi, and James Galvin. “Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities.” NACADA Journal, November 30, 2007. https://eric.ed.gov/?id=EJ802475.
Malveaux, Gregory F., and Rosalind Latiner Raby, eds. Study abroad opportunities for community college students and strategies for global learning. IGI Global, 2019.
“Management Courses: Semester-Long versus Study-Abroad Formats.” Journal of Teaching in International Business 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=sharing
Marginson, Simon, and Erlenawati Sawir. “University Leaders’ Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University.” Higher Education 52, no. 2 (September 2006): 343–73. https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.
Market Mobility: Evidence from the Introduction of ERASMUS.” The Economic Journal 121 (551): 194–222. https://doi.org/10.1111/j.1468-0297.2010.02369.x.

Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.
Martel, Mirka, and Julie Baer. COVID-19 Effects on U.S. Higher Education Campuses, Report 4: New Realities for Global Student Mobility in Summer and Fall 2020. New York: Institute of International Education, June 2021. https://www.iie.org/publications/covid-19-effects-on-us-higher-education-campuses-report-4/.
Martens, Kerstin, and Peter Starke. "Small Country, Big Business? New Zealand as an Education Exporter." Comparative Education 44, no. 1 (February 2008): 3–19. https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.
Martinsen, Rob A. Short-term study abroad: Predicting changes in Oral Skills, August 16, 2010. https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01095.x.
Maryam Kia-Keating, Ph.D. "The Unbearable Invisibility of Being Mena in the Media." Center for Scholars & Storytellers @ UCLA, March 27, 2024. https://www.scholarsandstorytellers.com/blog/diversity-in-hollywood-the-unbearable-invisibility-of-being-mena-in-the-media.
McDonough, Patricia M. Choosing colleges: How social class and schools structure opportunity. Suny Press, 1997.
Measuring business student attitudes toward study abroad." Journal of International Students. 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/
Meek, David R., Pauline M. Ballentine, Beverly J. Buchanan, M. Diane Clark, Brad S. Cohen, and Paul K. Simmons. 2025. "A Sign Language Journey to the Land of Smiles: Thailand Study Abroad." Journal of Deaf Studies and Deaf Education 30 (2): 234–47. https://drive.google.com/file/d/1TeqnJ2EvfLB21YHWnlq7ZuMdaynuDfIr/view?usp=sharing
Melikşah Demir, Shelby Burton, and Nora Dunbar, "Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes," Teaching of Psychology 46, no. 1 (2019): 22–33, https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.
Melkonian, Paul. The Study Abroad Experiences of Underrepresented High School Students. PhD diss., ProQuest Dissertations & Theses, 2024. https://drive.google.com/file/d/1ilpWsdD7lJC0fYCLbh5YwNQqEZYZaF7B/view?usp=sharing.
Messer, Dolores, and Stefan C. Wolter. "Are Student Exchange Programs Worth It?" SSRN Electronic Journal, July 8, 2006. https://doi.org/10.2139/ssrn.760725.
Michael Vande Berg, Mark Connor-Linton, and R. Michael Paige, "The Georgetown Consortium Project: Interventions for Student Learning Abroad," Frontiers: The Interdisciplinary Journal of Study Abroad 18 (2009): 1–75.
Middle East & North Africa Awards. Accessed July 18, 2025. https://us.fulbrightonline.org/countries/middle-east-and-north-africa.
Miller, Kimberly M. 2024. "Bridging the Gap: Evaluating Miami University's John E. Dolibois European Center (MUDEC) and Its Approach to Expanding Study Abroad

Accessibility for Students." ProQuest Dissertations & Theses. https://drive.google.com/file/d/18J6-EpBIncenb_BJxtpNdG1bT3_U1_i0/view?usp=sharing
Miller, Lisa Renee. Undergraduate participation in study abroad, internship, and research programs: Cultural capital variables. University of California, Los Angeles, 2004.
"Mission and Values." n.d. Soka.edu. Accessed July 19, 2025.
Mitic, Radomir Ray. Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes. ProQuest LLC, 2019. https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.
Mok, Ka Ho, Weiyan Xiong, and Guoguo Ke. 2022. "Reimagining Higher Education in the Post-COVID-19 Era: Chinese Students' Desires for Overseas Learning and Implications for University Governance." Higher Education Policy 35 (3): 591–609. https://doi.org/10.1057/s41307-022-00273-1.
Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *Journal of the American Medical Association, 291(10),* 1238-1245, https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing.
Molony, John, Ben Sowter, and Davina Potts. *QS Global Employer Survey Report 2011: How Employers Value an International Study Experience.* QS Quacquarelli Symonds, 2011. https://content.qs.com/qs/qs-global-employer-survey-2011.pdf.
Monaghan, Christine E., and Gennifre Hartmann. "Pedagogies of Transformation for High School Study Abroad Programming." Journal of Inquiry and Action in Education 6, no. 1 (2014): 82–101. https://drive.google.com/file/d/1ooINE-EzdfIrFw7p6pjnKBPRcKKvtPzY/view?usp=sharing.
Montague Woodhouse, Christopher. "Cecil Rhode." Britannica. Accessed July 18, 2025. https://www.britannica.com/biography/Cecil-Rhodes.
Mullen, Sarah. "Study Abroad at HBCUs: Challenges, Trends, and Best Practices." In Opportunities and Challenges at Historically Black Colleges and Universities, edited by Marybeth Gasman and Felecia Commodore. Palgrave Macmillan US, 2014. https://drive.google.com/file/d/1ziU5hLUfWMwpoKLbckmlM7ciuw-i2Zsa/view?usp=sharing.
Murat, Marina. "Out of sight, not out of mind. Education networks and international trade." World Development 58 (2014): 53-66. https://drive.google.com/file/d/13RjOFPijg-LXN80Sz4vF3rHPLeUojlDZ/view?usp=drive_link.
Murray Brux, Jacqueline, and Blake Fry. "Multicultural students in study abroad: Their interests, their issues, and their constraints." Journal of studies in International Education 14, no. 5 (2010): 508-527.
Murrell, Audrey. "Peer Mentoring and the Importance of Identity Work: A Case Study on Increasing Study Abroad Participation among African American Students." Frontiers. Accessed August 3, 2025. https://frontiersjournal.org/index.php/Frontiers/article/view/786.

NAFSA: Association of International Educators. Study Abroad Participation by State, Academic Year 2019–20. Washington, DC: NAFSA, 2020. PDF.
NAFSA: Association of International Educators. Support U.S. Study Abroad Programs Impacted by COVID-19. Washington, DC: NAFSA. Accessed July 12, 2025. https://drive.google.com/file/d/1270vKsXmu3YVvcq4sAXf4fP-8A1ofYb1/view?usp=drive_link
Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." GiLE Journal of Skills Development 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113
National Survey of Student Engagement. (2017). NSSE 2017 high-impact practices: U.S. summary percentages by student characteristics. https://drive.google.com/file/d/1uMZJqeSEdnXS53DuyXGrbTlFyzw178DE/view?usp=sharing
Neff, Peter, and Matthew Apple. "Short-Term and Long-Term Study Abroad: The Impact on Language Learners' Intercultural Communication, L2 Confidence, and Sense of L2 Self." Journal of Multilingual and Multicultural Development, vol. 44, no. 7, Aug. 2023, pp. 572–88. DOI.org (Crossref), https://doi.org/10.1080/01434632.2020.1847125.
Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." Journal of International Students 11 (4). https://d-nb.info/1365025152/34
Netz, Nicolai, and Michael Grüttner. 2020. "Does the Effect of Studying Abroad on Labour Income Vary by Graduates' Social Origin? Evidence from Germany." Higher Education, July. https://doi.org/10.1007/s10734-020-00579-2.
Newstreet, Carmen, and Jacqueline Rackard. "High School Study Abroad: What Do World History Students Really Learn?" Journal of International Social Studies 8, no. 2 (2018): 55–77. https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.
"New Zealand: International Student Enrolments up 67% in 2023 amid Growing Public Support." ICEF Monitor - Market intelligence for international student recruitment, December 4, 2024. https://monitor.icef.com/2024/11/new-zealand-international-student-enrolments-up-67-in-2023-amid-growing-public-support/.
Niehaus, Elizabeth, and Gudrun Nyunt. "Uncovering the Potential Learning in Short-Term Study Abroad." Journal of Student Affairs Research and Practice, vol. 60, no. 3, May 2023, pp. 417–32. DOI.org (Crossref), https://doi.org/10.1080/19496591.2021.1997758.
Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/
Nieoczym, Adrian. "Globalization, tourism and the commodification of imagination: an ethnography of backpacking." (2003).
Nikolaev, Boris. 2018. "Does Higher Education Increase Hedonic and Eudaimonic Happiness?" Journal of Happiness Studies 19: 483–504. https://drive.google.com/file/d/18s-18T-FaCuhEV8byAvuy0tBKMBXBJVh/view?usp=sharing.

Norfles, N. (2003, January). Toward equal and equitable access: Obstacles and opportunities in international education [Conference presentation]. Global Challenges and U.S. Higher Education Research Conference, Duke University, Durham, NC, United States.
Northwestern University. "Undocumented and DACA Students." Accessed June 28, 2025. Getting Started: Identity Abroad, Northwestern University. https://www.northwestern.edu/abroad/northwestern-students/getting-started/identity-abroad/undocumented-and-daca-students.html.
Nti, Richmond. "Peer Mentorship: A Lifeline for International Students Navigating Success and Growth." Home. Accessed August 3, 2025. https://naspa.org/blog/peer-mentorship-a-lifeline-for-international-students-navigating-success-and-growth.
Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link
Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.
Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.
ODU. Accessed August 3, 2025. https://digitalcommons.odu.edu/cgi/viewcontent.cgi?params=/context/ece_etds/article/1129/&path_info=Starsman_3090826.pdf.
Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.
Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." The Journal of Higher Education, vol. 95, no. 3, Apr. 2024, pp. 285–312. DOI.org (Crossref), https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.
Ogden, Anthony "A Research Agenda for U.S. Education Abroad: Challenges, Shortcomings, and the Future," Association of International Education Administrators, 2015, https://www.aieaworld.org/uploads/1/4/5/2/145269424/2015_ogden_research_agenda.pdf.
Ogunleye, Akindele. 2024. "Exploring Study Abroad with Traditionally Underrepresented Populations: Impacts of Institutional Types." International Journal of Research and Scientific Innovation XI (VI): 170–81. https://arxiv.org/pdf/2406.15493.

Oldac, Yusuf Ikbal. 2022. “The Contributions of Study Abroad to Home Countries: An Agential Perspective.” Higher Education, December. https://doi.org/10.1007/s10734-022-00980-z.
Onosu, Gloria. “The Impact of Cultural Immersion Experience on Identity Transformation Process.” International journal of environmental research and public health, March 7, 2021. https://pmc.ncbi.nlm.nih.gov/articles/PMC7967506/.
Oosterbeek, Hessel, and Dinand Webbink. “Does Studying Abroad Induce a Brain Drain?: Does Studying Abroad Induce a Brain Drain?” Economica 78, no. 310 (April 2011): 347–66. https://drive.google.com/file/d/1jZzrxOaLDw8zKggQcHcRuSsgRgGr3JX0/view?usp=sharing.
Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.
Opendoors. RACE/ETHNICITY OF U.S. STUDENTS STUDYING ABROAD. Institute of International Education. https://drive.google.com/file/d/14ZTUNeR85qUDuca53vzp_Hl8JRezt9E3/view?usp=sharing
Orahood, Tammy, Larisa Kruze, and Denise Easley Pearson. 2004. “The Impact of Study Abroad on
Oreopoulos, Philip, and Kjell G. Salvanes. 2011. “Priceless: The Nonpecuniary Benefits of Schooling.” Journal of Economic Perspectives 25, no. 1: 159–84. https://drive.google.com/file/d/11_j1OkUdPMaceW_8mGg5BxCvyV90HItw/view?usp=sharing.
Ovchinnikova, Elena, Christof Van Mol, and Elspeth Jones. Foreign language skills in the study abroad decision ..., July 25, 2024. https://journals.sagepub.com/doi/10.1177/10283153241251925.
O’Shea, Joe. “From Florida State to Oxford: Character, the Rhodes Scholarship, and the Gap Year.” Journal of College and Character 11, no. 2 (2010). https://drive.google.com/file/d/1EwomN2mjKkdAEuxZcWEU_G0oOYijgdDu/view?usp=sharing.
Paige, R. M., G. W. Fry, E. M. Stallman, J. Josić, and J. Jon. 2009. “Study Abroad for Global Engagement: The Long-Term Impact of Mobility Experiences.” Intercultural Education 20 (sup1): S29–S44. https://doi.org/10.1080/14675980903370847
Parey, Matthias, and Fabian Waldinger. “Studying Abroad and the Effect on International Labor Market Mobility: Evidence from the Introduction of ERASMUS.” *The Economic Journal* 121, no. 551 (2011): 194–222. https://www.iza.org/publications/dp/3430/studying-abroad-and-the-effect-on-international-labor-market-mobility-evidence-from-the-introduction-of-erasmus
“Participant Statistics.” n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.
Partlo, Margaret, and Frim Ampaw. “Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education.” Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24.

https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.
Passarelli, Angela M., and David A. Kolb. 2012. “Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad.” In Student Learning Abroad, edited by Michael Vande Berg, Michael Page, and Kris Lou. Sterling, VA: Stylus Publishing. https://docs.google.com/document/d/1HKmK3cxkjBGvT8cbXMD-BPaPwKdcu5Aep100eRYgrf4/edit?usp=sharing.
Paus, Eva, and Michael Robinson. "Increasing study abroad participation: The faculty makes the difference." Frontiers: The Interdisciplinary Journal of Study Abroad 17 (2008): 33-49.
Pell, Claiborne. Higher Education Amendments of 1992. S.1150, 1992. https://www.congress.gov/bill/102nd-congress/senate-bill/1150
Pell Institute for the Study of Opportunity in Higher Education. Moving Beyond Access: College Success for Low-Income, First-Generation Students. Washington, DC: Pell Institute, [n.d.]. https://www.pellinstitute.org/resources/moving-beyond-access-college-success-for-low-income-first-generation-students/.
Peluffo, Nicoletta. “Innovation in Language Learning International Conference .” In Breaking the “Cultural Bubble” through the Immersive Model . Italy: Kent State University Florence Center, 2019. https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing.
“Perceptions: The Impact of Study Abroad on Students’ Self-Efficacy Perceptions.” Foreign Language Annals 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing
Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. “Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education.” Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.
Person, Gregory Jeffery R., and Ebner Watson. “Language-Learning Strategy Use by Learners of Arabic, Chinese, and Rus.” Taylor & Francis, June 22, 2018. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315639970-15/language-learning-strategy-use-learners-arabic-chinese-russian-study-abroad-jeffery-watson-gregory-ebner.
Petzold, Knut, and Petra Moog. 2018. “What Shapes the Intention to Study Abroad? An Experimental Approach.” Higher Education 75 (1): 35–54. https://doi.org/10.1007/s10734-017-0119-z.
Plucinska, Joanna, Doyinsola Oladipo, and Henry Gale. “Premium Insurance Demand Rises with Global Travel Disruptions.” Reuters, June 16, 2025. Accessed July 12, 2025. https://drive.google.com/file/d/14w9gFrXMe6WcIXPbRqghvkYBI0TXyzso/view?usp=drive_link
Poole, DennisL., and TamaraS. Davis. 2006. “Concept Mapping to Measure Outcomes in Study Abroad Programs1.” Social Work Education 25 (1): 61–77.

https://drive.google.com/file/d/1YEaoyopjPDim5RBG8jYn7xMhO0fZOh-L/view?usp=sharing
Pope, Adelia. “Equitable Study Abroad Fee Policies: History, Literature, and Recommendations.” Frontiers: The Interdisciplinary Journal of Study Abroad 35, no. 3 (2023): 3. https://drive.google.com/file/d/1nhK4u2Emugwf7jXBq8pSaCSN4qonWfe0/view?usp=drive_link.
Potts, Davina. "Understanding the Early Career Benefits of Learning Abroad Programs." *Journal of Studies in International Education* 19, no. 5 (2015). https://doi.org/10.1177/1028315315579241.
Potuto, Josephine Jo R., and James O'Hanlon. "National study of student-athletes regarding their experiences as college students." College Student Journal 41, no. 4 (2007).
Preferred Program Duration on Student Interest in Study Abroad.” Frontiers (Boston, Mass.) 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing
Převrátilová, Silvie. “The Role of Learning Activities in Shaping Emotional Responses of U.S. Study Abroad Students in Learning Czech.” *The Interdisciplinary Journal of Study Abroad* 37, no. 2 (April 2025). https://doi.org/10.36366/frontiers.v37i2.984.
“Program Overview.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-overview/.
The Progressive Policy Institute. “PPI’s Trade Fact of the Week: Scandinavia Has the World’s Highest Union-Membership Rates.” Progressive Policy Institute, September 18, 2024. https://www.progressivepolicy.org/ppis-trade-fact-of-the-week-scandinavia-has-the-worlds-highest-union-membership-rates/.
“Priorities & Selection Criteria.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/selection-criteria/.
Project GO.” Institute of International Education. Accessed July 20, 2025 https://drive.google.com/file/d/1TxaQ9OKknlHxl3YjKGBjnCgLxARm3wKC/view?usp=drive_link
“Promoting Equity in Study Abroad:A Focus on First-Generation and Students Ofcolor in the USA.” Studies in Second Language Learning and Teaching, vol. 14, no. 1, 2024, pp. 23–47. www.ceeol.com, https://www.ceeol.com/search/article-detail?id=1230822 .
Prospects in the United States.” Iie.org. https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.
“Public education funding in the U.S. needs an overhaul: How a larger federal role would boost equity and shield children from disinvestment during downturns.” Accessed July 11, 2025. https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/.
RAMOS DE ANDRADE, FABIO. University of Oregon, June 2020. https://scholarsbank.uoregon.edu/server/api/core/bitstreams/a173598a-23ed-47f3-a09f-76350976c323/content.
Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017.

https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing
Raymond, Bri. “Are Bloomsburg Students Still Interested in Study Abroad Post-COVID?” The Voice, University Wire (Carlsbad), March 31, 2024.
Reardon, James, Chip Miller, and Denny McCorkle. “The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad.” *Journal of International Education in Business* 15, no. 2 (2022): 351–72. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link
Redford, Jeremy, and Kathleen Mulvaney Hoyer. “First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences.” Stats in Brief. National Center for Education Statistics, 2017. https://nces.ed.gov/pubs2018/2018009.pdf.
“Requiring Study Abroad Leads to Inequalities." 2016. University Wire, Mar 02. https://drive.google.com/file/d/1tCQOCCM33Pnh1PchbjQW-d8plclxPc00/view?usp=sharing
“Research Shows College Grads Who Study with IES Abroad Get Jobs Sooner & with Higher Salaries | IES Abroad.” 2025. July 18. https://www.iesabroad.org/news/research-shows-college-grads-who-study-ies-abroad-get-jobs-sooner-higher-salaries.
Returnee Entrepreneurs’ Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad.” Journal of Enterprising Communities People and Places in the Global Economy 18 (3): 559–75.
Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. “The ‘Geography of Opportunity’ in Community Colleges: The Role of the Local Labor Market in Students’ Decisions to Persist and Succeed.” Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link
Rhodes Trust. “Changing the World for 120 Years.” Accessed July 22, 2025. https://www.rhodeshouse.ox.ac.uk/impact-legacy/scholar-impact/changing-the-world-for-120-years/.
Rhodes Trust. “Constituency Information.” Accessed July 20, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/constituency-information/.
Rhodes Trust. “History of the Rhodes Scholarship.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/history-of-the-rhodes-scholarship/.
Rhodes Trust. “Reflections on Change.” Accessed July 20, 2025. https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.
Rhodes Trust. “Selection Criteria.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.
Rhodes Trust. “The Rhodes Scholarship.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/the-rhodes-scholarship/.
Richart, Adrienne F. 2015. “Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad.” *Frontiers (Boston, Mass.)* 26 (1): 17–29.

https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing
Rinn, Anne. “Rhodes Scholarships, Frank Aydelotte, and Collegiate Honors Education.” *Indiana University*, 2003. https://drive.google.com/file/d/1seDiJ3LAq-s5L-Voktf3QsxiErK4Ckvc/view?usp=sharing.
RMIT, “What Is the Difference between a Major and a Minor?” n.d. Accessed July 9, 2025. https://www.rmit.edu.au/study-with-us/study-options/what-is-a-major.
Roberts, Kimberly L. “Studying Abroad: The Change Does Not Stop When Students Come Home.” Kansas State University: Honors Thesis , 2012, 1–42. https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link.
Roberts, T. G., Raulerson, B., Telg, R., Harder, A., & Stedman, N. (2018). The impacts of a short-term study abroad on critical thinking of agriculture students. NACTA Journal, 62(2), 168–174.
Robinson, Stephen, Kelly Bohan, Julia Carnine, and Ariadne Ferro. “U.S. Study Abroad: The View from Europe.” Frontiers: The Interdisciplinary Journal of Study Abroad 37, no. 1 (January 30, 2025): i–xxvii. https://drive.google.com/file/d/1yYZ7akPKVXKk9RoIV5Eow3yF9LEndhA7/view?usp=sharing.
Rutgers. Accessed July 18, 2025. https://cmsi.gse.rutgers.edu/sites/default/files/MSI_FDrprt_final_0.pdf.
Saenz, V.B., Hurtado, S., Barrera, D., Wolf, D., & Yeung, F. (2007). First In My Family: A Profile of First-Generation College Students at Four-Year Institutions Since 1971. Los Angeles: Higher Education Research Institute, UCLA. https://drive.google.com/file/d/14fhT3CqVx2A9WZeTxWsDS_ETDod7BQjL/view?usp=sharing
Salisbury, M.H., Paulsen, M.B. & Pascarella, E.T. Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students’ Intent to Study Abroad. Res High Educ 52, 123–150 (2011). https://doi.org/10.1007/s11162-010-9191-2
Salisbury, Mark H., et al. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education, vol. 52, no. 2, Mar. 2011, pp. 123–50. DOI.org (Crossref), https://drive.google.com/file/d/1gdxmMWRObr82OvltrR9yQC813QUINLbV/view?usp=sharing
Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. 2011. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education 52 (2): 123–50. https://doi.org/10.1007/s11162-010-9191-2.
Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. “To See the World or Stay at Home: Applying an Integrated Student Choice Model to Explore the Gender Gap in the Intent to Study Abroad.” Research in Higher Education 51, no. 7 (November 1, 2010): 615–40. https://doi.org/10.1007/s11162-010-9171-6.

Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education 52, no. 2 (2011): 123–50. https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.
Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing
Sanger, Jodi. n.d. “The Power of International Education.” https://p.widencdn.net/yzmz1f/IIE-Centennial-Impact-Report.
Scally, Jayme. “Intercultural Competence Development in Three Different Study Abroad Program Types.” Intercultural Communication Studies 24, no. 2 (2015).
Schneider, Mark, and Christopher Robinson. 2025. “How Much Will Universities Pay in Endowment Tax?” American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.
Schneider, Pia K. “Fifty Years of Growth in Study Abroad In Italy .” Educating in Paradise, 2013, 1–45. https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.
Schneider, Pia K. “Lengths of Stay in Study Abroad Programs.” The Association of American College and University Programs in Italy , 2013. https://drive.google.com/file/d/1cimQRmhZ4IdQwgbsmjWESI7C9hVn-3RD/view?usp=sharing.
Schultz, Theodore W. “Investment in Human Capital.” The American Economic Review LI, no. 1 (March 1961): 1–17. https://drive.google.com/file/d/1J3WfLYOAvtj-XpcfeyEFX64AlYwR-ImS/view?usp=drive_link.
Scopelliti, Demetrio. "Consumer spending: past and present." Monthly Labor Review, Nov (2016). https://fraser.stlouisfed.org/files/docs/publications/bls_mlr/bls_mlr_201611.pdf
Scott-Smith, Giles. 2008. “Mapping the Undefinable: Some Thoughts on the Relevance of Exchange Programs within International Relations Theory.” The Annals of the American Academy of Political and Social Science 616 (1): 173–195.
“Selection.” 2019. Critical Language Scholarship Program. #creator. March 23, 2019. https://clscholarship.org/applicants/selection.
Senci, Vida, Blake Hendrickson, and Matjaž Debevc. “Examining Erasmus Student Social Integration at Two Croatian Universities.” International Journal of Intercultural Relations 90 (September 2022): 57–72. https://drive.google.com/file/d/1RpiQOM62ZpTEkCBYO4f2jY2RFoyB3kLj/view?usp=sharing.
Seong, Somi, Steven W. Popper, Charles A. Goldman, David K. Evans, and Clifford A. Grammich. “Metrics and Measurement for Program Evaluation.” In Brain Korea 21 Phase II: A New Evaluation Model, 1st ed., 111–60. RAND Corporation, 2008. https://drive.google.com/file/d/1vb6qW_RSgYpdi1I1NuMJbSIPHBij2iYu/view?usp=sharing.

Sherman, Whitney, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen. “Essential to Students’ Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies.” To Improve the Academy: A Journal of Educational Development 43, no. 2 (2024): 9. https://journals.publishing.umich.edu/tia/article/id/4003/
Sharpe, Erin K. “Colonialist Tendencies in Education Abroad.” International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.
Short-Term Study-Abroad Programs in Spanish.” Hispania 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing
Simon, Jennifer, and James W. Ainsworth. “Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital.” ISRN Education 2012 (December 26, 2012): 1–21. https://drive.google.com/file/d/1FxduSFSlkIp9RFyyNayfqybTPYqkD0mH/view?usp=sharing.
Sisavath, Soubin. “Benefits of Studying Abroad for Graduate Employability: Perspectives of Exchange Students From Lao Universities.” Journal of International Students 11, no. 3 (June 15, 2021): 547–66. https://drive.google.com/file/d/1ktKL2JMxm15fXXmcYclQCHDsQFOALnb7/view?usp=sharing.
Smith, David E., and Darryl J. Mitry. Benefits of Study Abroad and Creating Opportunities: The Case for Short-Term Programs. | EBSCOhost. 1 Mar. 2008, https://drive.google.com/file/d/1ifg7hdbZARcjp83DTzugNEtOto5NtbFV/view?usp=sharing.
Smith, Sarah. “How Demographics Affect College Level Students’ Choices to Study Abroad in the United States of America,” 2023. https://www.proquest.com/docview/2869160679?%20Theses&fromopenview=true&pq-origsite=gscholar&sourcetype=Dissertations%20.
Smith-Sitton, Lara, and Joan E. McRay. 2019. “Considering the History of Education Abroad Programs to Create Assignments Serving Both the Academic and Professional Needs of Students.” Journal of Global Initiatives: Policy, Pedagogy, Perspective 14 (1): Article 7. https://docs.google.com/document/d/135qVYC1KPKmLr0YFpFJjK2Gled8yvpQaWyYienlo7eQ/edit?usp=sharing.
Snijders, Ingrid, Finnja Wirth, Ellen Jansen, Marco Vervolet, and Ellen Gielesen. “What Is in a Student-Faculty Relationship? A Template Analysis of Students’ Positive and Negative Critical Incidents with Faculty and Staff in Higher Education.” European Journal of Psychology of Education 37, no. 4 (2022): 1115–1139. https://drive.google.com/file/d/1nDyCHD3nOwn2tatM8ZgHmOaey_5ZpW70/view?usp=sharing
“Social Democracy.” Social Democracy - an overview | ScienceDirect Topics. Accessed July 25, 2025. https://www.sciencedirect.com/topics/social-sciences/social-democracy#:~:text=In%20subject%20area:%20Social%20Sciences,the%20Social%20&%20Behavioral%20Sciences%2C%202001.

Solodoch, Omer. “The Effect of Education on Support for International Trade: Evidence from Compulsory-Education Reforms.” International Organization 78, no. 4 (2024): 800–822. https://www.cambridge.org/core/journals/international-organization/article/effect-of-education-on-support-for-international-trade-evidence-from-compulsoryeducation-reforms/11513D6D2509A2B939ED0B3470916E09
Soria, Krista M., and Jordan Troisi. “Internationalization at Home Alternatives to Study Abroad: Implications for Students’ Development of Global, International, and Intercultural Competencies.” Journal of Studies in International Education, vol. 18, no. 3, July 2014, pp. 261–80. DOI.org (Crossref), https://doi.org/10.1177/1028315313496572.
Specht, Lena Susanne. “International Trade Effects of Student Migration.” The Center for Growth and Opportunity, March 27, 2024. https://www.thecgo.org/research/international-trade-effects-of-student-migration/.
Spence, Michael. “Job Market Signaling.” The Quarterly Journal of Economics 87, no. 3 (August 1973): 355–74. https://drive.google.com/file/d/10L-QkD6hUx8ESW1cmBsJKCWAR_C0sZoP/view?usp=sharing.
Spiering, Kerri, and Sheri Erickson. “Study Abroad as Innovation: Applying the Diffusion Model to International Education.” International Education Journal 7, no. 3 (2006): 314–22. https://drive.google.com/file/d/1jgljoL59qAkeecwhU1mFWTv6v8xOjdVQ/view?usp=sharing.
State Science & Technology Institute (SSTI). “An Overview of Bachelor’s and STEM Degrees Awarded by Field: 1970–2017.” SSTI, February 6, 2019. https://ssti.org/blog/overview-bachelors-and-stem-degrees-awarded-field-1970-2017.
Steele, Joe M. 1970. “Evaluating College Programs Using Measures of Student Achievement and Growth.” Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing
Steven Bauer, “Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs,” Industry & Higher Education 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
Stokes, Jamia. “Examining the Sense of Belonging of First-Generation Students and Their College Persistence: An Exploratory Interview Study.” Doctoral Dissertations, Dec. 2017, https://drive.google.com/file/d/1-SSBHTrOL7T_HiMrgzRSL_-S13ctSt3g/view?usp=sharing
Storti, Craig. The Art of Coming Home. London: Nicholas Brealey Publishing, 2000. https://drive.google.com/file/d/1a78mV2NVz6kmTkava4MpLLGWBfScT5Mx/view?usp=sharing.
Stroud, A. H. 2010. “Who Plans (Not) to Study Abroad? An Examination of U.S. Student Intent.” Researchgate.net. 2010. https://www.researchgate.net/publication/240691474_Who_Plans_Not_to_Study_Abroad_An_Examination_of_US_Student_Intent.
“Student Success Data.” n.d. Soka.edu. Accessed July 19, 2025.

Study Abroad | CASSIE | University System of Georgia. https://drive.google.com/file/d/12Kiow-GiH0zHwLZWwySHvhwlI3LxlSMQ/view?usp=sharing
Study Abroad and Graduation Outcomes. Colorado State University Institutional Research, Planning and Effectiveness, Oct. 2021. https://drive.google.com/file/d/19sKNT0NPNjN-87tkfOMnTawOKu46srUd/view?usp=sharing
Study abroad influencing factors: An investigation of socio ... Accessed July 19, 2025. https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1123&context=urj.
"Study Abroad Students in Learning Czech." Frontiers (Boston, Mass.) 37 (2): 60–84. https://drive.google.com/file/d/1GLTptRZZI2jWl8CK8Jn7lDzx-G_sqDEl/view?usp=sharing
"Study Abroad." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
"Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.
"Study Abroad Data (2017-24)." n.d. Wmich.edu. https://wmich.edu/studyabroad/101/data.
"Study Abroad - Undergraduate Studies." n.d. Soka.edu. Accessed July 19, 2025.
"Study Abroad with CET Academic Programs." CET Academic Programs, July 10, 2025. https://cetacademicprograms.com/.
"Summer Abroad." National Security Language Initiative for Youth (NSLI-Y), May 30, 2025. https://www.nsliforyouth.org/programs/summer-abroad/.
"Supporting Pathways for First-Generation Students to Study Abroad, First Gen Forward, https://www.firstgenforward.org/reports/supporting-pathways-for-first-generation-students-to-study-abroad
"Supporting Students Experiencing Homelessness: District Approaches to Supports and Funding." Learning Policy Institute, January 12, 2023. https://learningpolicyinstitute.org/product/supporting-students-homelessness-brief.
Sutton, Richard C., and Donald L. Rubin. "The Glossari Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes." Frontiers: The Interdisciplinary Journal of Study Abroad 10, no. 1 (August 15, 2004): 65–82. https://drive.google.com/file/d/1ImeNHw8c4kcPE-el_2Gz6mf76FVNsEf-/view?usp=sharing.
Sutton, Richard C., Ann N. Miller, and Donald L. Rubin. "Research Design in Assessing Learning Outcomes of Education Abroad Programs." In A Guide to Outcomes Assessment in Education Abroad. The Forum on Education Abroad, 2017. https://drive.google.com/file/d/1CbXdQOlPbG863_Yi8jT_FsEY7kBz9o6F/view?usp=sharing.
Tandberg , David A., and Sophia A. Laderman. "Evaluating State Funding Effort for Higher Education." Midwestern Higher Education Compact, June 2018, 1–16. https://drive.google.com/file/d/1rWYeqL2M3V0NzvSDenOS5YjCbF2MyzMR/view?usp=sharing.
Tarchi, Christian, and Alessio Surian. "Promoting Intercultural Competence in Study Abroad Students." European Journal of Psychology of Education, vol. 37, no. 1, Mar. 2022, pp. 123–40. DOI.org (Crossref),

https://drive.google.com/file/d/16eNT7lQ7qRkoKezwgyOelGB3Zs4UX-uM/view?usp=sharing
Teferra, Damtew, and Jane Knight. 2008. Higher Education in Africa: The International Dimension. Oxford: African Books Collective.
Teichler, Ulrich. "Temporary Study Abroad: The Life of ERASMUS Students." European Journal of Education 39, no. 4 (2004): 395–408. https://drive.google.com/file/d/1z3qfSdV3f1tqU2T08-H6IBmN4QPeMcvJ/view?usp=sharing.
Terzulo, Eric R., and Sanford J. Ungar. "Worth the Trip? Debating the Value of Study Abroad." Foreign Affairs 95, no. 5 (2016): 162–63. https://drive.google.com/file/d/1Q-5Dg6csS821c6NZbKZA19WMWSpPvRry/view?usp= sharing
Terzuolo, Eric R. "Intercultural Development in Study Abroad: Influence of Student and Program Characteristics." International Journal of Intercultural Relations, vol. 65, June 2018, pp. 86–95. DOI.org (Crossref), https://doi.org/10.1016/j.ijintrel.2018.05.001.
Thayer, William W. "The Rhodes Scholarships and International Peace." *The Advocate of Peace (1894-1920)* 76, no. 2 (1914): 38–40.
THE BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM. Evaluation Report, Bureau of Educational and Cultural Affairs (U.S. Department of State), Apr. 2016 https://drive.google.com/file/d/1EOo4xKoKRJ-TD1gyDd0jnuFvDAfrQnSW/view?usp=sharing.
The Forum on Education Abroad. 2009. "State of the Field Survey 2009." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeastatefield2009_000.pdf.
The Forum on Education Abroad. 2009. "Survey on the Impact of the Global Economic Crisis on Education Abroad." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeducationabroadeconsurvey9-09.pdf.
"The Global Skills Gap in the 21st Century - QS." n.d. Accessed July 25, 2025. https://www.qs.com/reports-whitepapers/the-global-skills-gap-in-the-21st-century/.
"The Impact of Study Abroad on Academic Success: An Analysis of First-Time Students Entering Old Dominion University, Virginia, 2000-2004." n.d. Frontiersjournal.org.
"The intersection of language and culture in study abroad." Accessed July 18, 2025. https://files.eric.ed.gov/fulltext/EJ1071129.pdf.
"The Perks of Studying Abroad with a Third-Party Provider." 2024. Go Overseas. August 5, 2024. https://www.gooverseas.com/blog/perks-of-studying-abroad-with-third-party-provider.
"The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity." Organizational Behavior and Human Decision Processes, February 20, 2018. https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.
The Senate Committee on Health, Education, Labor and Pensions. 2025. "HELP Committee Provisions of the Senate's One Big Beautiful Bill Act." https://www.help.senate.gov/imo/media/doc/help_committee_reconciliation_2025_section-by-section.pdf.
"Third-party program providers and education abroad." Accessed July 3, 2025. https://www.aieaworld.org/uploads/1/4/5/2/145269424/spring_2011_heyl_occasional_paper.pdf.

Thomas, David P., and Zoe Frances Luba. “White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experiential Learning.” Canadian Journal of Development Studies / Revue Canadienne d’études Du Développement, vol. 39, no. 2, Apr. 2018, pp. 182–98. https://drive.google.com/file/d/1eT8C_MxV4Lh_VhLaoCAv4vmYaUspIQE8/view?usp=sharing
Tillman, Martin. 2008. “A History of U.S. Study Abroad: Beginnings to 1965.” International Educator 17 (3): 16–17. http://www.library.hbs.edu/intra/go/abi.html?url=http://search.proquest.com/scholarly-journals/history-u-s-study-abroad-beginnings-1965/docview/200762927/se-2.
“Timeline of Soka University of America, Aliso Viejo: 1987-2020.” 2015. Soka.edu. November 16, 2015.
Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. “Educational Tourism and Local Development: The Role of Universities.” Sustainability 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=drive_link.
Tomlinson, Michael. “Graduate Employability: A Review of Conceptual and Empirical Themes.” Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.
Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. “Gender Influences on Students’ Study Abroad Participation and Intercultural Competence.” Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.
Toncar, M., Reid, J. and Anderson, C. (2005), “Perceptions and preferences of study abroad: do business students have different needs?”, Journal of Teaching in International Business, Vol. 17 Nos 1/2, pp. 61-80. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link
Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. “Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA.” Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing
Tracy-Ventura, Nicole, et al. “Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA.” Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.
“Trends in U.S. Study Abroad.” NAFSA. Accessed June 28, 2025. https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad.
Trilokekar, Roopa Desai, and Polina Kukar. "Disorienting experiences during study abroad: Reflections of pre-service teacher candidates." Teaching and Teacher Education 27, no. 7 (2011): 1141-1150.

Trostel, Philip A. 2015. It's Not Just the Money: The Benefits of College Education to Individuals and to Society.Government & Civic Life, no. 4. https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.
Turley, Ruth N. López. "College proximity: Mapping access to opportunity." Sociology of Education 82, no. 2 (2009): 126-146.
"Twenty Women Among the 32 Rhodes Scholars From the United States." *Women In Academia Report*, December 3, 2024. https://wiareport.com/2024/12/twenty-women-among-the-32-rhodes-scholars-from-the-united-states/.
Twombly, Susan B., Mark H. Salisbury, Shannon D. Tumanut, and Paul Klute. 2012. Study Abroad in a New Global Century: Renewing the Promise, Refining the Purpose. ASHE Higher Education Report. San Francisco: Wiley.
"UMich Students Weigh in on Return of Study Abroad Requirement in the School of Art & Design." 2023.University Wire, Nov 19. https://drive.google.com/file/d/1PkVaK46PUhIZk_1pInqSsleDGm3BUCF1/view?usp=sharing
U.S. Department of State, "Lesbian, Gay, Bisexual, and Transgender Travelers," Travel.State.Gov, accessed June 28, 2025, https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/lgb.html.
U.S. Department of State. Accessed July 18, 2025. https://2021-2025.state.gov/u-s-department-of-state-awards-nearly-500-undergraduate-and-graduate-students-from-all-50-states-the-critical-language-scholarship-for-summer-2023/.
U.S. Department of State. Accessed July 18, 2025. https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/students.html.
U.S. study abroad participation by State. Accessed July 18, 2025. https://www.nafsa.org/sites/default/files/media/document/State-by-State-22-23-study-abroad-statistics.pdf.
Understanding the early career benefits of learning ..., 2015. https://journals.sagepub.com/doi/10.1177/1028315315579241.
Ungar, Sanford J. "The Study-Abroad Solution: How to Open the American Mind." Foreign Affairs 95, no. 2 (2016): 111–23. https://drive.google.com/file/d/1cUhG17t8O6EVbKmF2qFagjhEqZt7nHRT/view?usp=sharing
"United States Announced as Leading Destination for International Students, Annual Impact to U.s. Economy Is $38 Billion and 335,000 Jobs." 2023. United States Department of State. November 13, 2023. https://2021-2025.state.gov/united-states-announced-as-leading-destination-for-international-students-annual-impact-to-u-s-economy-is-38-billion-and-335000-jobs/.
U. K. Universities 2017. The Economic Impact of International Students. Oxford Economics; London, UK.
Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" Journal of International Education in Business 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

Urbanovič, Jolanta, Stephen Wilkins, and Jeroen Huisman. “Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania.” Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507. https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.
Van Der Meid, J. Scott. "Asian Americans: Factors influencing the decision to study abroad." Frontiers: The Interdisciplinary Journal of Study Abroad 9, no. 1 (2003): 71-110.
Van Mol, Christof. “Exploring Explanations for the Gender Gap in Study Abroad: A Case Study of the Netherlands.” Higher Education 83, no. 2 (February 2022): 441–59. https://doi.org/10.1007/s10734-020-00671-7.
Varela, Otmar E, and James E Wilbanks. Learning outcomes of study-abroad programs: A meta-analysis | request PDF, January 2015. https://www.researchgate.net/publication/291358408_Learning_Outcomes_of_Study-Abroad_Programs_A_Meta-Analysis.
Varela, Otmar E. "Learning outcomes of study-abroad programs: A meta-analysis." Academy of Management Learning & Education 16, no. 4 (2017): 531-561.
Varela, Otmar E. “Learning Outcomes of Study-Abroad Programs: A Meta-Analysis.” Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link.
Varela, Otmar E. “Learning Outcomes of Study-Abroad Programs: A Meta-Analysis.” Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link.
“View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities.” n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.
Vignoli, Gabriel. “Italy and Transnational Education .” Information Centre on Academic Mobility and Equivalence, May 2004, 1–9. https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.
Virtual Exchange Impact and Learning Report. Accessed August 3, 2025. https://www.stevensinitiative.org/wp-content/uploads/2023/02/2023-Virtual-Exchange-Impact-and-Learning-Report.pdf.
“Voice of the Students Study Abroad 2023.” n.d. Terradotta.com. https://get.terradotta.com/hubfs/ebooks/Terra_Dotta_E_BOOK_Student_Survey_2023_FNL2.pdf.
Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.
Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.
Waibel, Stine, Knut Petzold, and Heiko Rüger. “Occupational Status Benefits of Studying Abroad and the Role of Occupational Specificity – A Propensity Score Matching Approach.” Social Science Research 74 (August 1, 2018): 45–61. https://drive.google.com/file/d/1MGfu1OlV5t8r12zkoPxSLSSr0VmezErn/view?usp=sharing.
Wainwright, P., Ram, P., Teodorescu, D., & Tottenham, D. (2009). Going global in the sciences: A case study at Emory University. In R. Lewin (ed.), The handbook of practice and research in study abroad: Higher education and the quest for global citizenship (pp. 381-398). New York, NY: Routledge.
Wallitsch, Megan. 2024. Study Abroad Program Looks Deeper at Accessibility with New Software. University Wire. Carlsbad: Uloop, Inc. https://drive.google.com/file/d/1LN3GE4oaWob_HI0lEQFEErGwnJRzDKup/view?usp=sharing
Wang, Liz C., John Gault, Paul Christ, and Patricia A. Diggin. “Individual Attitudes and Social Influences on College Students’ Intent to Participate in Study Abroad Programs.” Journal of Marketing for Higher Education 26, no. 1 (2016): 103–2. https://drive.google.com/file/d/18qCWgmZKolV06evnoh8rIRWEqsXpOwR4/view?usp=share_link.
Wang, Yong, Ke Li, and Yuan Zhang. 2020. “Bridging the Unbridged: A Case Study of a U.S. University’s Study Abroad Program in Beijing.” ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.
Wanger, Stephen P., Michael Breslin, Fred Griffiths, and Tong Wu. “Institutional Barriers to Study Abroad Participation: The Perceptions of Undergraduate African American Students.” International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars 10, no. 1 (Fall 2020). Accessed August 20, 2025. https://drive.google.com/file/d/1Gd5DLRVZ1_CVOCXaMVBrvUWC4Z-8Pc6M/view?usp=drive_link
Warnick, Gregg Morris, Marie S. Call, and Randall Davies. 2018. “Understanding Engineering and Technology Student Perceptions: Barriers to Study Abroad Participation.” In . https://peer.asee.org/understanding-engineering-and-technology-student-perceptions-barriers-to-study-abroad-participation?
Warters, Nathan. “W&M’s Project GO Study Abroad Program Aims to Build Effective Military Leaders through Critical Language Education.” William & Mary News, December 13, 2021. Accessed July 20, 2025. https://drive.google.com/file/d/1b2QqIlxppLfX7L-MAmAJBDjzznp_vgrp/view?usp=drive_link

"Welcome to Soka University." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/welcome.
Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.
"What Sort of Study Abroad Programs Are Available?" Harvard College. Accessed June 26, 2025. https://college.harvard.edu/resources/faq/what-sort-study-abroad-programs-are-available.
Whatley, Melissa, and Amy E. Stich. "From exclusive to inclusive: A mixed-methods investigation of study abroad participation and practices." The Journal of Higher Education 92, no. 1 (2021): 140-167.
Whatley, Melissa, and Ashley B. Clayton. "Study Abroad for Low-Income Students: The Relationship Between Need-Based Grant Aid and Access to Education Abroad." Journal of Student Financial Aid 49, no. 2 (2020). https://drive.google.com/file/d/11lDO4gPsMaPzGYYHxvLDUDj3qGlAXwQf/view?usp=sharing.
Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." Frontiers: The Interdisciplinary Journal of Study Abroad 36, no. 1 (2024): 32-60.
Whatley, Melissa. "Clearing the Hurdle: The Relationship Between Institutional Profiles and Community College Study Abroad." In Study Abroad Opportunities for Community College Students and Strategies for Global Learning, 90–106. Hershey, PA: IGI Global, 2019. https://doi.org/10.4018/978-1-5225-6252-8.ch006.
Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (2017): 431–49. https://drive.google.com/file/d/1i7sAALPXll3VfDH8efjorlJB83NQSrgG/view?usp=sharing.
Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," To Improve the Academy: A Journal of Educational Development 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.
"Winner Count_By Institutions_10.15.14.Xlsx." n.d. Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/media2/ey2obz3q/2025-rs-number-of-winners-by-institution.pdf.
Wong, Shuk Wa, and Jan N Hughes. "Ethnicity and Language Contributions to Dimensions of Parent Involvement." School psychology review, 2006. https://pmc.ncbi.nlm.nih.gov/articles/PMC2139999/.
Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023.

https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link
Woolf, Michael. “The Baggage They Carry: Study Abroad and the Construction of ‘Europe’ in the American Mind.” Frontiers: The Interdisciplinary Journal of Study Abroad 21, no. 1 (August 15, 2011): 289–309. https://drive.google.com/file/d/17hRDgsyBbIWm4A3OeQYZW40vAIJVFzQ7/view?usp=sharing.
“Workforce Development and Training.” 2025. April 25. https://www.uschamberfoundation.org/solutions/workforce-development-and-training.
Working low-income college students are less likely to ... Accessed July 11, 2025. https://cew.georgetown.edu/wp-content/uploads/Low-Income-Working-Learners-Press-Release_final.pdf.
World Economic Forum. n.d. “The Future of Jobs Report 2020.” https://www.weforum.org/publications/the-future-of-jobs-report-2020/.
Worldmindedness: An Empirical Analysis.” Journal of Teaching in International Business 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.
Worldwide Survey of International Assignment Policies and Practices. Marsh McLennan (Mercer), 2015, https://mobilityexchange.mercer.com/international-assignments-survey.
Young, Anna. 2018. "Study Abroad Requirement on Probationary Review." University Wire, May 18. https://drive.google.com/file/d/13CyUiuHasdd0TifnCjouKSaQAhfO14-3/view?usp=sharing

Works Consulted

2023 NSEP Annual Report. Accessed July 25, 2025. https://www.dlnseo.mil/Portals/148/Reports/2023%20NSEP%20Annual%20Report.pdf?ver=vhYTakMVrNOL5hQ0M5fiRw%3D%3D.

"32 U.S. Students Among The 2025 Rhodes Scholarship Recipients." Accessed July 21, 2025. https://www.forbes.com/sites/michaeltnietzel/2024/11/17/32-us-students-among-the-2025-rhodes-scholarship-recipients/.

"About Project GO." Project Global Officer. Accessed July 20, 2025. https://drive.google.com/file/d/1xFTeWw4FjUqAB6jJJIbpRa94fRfMp2e2/view?usp=drive_link

"About: Soka University of America." n.d. Soka.edu. Accessed July 19, 2025.

Abroad, DIS. "Illuminating Alumni: Nathan Ober, Fulbright Scholar." DISCOVER STUDY ABROAD, April 1, 2016. https://discoverstudyabroad.org/2121/ .

Abroad, Openness, and Choice: Cultural Study and Creativity." Journal of Organizational Behavior 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

Abroad, Openness, and Choice: Cultural Study and Creativity." Journal of Organizational Behavior 36 (7): 944–66. https://drive.google.com/file/d/19Kp48ZHSj2YJbQOD96m9-b-BorUCAjZS/view?usp=drive_link

Abroad and Other Factors." Journal of International Students 9 (2): 535–59. https://doi.org/10.32674/jis.v9i2.390.

"Academic Credit - University Catalog." n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/academic-credit

"Academic Requirements for the Bachelors of Arts Degree." n.d. Soka.edu Accessed July 26, 2025. https://catalog.soka.edu/academic-requirements-for-the-bachelor-of-arts-degree

Activity Theory Perspective." Foreign Language Annals 43 (1): 27–49. https://drive.google.com/file/d/1wG1UCvXBac8pnt2X6fH0GsbcBr12ZR_V/view?usp=sharing

Adam, Hajo, Otilia Obodaru, Jackson G. Lu, William W. Maddux, and Adam D. Galinsky. "The Shortest Path to Oneself Leads Around the World: Living Abroad Increases Self-Concept Clarity." *Organizational Behavior and Human Decision Processes* 145 (March 2018): 16–29. https://doi.org/10.1016/j.obhdp.2018.01.002.

Admin. "Reflections on a Year in Taiwan." National Security Language Initiative for Youth (NSLI-Y), May 15, 2025. https://www.nsliforyouth.org/stories/reflections-on-a-year-in-taiwan/.

"Advocating for Student Safety Abroad." The Forum on Education Abroad. Accessed July 18, 2025. https://www.forumea.org/advocating-for-student-safety-abroad.html.

"Arabic." Critical Language Scholarship Program. Accessed July 18, 2025. https://clscholarship.org/languages/arabic.

Agreement L. Jotia, Karen L. Biraimah, and Brianna A. Kurtz. 2020. "Transformative Study Abroad Programs in Emerging Nations: Moving toward Equitable Global North-South Partnerships." Theory into Practice 59 (3): 279–88. https://drive.google.com/file/d/1f_Gt_1T2OVvrY5EGGhtBMe7aafVeJC_C/view?usp=sharing

Aina, Carmen, and Giorgia Casalone. “Early Labor Market Outcomes of University Graduates: Does Time to Degree Matter?” Socio-Economic Planning Sciences 71 (September 2020): 100822. https://doi.org/10.1016/j.seps.2020.100822.
Albers-Miller, Nancy D., Penelope J. Prenshaw, and Robert D. Straughan. 1999. “Student Perceptions of Study Abroad Programs: A Survey of US Colleges and Universities.” Marketing Education Review 9 (1): 29–36.https://drive.google.com/file/d/1TF7jOmiEqnrdT4y_ZlKfsp0IGiVF0GYG/view?usp=sharing.
Allen, Heather Willis. 2010. “Language-learning Motivation during Short-term Study Abroad: An
Altbach, Philip G. “The Perils of Commercialism.” International Higher Education 62 (Winter 2011): 21–23. https://drive.google.com/file/d/1skwDrAepcF5fXVpETy2TWNcuNwBQk1Yb/view?usp=sharing.
“Alumni Survey Results | IES Abroad.” n.d. Accessed July 25, 2025. https://www.iesabroad.org/about/alumni-survey-results.
Analysis.” Frontiers: The Interdisciplinary Journal of Study Abroad 15: 57–66.
and Cosmopolitan Ideals in Undergraduates.” Current Issues in Comparative Education 12 (1). https://drive.google.com/file/d/1ImUWth2ihF57JlWgQS1IRMOKvcOwxURx/view?usp=drive_link
Anderson, James & Wincoop, Eric. “Trade Costs.” Journal of Economic Literature. 42 (2004): 691-751. https://drive.google.com/file/d/1llo-nEOXgYuuiIeJkmRZITs3IyGvwo_H/view?usp=drive_link
“Apa PsycNet.” American Psychological Association. Accessed July 25, 2025. https://psycnet.apa.org/buy/1996-01707-011.
“A Proud Heritage.” n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/about/proud-heritage.
Asankulova, Zhanylai, and Stephan Thomsen. “Studying Abroad Experience and the Wages of Females.” Higher Education 87, no. 2 (February 2024): 401–31. https://drive.google.com/file/d/1Cmr8Bz5kED3ae9ZGLzwXinZ6Z1XE4diJ/view?usp=sharing.
Assessing the Impact of Study Abroad on Student Learning at Michigan State University.” n.d Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/134/116.
Auerbach, Randy P., Philippe Mortier, Ronny Bruffaerts, Jordi Alonso, Corina Benjet, Pim Cuijpers, Koen Demyttenaere, et al. “WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders.” Journal of Abnormal Psychology 127, no. 7 (2018): 623–38. https://drive.google.com/file/d/1EjT5s_qBIvAG8BKhGgON5O8yyweDYxgf/view?usp=share_link.
Aydelotte, Frank. “How Rhodes Scholars Are Chosen.” *The American Scholar* 14, no. 2 (1945): 176–86.
Bae, Elizabeth. 2015. "Fairfield Reacts to U.S. Colleges Requiring Study Abroad Experience." University Wire, Apr 29. https://drive.google.com/file/d/1-qrj64KVVOiF3dmQOqs_sC03I6W50oO4/view?usp=sharing

Balancing work and learning | CEW Georgetown. Accessed July 11, 2025. https://cew.georgetown.edu/wp-content/uploads/Low-Income-Working-Learners-FR.pdf.
Bandura, Albert. 1989. “Regulation of Cognitive Processes through Perceived Self-Efficacy.” Developmental Psychology 25 (5): 729–35. https://drive.google.com/file/d/1KyWMUIqKknPllrN4olKoeBCA8JP6H3nQ/view?usp=sharing
Banks, Rachel. “U.S. Study Abroad Participation by State.” NAFSA: Association of International Educators. Accessed June 26, 2025. https://www.nafsa.org/sites/default/files/media/document/State-by-State-22-23-study-abroad-statistics.pdf
Barclay, Allen C., Rachel T. Barcley, and Mandie Weinandt. 2017. “The Economic Impact of Study Abroad on Chinese Students and China’s Gross Domestic Product.” The Journal of Applied Business and Economics 19(4): 30-36. https://drive.google.com/file/d/1-fQX3nxeD7tA4Z6py71K1dutBuK5HxTH/view?usp=sharing
Barclay Hamir, Heather. “Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree .” Educational Administration: Theses, Dissertations, and Student Research 65 (April 2011): 1–239. https://drive.google.com/file/d/1JZouCXuJhq7QhqhUSJUc0gPgs62zA0RK/view?usp=sharing.
Barnd, Natchee. “Being Bad Guests: Teaching Ethnic Studies with Study Abroad.” Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 37, no. 2, Apr. 2025, pp. 1–33. https://drive.google.com/file/d/1nraxEIRcjqqOKj5HeOTlmeih0EHCqJi3/view?usp=sharing
Barnett, Justin. “Education New Zealand Targets $4.4 Billion by 2027.” Education New Zealand Manapou ki te Ao, August 5, 2024. https://www.enz.govt.nz/news-and-research/ed-news/education-new-zealand-targets-4-4-billion-by-2027.
Baruch, Yehuda, Pawan S. Budhwar, and Naresh Khatri. “Brain Drain: Inclination to Stay Abroad after Studies.” Journal of World Business 42, no. 1 (March 2007): 99–112. https://drive.google.com/file/d/1-Lx1psLPjaW1M5qKn566-huud4X4Y6F_/view?usp=sharing.
Bastedo, Michael N., and Ozan Jaquette. 2011. “Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification.” Educational Evaluation and Policy Analysis 33, no. 3 (September): 318-339. https://drive.google.com/file/d/1Uh5lRcfHEiUmus7oQFT0bTuqxJLts3AB/view?usp=sharing
Basterretxea Santiso, Gorka, and Cristina Sanz. “Perspectives and Motives Involved in Study Abroad: COVID, Race and SES.” L2 Journal 15, no. 2 (February 10, 2023). https://drive.google.com/file/d/14guihL0BDaEV0p-3Ggj6xRwzQgJvae19/view?usp=sharing
Bauer, Steven. “Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs.” Industry & Higher Education 39, no. 3 (2025): 251–54. https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.

Baum, Sandy, and Victoria Lee. The Role of College and University Endowments. July 1, 2019. https://drive.google.com/file/d/1vFd_B61Uo6qmthTSaBMLCPWNQS3lwSlf/view?usp=sharing.
Becker, Gary S. “Investment in Human Capital: A Theoretical Analysis.” Journal of Political Economy 70, no. 5, Part 2 (October 1962): 9–49. https://drive.google.com/file/d/1xMBYMJCSGCZLxJQEcion5g-KebNZBGSc/view?usp=sharing.
Beerkens, Maarja, et al. “Similar Students and Different Countries? An Analysis of the Barriers and Drivers for Erasmus Participation in Seven Countries.” Journal of Studies in International Education, vol. 20, no. 2, May 2016, pp. 184–204. DOI.org (Crossref), https://doi.org/10.1177/1028315315595703.
Beghin, John, and Byungyul Park. “The Exports of Higher Education Services from OECD Countries to Asian Countries: A Gravity Approach.” The World Economy 45 (September 25, 2020): 1050–80. https://drive.google.com/file/d/1uFJZd9sREb089KdcnSJO-dJUGyZSQDs9/view?usp=sharing.
Bell, Angela D, Leslie E Hodges, Donald L Rubin, and Coryn Shiflet. Need-Based Aid, Participation in Education Abroad, and Program Type Choice , September 2022. https://files.eric.ed.gov/fulltext/EJ1285764.pdf.
Bell, Lydia F. "Examining academic role-set influence on the student-athlete experience." Journal of Issues in Intercollegiate Athletics 2, no. 2 (2009): 2.
Benjamin A. Gilman International Scholarship 20-Year Impact Study - Comprehensive Report. Department of State, 2022. https://drive.google.com/file/d/1jBAiBPSLCSxxsebR4YA2QkF7-MccWBuE/view?usp=sharing
“Benjamin A Gilman International Scholarship Program Overview.” n.d. Gilmanscholarship.org. https://www.gilmanscholarship.org/program/program-overview/.
Bennett, Milton. 2010. “A Short Conceptual History of Intercultural Learning in Study Abroad.” In A History of U.S. Study Abroad: 1965–Present, edited by William Hoffa and Stephen DePaul, 419–449. Special publication of Frontiers: The Interdisciplinary Journal of Study Abroad. https://docs.google.com/document/d/1czy_mOoIl45aEjQPb2eLOGTQ-L7xz6WN7KMOxAaowqU/edit?usp=sharing.
Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. 2022. “Education Abroad and College Completion.” Research in Higher Education 63 (6): 987–1014. https://drive.google.com/file/d/1b9sfJmD-dUR7xV4jiMJsO0X1bMkG_5y8/view?usp=sharing.
Bhatt, Rachana, Angela Bell, Donald L. Rubin, Coryn Shiflet, and Leslie Hodges. “Education Abroad and College Completion - Research in Higher Education.” SpringerLink, January 14, 2022. https://link.springer.com/article/10.1007/s11162-022-09673-z?
Bischoff, Eberhard E., and Nicole Koenig-Lewis. “VFR Tourism: The Importance of University Students as Hosts.” International Journal of Tourism Research 9, no. 6 (June 28, 2007): 465–84. https://drive.google.com/file/d/1mIfR94mTaNiA5UI9ix3mqX0F0gVAK4sP/view?usp=sharing.

Bjørnnes Ann, Kristen et. al. 2025. “Exploring Intentions: Factors Influencing International Study Decisions in Healthcare Bachelor Degree Programs.” BMC Medical Education 25 (1): 555. https://doi.org/10.1186/s12909-025-07136-4.
Bourdieu, Pierre, Jerome Karabel, and Albert H. Halsey. "Power and ideology in education." Cultural reproduction, social reproduction. Oxford University Press, Oxford (1977).
Bowman, J. 1987. Education American Undergraduates Abroad: The Development of Study Abroad Programs by American Colleges and Universities. New York: Council on International Educational Exchange.
Brandon, Maya B. “Community Colleges: The Anchors of Rural Communities.” Beyond BLS, U.S. Bureau of Labor Statistics, January 22 2024. Accessed July 5 2025. https://drive.google.com/file/d/1i0s-Gr6RhahYpoNOAGFMpw9X_SM31Z79/view?usp=drive_link
Braskamp, Larry, David Braskamp, and Kelly Merrill. 2009. “Assessing Progress in Global Learning and Development of Students with Education Abroad Experiences | Frontiers: The Interdisciplinary Journal of Study Abroad.” Accessed June 29, 2025. https://frontiersjournal.org/index.php/Frontiers/article/view/256.
Brux, Jacqueline Murray, and Blake Fry. “Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints.” Journal of Studies in International Education, October 31, 2010. https://eric.ed.gov/?id=EJ904247.
Bureau of Educational and Cultural Affairs. “Fulbright Program Overview.” Accessed July 22, 2025. https://eca.state.gov/fulbright/about-fulbright/fulbright-program-overview.
Bureau of Educational and Cultural Affairs. “Funding and Administration | Bureau of Educational and Cultural Affairs.” Accessed August 1, 2025. https://eca.state.gov/fulbright/about-fulbright/funding-and-administration.
Burgett, Madison M. 2022. “The Impact of Study Abroad as It Relates to Business Students’ Career Paths.” Butller University. https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1658&context=ugtheses.
Business Students’ Career Goals.” Frontiers (Boston, Mass.) 10 (1): 117–30.
Cai, WeiWei, and Gopal Sankaran. “Promoting Critical Thinking through an Interdisciplinary Study Abroad Program.” Journal of International Students, vol. 5, no. 1, Jan. 2015, pp. 38–49. www.ojed.org, https://drive.google.com/file/d/1tG9E6eQsqUS41AX5sDUQFUJUZidXZuQr/view?usp=sharing
Capaldi, Elizabeth D. 2011. “Budget Cuts and Educational Quality.” AAUP. https://www.aaup.org/academe/issues/2011-issues-4/budget-cuts-and-educational-quality.
Capes, W. W. 1922. University Life in Ancient Athens. New York: G. E. Stechert & Co.
Cardwell, Paul James. “Does Studying Abroad Help Academic Achievement?” European Journal of Higher Education 10, no. 2 (January 31, 2019): 147–63. https://drive.google.com/file/d/1HthCJCa0QECTVZ-mWQO2Ie7zNR76yEHu/view?usp=sharing.
Carlson, Jerry S., and Keith F. Widaman. “The Effects of Study Abroad during College on Attitudes toward Other Cultures.” International Journal of Intercultural Relations, vol. 12, no. 1, Jan. 1988, pp. 1–17. ScienceDirect, https://drive.google.com/file/d/1eBpnP5WLc5HkL9wE3E0GbY7dsxaG558-/view?usp=sharing

Carter, Holly, Johnetta Cole, and Gus John. "Black students and overseas programs: Broadening the base of participation." In meeting of the International Conference on Education Exchange (ICEE). New York: NY. 1991.
Castiello-Gutiérrez, Santiago, and Nick J. Gozik. “Decolonizing Education Abroad: Grounding Theory in Practice.” Standards in Action, The Forum on Education Abroad, 2022, pp. 183–202. https://drive.google.com/file/d/10OegHxmzOiqfeQEfpTQFCiuFmSRtZitn/view?usp=sharing
Cavender, Rayecarol, Jason R. Swanson, and Kendall Wright. 2020. “Transformative Travel: Transformative Learning through Education Abroad in a Niche Tourism Destination.” Journal of Hospitality, Leisure, Sport & Tourism Education, no. 100245: 100245. https://drive.google.com/file/d/1217cSv7Z8Add9tu5t39LUyXsQhV8zoO1/view?usp=sharing
Centers for Disease Control and Prevention. “CDC Museum COVID-19 Timeline.” David J. Sencer CDC Museum. Centers for Disease Control and Prevention. Published March 15, 2023. Accessed July 12, 2025. https://drive.google.com/file/d/1aTsrI8dICJRIILBEq8bBpe2uOQ4F1qjN/view?usp=drive_link
“CET Jordan Study Abroad.” CET Academic Programs, May 7, 2025. https://cetacademicprograms.com/college-study-abroad/programs/jordan/cet-jordan/.
Chad N. Loes & Brian P. An (2024) Study Abroad Enhances Cognitive Development, Journal of Student Affairs Research and Practice, 61:1, 72-85, https://drive.google.com/file/d/1Ebb5FhIQC6dcW0BE3ZETx4RACOfjeWgk/view?usp=sharing
Chamove, Arnold S., and Sonja M. Soeterik. “Grief in Returning Sojourners.” Journal of Social Sciences 13, no. 3 (November 2006): 215–20./https://drive.google.com/file/d/1DHu9M9Nab9GtvBjcVEZHnDWAouBb7JHY/view?usp=sharing.
Chan, Raymond Y. 2016. “Understanding the Purpose of Higher Education: An Analysis of the Economic and Social Benefits for Completing a College Degree.” Journal of Education Policy, Planning and Administration 6, no. 5: 1–40. https://scholar.harvard.edu/sites/scholar.harvard.edu/files/roychan/files/chan_r._y._2016._understanding_the_purpose_aim_function_of_higher_education._jeppa_65_1-40.pdf.
Chand, M., and R. L. Tung. “Skilled Immigration to Fill Talent Gaps: A Comparison of the Immigration Policies of the United States, Canada, and Australia.” Journal of International Business Policy 2, no. 4 (December 2019): 333–55. https://drive.google.com/file/d/1Vt8MDUKstypeHg3Vxmo6-zNv9F09Bq4b/view?usp=sharing.
Cho, Jaee, and Michael W. Morris. 2015. “Cultural Study and Problem-solving Gains: Effects of Study Classes 2005-2019).” Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.

Cline, Julie M. Minding the Gap: Impact of Pre-College Gap Year on Transition to College. MA thesis, Taylor University, 2013. Master of Arts in Higher Education

(MAHE) Theses, no. 109, https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1109&context=mahe.
"CLS Program." 2019. Critical Language Scholarship Program. #creator. September 12, 2019. https://clscholarship.org/about.
CNA. Accessed July 18, 2025. https://www.cna.org/archive/CNA_Files/pdf/drm-2014-u-007929-final.pdf.
Cole, J. B. "Opening address of the 43rd international conference on educational exchange." Black students and overseas programs: Broadening the base of participation (1991): 1-8.
Collins, Lauren. 2022. "Leveraging Foreign Higher Education Institutional Affiliation to Support Preservation of Local Knowledge and Fight Displacement in Thailand." Frontiers (Boston, Mass.) 34 (3): 123–40. https://drive.google.com/file/d/1gcz7_N4XAX1TrncHKtdr0Q7S2XiZ98-u/view?usp=sharing
Common data set 2024-2025 CDS-a page 1. Accessed August 3, 2025. https://bpb-us-e1.wpmucdn.com/sites.harvard.edu/dist/6/210/files/2025/06/HarvardUniversity_CDS_2024-2025.pdf.
Compiegne, Irwin. 2021. "At the Crossroads: Rethinking Study Abroad Students' Social Networking and Intercultural Communication in the Age of Globalization." Intercultural Communication Education 4 (1): 1. https://doi.org/10.29140/ice.v4n1.447.
Constraints towards Study Abroad and Other International Education Opportunities." Journal of International Education in Business 11 (1): 63–78. https://drive.google.com/file/d/1J6h49I6nNDKWY3_cCxg-zIzri7zoXNB5/view?usp=sharing
"Cost of Attendance." n.d. Soka.edu. Accessed July 19, 2025.
Crato, Nuno, and Harry Anthony Patrinos. "The State of Global Education in a Post-Pandemic World." Flypaper, Thomas B. Fordham Institute, December 19, 2024.https://drive.google.com/file/d/1V8rLHEuCiMcWFZqZxUDwvZ1w9dv0uKvN/view?usp=drive_link
Cruickshank, Kenneth, and Westbrook Ros. 2013. "Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education." Asia-Pacific journal of teacher education 41, no. 1 (02): 55-68. https://drive.google.com/file/d/1zrLgpa946i6CBg2xoyGheqMy-ksJ7s-V/view?usp=sharing.
Cubillos, Jorge H., and Thomas Ilvento. 2012. "The Impact of Study Abroad on Students' Self-efficacy Perceptions: The Impact of Study Abroad on Students' Self-Efficacy Perceptions." Foreign Language Annals 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing
Cubillos, Jorge H., Lisa Chieffo, and Chunbo Fan. "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." Foreign Language Annals 41, no. 1 (March 2008): 157–86. https://drive.google.com/file/d/1EoE1E69BG6_M4SIf2p_Pm2Y34yF3QIPc/view.
Cullinan, John, Darragh Flannery, and Donal Palcic. "Study Abroad Programme Participation and Subsequent Academic Performance: Evidence from Administrative Data." Education Economics 30, no. 3 (September 20, 2021): 251–69.

https://drive.google.com/file/d/1AHsa2O5wOSw0J9Du9QpFysB_RtSoXpxr/view?usp=sharing.
Cunningham, Mary. 2025. “Are you a student loan borrower? Here's how the One Big Beautiful Bill Act could affect you.” CBS News, July 12, 2025. https://www.cbsnews.com/news/big-beautiful-bill-changes-student-loan-repayment/.
Curtis, Tamilla, and John R. Ledgerwood. 2018. “Students’ Motivations, Perceived Benefits and Constraints towards Study Abroad and Other International Education Opportunities.” *Journal of International Education in Business* 11 (1): 63–78. https://drive.google.com/file/d/1J6h49I6nNDKWY3_cCxg-zIzri7zoXNB5/view?usp=sharing /
Cyma Hibri PhD. “Orientalism: Edward Said’s Groundbreaking Book Explained.” The Conversation, April 30, 2025. https://theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429#:~:text=The%20peoples%20of%20the%20Middle,is%20central%20to%20Orientalist%20thought.
Czarnitzki, Dirk, Wytse Joosten, and Otto Toivanen. “International Student Exchange and Academic Performance.” SSRN Electronic Journal, January 2021, 1–50. https://drive.google.com/file/d/1LqGhhFZnlTjrQmHoP3h7CFtY2ojpBW-B/view?usp=sharing.
“Deadlines & Timeline.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/deadlines-and-timeline/.
Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link
Defense Language and National Security Education Office. 2023 National Security Education Program (NSEP) Annual Report. Washington, D.C.: U.S. Department of Defense, 2023. https://drive.google.com/file/d/1n9FNmpKNyGED3RLqN9EZixLsVpagL71l/view?usp=drive_link
DeGraaf, Don, Cynthia Slagter, Kelly Larsen, and Elisa Ditta. “View of the Long-Term Personal and Professional Impacts of Participating in Study Abroad Programs.” Frontiers: The Interdisciplinary Journal of Study Abroad, August 15, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/328/292.
DeGuzman, Katie “Multiple Lenses on DEI: A Case Study of Spain and the United States,” The Forum on Education Abroad (2021): 3, https://www.aieaworld.org/uploads/1/4/5/2/145269424/deguzman.pdf.
de Haan, Monique. 2011. “The Effect of Parents’ Schooling on Child’s Schooling: A Nonparametric Bounds Analysis.” Journal of Labor Economics 29, no. 4: 859–92. https://drive.google.com/file/d/1Akb1aW2Ya23N_SaBi0jqdZHHJ7U10lda/view?usp=sharing.
Demir, Melikşah, Shelby Burton, and Nora Dunbar. “Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes.” Teaching of Psychology 46, no. 1 (2019): 22–33.

https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.
De Poli, Silvia, Loris Vergolini, and Nadir Zanini. “The Impact of a Study Abroad Programme on Learning Abilities and Personality Traits: Evidence from a Randomization.” Applied Economics Letters 25, no. 8 (June 26, 2017): 562–66. https://drive.google.com/file/d/1349FFNDxRxzFoxjSszcR7UYENWPMq84m/view?usp=sharing.
“Department of Education - Federal Pell Grant Program End-of-Year Report and Other Annual Data Reports.” n.d. Data.gov. Accessed July 4, 2025. https://catalog.data.gov/dataset/federal-pell-grant-program-end-of-year-report-and-other-annual-data-reports-38e3e.
Deresiewicz, William. Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life. 1st Free Press hardcover ed. New York: Free Press, 2014.
“Destinations of U.S. Study Abroad Students, 1999/00 -2022/23.” IIE Open Doors, 2024. https://opendoorsdata.org/data/us-study-abroad/all-destinations/.
de Ridder-Symoens, Hilde, ed. 1992. A History of the University in Europe: Volume 1, Universities in the Middle Ages. Vol. 1. Cambridge: Cambridge University Press.
Diehl, Kevin. “Rhodes Scholar: Defining an Opportunity.” *Presidential Scholars Theses*, 1998. https://scholarworks.uni.edu/pst/48?utm_source=scholarworks.uni.edu%2Fpst%2F48&utm_medium=PDF&utm_campaign=PDFCoverPages.
Digest of Education Statistics. “Number of U.S. Students Studying Abroad and Percentage Distribution, by Sex, Race/Ethnicity, and Other Selected Characteristics: Selected Years, 2000-01 through 2019–20.” National Center for Education Statistics, 2021. https://nces.ed.gov/programs/digest/d21/tables/dt21_310.10.asp.
Di Pietro, Giorgio. “Changes in the Study Abroad Gender Gap: A European Cross-country Analysis.” Higher Education Quarterly 76, no. 2 (April 2022): 436–59. https://drive.google.com/file/d/1xdb-bYDLQmdAIiijjUw2XAxFIaAKdD6z/view?usp=sharing.
Di Pietro, Giorgio. “Do Study Abroad Programs Enhance the Employability of Graduates?” Education Finance and Policy 10, no. 2 (April 2015): 223–43. https://drive.google.com/file/d/1FeYc_HWYvLxygAPBZ8fP8aZYMx_rOf_3/view?usp=sharing.
DIS Abroad, “Illuminating Alumni: Nathan Ober, Fulbright Scholar,” DISCOVER STUDY ABROAD, April 1, 2016, https://discoverstudyabroad.org/2121/.
“Document Details.” Scopus. Accessed July 25, 2025. https://www.scopus.com/pages/publications/84876032023?inward=.
“Does Study Abroad Increase Employability?” NACTA Journal 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.
Dolby, Nadine. “Reflections on Nation: American Undergraduates and Education Abroad.” Journal of Studies in International Education, vol. 11, no. 2, Jun. 2007, pp. 141–56. https://drive.google.com/file/d/11YAesKSLVzm5jPlRg2PIZI5I8P7wCIZf/view?usp=sharing
Douglas, Ceasar, and Catherine G. Jones-Rikkers. 2001. “Study Abroad Programs and American Student Worldmindedness: An Empirical Analysis.” Journal of Teaching in

International Business 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=drive_link
Drake, Matthew J., Ryan J. Luchs, and John R. Mawhinney. 2015. “International Supply Chain Management Courses: Semester-Long versus Study-Abroad Formats.” Journal of Teaching in International Business 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=drive_link
Dwyer, Mary M. 2004. “More Is Better: The Impact of Study Abroad Program Duration.” Frontiers: The Interdisciplinary Journal of Study Abroad 10:151–63. https://docs.google.com/document/d/1J6e-i_OCF3aa6t3ixoxQQJRRj9AHa_BM1S2k3Im4SOA/edit?usp=sharing.
Dwyer, Mary M. Charting Impact of Study Abroad. Institute for the International Education of Students, 2004. https://catalogs.iesabroad.org/charting-impact-of-study-abroad/page/1.
Ecker-Lyster, Meghan and Kardash, Nadzeya (2022) "Study Abroad: Perspectives from Historically Underrepresented Student Populations," Journal of College Access: Vol. 7 : Iss. 1 , Article 8. https://drive.google.com/file/d/12JH5chP0laDEPCRAR4GLYoqYW4qEwPAh/view?usp=sharing
Edwards, Kirsten T. “Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad.” Curriculum Inquiry 50, no. 5 (2020): 419–39. https://drive.google.com/file/d/1ieGJqAW8oP2K1VA-RkAP1MD1yaRe7tsX/view?usp=sharing.
Edwards, Kirsten T. “Melanated Minds and Diasporic Bodies: Womanist Curricular Praxis as Radical Intervention in Study Abroad.” Curriculum Inquiry 50, no. 5 (October 19, 2020): 419–39. https://drive.google.com/file/d/1SDLWtTsZ8QtODO53208pLXX6gHoK-m0W/view?usp=sharing.
“Eligibility.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/eligibility/.
Engel, Constanze. “The Impact of Erasmus Mobility on the Professional Career: Empirical Results of International Studies on Temporary Student and Teaching Staff Mobility.” Belgeo. Revue Belge de Géographie, no. 4 (December 2010): 351–63. https://drive.google.com/file/d/12u0eoV5w6jex9nUGFuYnb3vBoOF_TQfn/view?usp=sharing.
Engle, Lilli, and John Engle. Assessing language acquisition and intercultural ..., 2004. https://files.eric.ed.gov/fulltext/EJ891458.pdf.
Engle, Lilli, and John Engle. “Study Abroad Levels: Toward a Classification of Program Types.” Frontiers: The Interdisciplinary Journal of Study Abroad 9, no. 1 (August 15, 2003): 1–20. https://doi.org/10.36366/frontiers.v9i1.113
Enhancing foreign language proficiency in the United ... Accessed July 3, 2025. https://www.lep.gov/sites/lep/files/resources/nsli-preliminary-results.pdf.
Entrich, Steve R., Nicolai Netz, and Ryoji Matsuoka. “The Role of Institutional Contexts for Social Inequalities in Study Abroad Intent and Participation.” Higher Education 88, no. 4 (2024): 1275–303.

https://drive.google.com/file/d/17tXs9INbMmyt9aQBVE08b2xosKar9oIq/view?usp=sharing.
Erasmus Student Network. 2025. “Erasmus Student Network Annual Report 2024/2025.” https://issuu.com/esnint/docs/esn_annual_report_2024_2025.
Erasmus Student Network. “ESNsurvey XIV: The Latest Edition of the Largest Student-Led Research Project in the Field of Student Mobility | ESN.Org.” December 12, 2022. https://esn.org/news/esnsurvey-xiv.
“Escholarship.” eScholarship, University of California. Accessed July 25, 2025. https://escholarship.org/.
European Commission. 2022. “European Credit Transfer and Accumulation System (ECTS).” European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.
European Commission. 2022. “European Credit Transfer and Accumulation System (ECTS).” European Education Area. https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system.
European Commission. 2025. “Eligible countries - Erasmus+.” Erasmus+. https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries.
European Commission. 2025. “Erasmus to Erasmus+: history, funding and future.” https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future.
European Commission. 2025. “What is the budget?” https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme/budget.
European Commission. Erasmus+ Annual Report 2021. Publications Office of the European Union, 2022. https://data.europa.eu/doi/10.2766/635340.
European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.
European Commission. Erasmus+ Annual Report 2023. Publications Office of the European Union, 2024. https://data.europa.eu/doi/10.2766/833629.
European Education Area, “STEM Education and Training - European Education Area.” 2025. June 10, 2025. https://education.ec.europa.eu/focus-topics/stem.
European Union. 1987. “87/327/EEC: Council Decision of 15 June 1987 adopting the European Community Action Scheme for the Mobility of University Students (Erasmus).” https://eur-lex.europa.eu/eli/dec/1987/327/oj/eng.
Europees Platform, Cinop, and Nuffic. 2003. “BISON Monitor van internationale mobiliteit in het onderwijs.” https://zoek.officielebekendmakingen.nl/nds-ocw0400920-b1.pdf.
Exchange.” New York: Institute of International Education.
Fanari, Alice, Rain Wuyu Liu, and Taylor Foerster. “Homesick or Sick-of-Home? Examining the Effects of Self-Disclosure on Students’ Reverse Culture Shock after Studying Abroad: A Mixed-Method Study.” Journal of Intercultural Communication Research 50, no. 3 (January 11, 2021): 273–303. https://drive.google.com/file/d/1tuBDMSwi1RCvdPMUlNcYTCMvEA6BRuS9/view?usp=sharing.
Farrugia, Christine, and Jodi Sanger. n.d. “The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States.” Iie.org. https://www.iie.org/wp-

content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.
Faupel, Chrissie. 2021. “A Historical Analysis of US-Based Study Abroad Program Providers.” PhD diss., University of South Carolina. http://www.library.hbs.edu/intra/go/abi.html?url=http://search.proquest.com/dissertations-theses/historical-analysis-us-based-study-abroad-program/docview/2572552701/se-2.
Feyen, Benjamin, and Ewa Krzaklewska, eds. 2013. The ERASMUS Phenomenon: Symbol of a New European Generation? N.p.: Lang-Ed. https://drive.google.com/file/d/1kJavjK3RYFwuUOD1rEKyj_fthUzdIXrU/view?usp=sharing.
Finley, Ashley. How College Contributes “to” Workforce Success: Employer Views on What Matters Most. Association of American Colleges and Universities, 2021. ERIC, https://eric.ed.gov/?id=ED616977.
“First-Generation College Graduates’ Participation in Extracurricular and Co-Curricular Activities as Undergraduate Students.” Center for First-Generation Student Success, 2019. https://46502496.fs1.hubspotusercontent-na1.net/hubfs/46502496/FGF%20Fact%20Sheets/First-generation%20College%20Graduates%E2%80%99%20Participation%20in%20Extracurricular%20and%20Co-curricular%20Activities%20as%20Undergraduate%20Students.pdf.
Fischer, Karin. 2008. "All Abroad! Overseas Study Required." The Chronicle of Higher Education 54. https://drive.google.com/file/d/1RHVEe5BIZIlAUS_Y48DN86idarfLJdKI/view?usp=sharing
Florence, Julia. “True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities - Jack Kent Cooke Foundation.” Jack Kent Cooke Foundation - Advancing the education of exceptionally promising students who have financial need, June 27, 2018. https://www.jkcf.org/research/true-merit-ensuring-our-brightest-students-have-access-to-our-best-colleges-and-universities/.
“Foreign Language Policies.” n.d. Soka.edu. Accessed July 26, 2025. https://catalog.soka.edu/foreign-language-policies
Fordham, Traci Ann. Cultural capital and the making of “blue blazer kids”: An ethnography of a youth exchange program. Syracuse University, 2002.
Fulbright.Org. “Fulbright Program Status.” Accessed August 1, 2025. https://fulbright.org/status.
Gadár, László, Zsolt T. Kosztyán, András Telcs, and János Abonyi. “Cooperation Patterns in the ERASMUS Student Exchange Network: An Empirical Study.” Applied Network Science 7, no. 1 (2022): 74. https://drive.google.com/file/d/1LEcFljA5Y-N-L5Tj8mN57RQmF9IHvpUV/view?usp=sharing.
Gaitán-Aguilar, Leonor, Joep Hofhuis, and Jeroen Jansz. "A Review of Research on Global Citizenship in Higher Education: Towards a Holistic Approach." *International Journal of Intercultural Relations* 102 (September 2024): 102050. https://doi.org/10.1016/j.ijintrel.2024.102050.
Gallant, Darren Richard. "World language requirements for study abroad: impact on student intention and participation." PhD diss., University of Illinois at Urbana-Champaign, 2024.

Gathogo, Mary K. Fostering Intercultural and Global Competence: Potential for Transformational Learning through Short-Term Study Abroad in Africa. PhD diss., Ohio University, 2015. ProQuest Dissertations & Theses, no. 10307195. https://drive.google.com/file/d/1ZgxrVYjnPXnLt6oP2UuRPUKTUC5nEwgU/view?usp=drive_link
Gaw, Kevin F. "Reverse Culture Shock in Students Returning from Overseas." International Journal of Intercultural Relations 24, no. 1 (January 15, 2000): 83–104. https://drive.google.com/file/d/1JfERNw4D8P1B-ueRviF98mQeaEom_VK5/view?usp=sharing.
"General Education – Learning Cluster." n.d. Soka.edu. Accessed July 19, 2025.
Gerson, Elliot F. "The Rhodes Scholarships for the United States of America." Rhodes Scholarship, July 2020. https://www.rhodeshouse.ox.ac.uk/media2/yjmagvcm/2020-usa-rhodes-trust-brochure.pd.
Gewertz, Catherine. "Grade Inflation Is Greater in Wealthier Schools, Study Says." Education Week, August 15, 2022. https://www.edweek.org/teaching-learning/grade-inflation-is-greater-in-wealthier-schools-study-says/2017/08.
Ghosh, Ratna, and Xiaoli Jing. 2020. "Fostering Global Citizenship Through Student Mobility." https://doi.org/10.1163/25902539-02040009.
Gillespie, Joan, Larry A. Braskamp, and David C. Braskamp. 1999. "Evaluation and Study Abroad: Developing Assessment Criteria and Practices to Promote Excellence". Frontiers: The Interdisciplinary Journal of Study Abroad 5 (1):101-27. https://drive.google.com/file/d/1zLxuu8yL4HNxHN0qbaYbCeoa0uYF8U_L/view?usp=sharing
GILMAN, Benjamin Arthur | US House of Representatives: History, Art & Archives. https://history.house.gov/People/Listing/G/GILMAN,-Benjamin-Arthur-(G000212)/.
"Gilman-McCain Scholarship." Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/gilman-mccain-scholarships/.
Giorgio, Di Pietro. 2021. "Studying Abroad and Earnings: A Meta-Analysis." Journal of Economic Surveys 36 (4). https://doi.org/10.1111/joes.12472.
Glass, Chris R, and Peggy Gesing. 2021. Critical Perspectives on Equity and Social Mobility in Study Abroad : Interrogating Issues of Unequal Access and Outcomes. London: Routledge. https://drive.google.com/file/d/11DmaiwTRfPKPAmqJJFo1fYV1MPC62Q70/view?usp=sharing
"Going Abroad with Project GO." Virginia Tech College of Liberal Arts and Human Sciences, October 2023. Accessed July 20, 2025. https://drive.google.com/file/d/1sMqRb6wlWVYs4kF6J1TGFrattuSHKjxC/view?usp=drive_link
Goldstein, Susan B., and Henry N. Lopez. "An Intersectional Investigation of Study Abroad Intent among Latino/a and White First-Generation College Students." Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 33, no. 2, Apr. 2021, pp. 1–16. DOI.org (Crossref), https://drive.google.com/file/d/1v18DSM1oFNnw60HsENHPks3fI9bPrPLW/view?usp=sharing.

Gordon, Mitch. “How to Increase Innovation in International Education.” NAFSA Blog, February 22, 2017. https://www.nafsa.org/blog/how-increase-innovation-international-education
Gorka, Barbara, and Richard Niesenbaum. 2001. “Beyond the Language Requirement: Interdisciplinary Short-Term Study-Abroad Programs in Spanish.” *Hispania* 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing
Granato, Silvia, Enkelejda Havari, Gianluca Mazzarella, and Sylke V. Schnepf. “Study Abroad Programmes and Student Outcomes: Evidence from Erasmus.” Economics of Education Review 99 (April 2024): 102510. https://drive.google.com/file/d/1iYO7-eWR9fDuD1XPae0MSodK1xkWbTYi/view?usp=sharing.
Gray, Kelsey. “There’s No Place like Home: Or Is There? Study Abroad Reentry.” Western Oregon University: Honors Senior Theses/Projects, June 2014, 1–60. https://drive.google.com/file/d/1tERtEyhagq6ZKoCiHJTETYdzxYOmASvc/view?usp=sharing.
Gray, Kelsey M., and Victor Savicki. “Study Abroad Reentry: Behavior, Affect, and Cultural Distance.” The Interdisciplinary Journal of Study Abroad 26 (2015): 264–78. https://drive.google.com/file/d/1kL9E1kamHgiL6wXSAy5Wyx1qOk3teXcU/view?usp=sharing.
Gullahorn , John, and Jeanne Gullahorn. The W-Curve Hypothesis Model. 1999. https://drive.google.com/file/d/13fObswR9RUVQ_1vuJoAibMiyJKhr23r2/view?usp=sharing.
HAAS, Christina, Roopa Trilokekar, Anumoni Joshi, and Lisa Brunner. "International students are'Ideal Immigrants'." In DAAD Science Workshop (Wissenschaftswerkstatt. 2023.
Hajdari, Agron, Iliriana Miftari, Veland Ramadani, Gadaf Rexhepi, and Vjosë Latifi. 2024. “Impact of Returnee Entrepreneurs’ Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad.” Journal of Enterprising Communities People and Places in the Global Economy 18 (3): 559–75. https://drive.google.com/file/d/14pnTeQr8VkLowqmQEoEpZuc4GjmQYVG0/view?usp=sharing
Hale, Brack W. 2021. “Educating for the Environment: The Role of the Host Destination in Education Travel Programs.” Sustainability 13 (15): 8351. https://drive.google.com/file/d/1kNMrszFA18xJY0aA2MlaTNHQIMB-lgX8/view?usp=sharing
Hammond, Christopher D. 2016. “Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan.” Asia Pacific Education Review 17 (October): 555-566. https://drive.google.com/file/d/1H_3foiZRZctrTebbqzmgpg2hPAeyep47/view?usp=sharing.
Harder, A., A. Andenoro, T.G. Roberts, N. Stedman, M. Newberry, S.J. Parker, and M.T. Rodriguez. “Does Study Abroad Increase Employability?” NACTA Journal 59, no. 1 (2015): 41–48. https://www.jstor.org/stable/nactajournal.59.1.41.
Harris, Michelle Renee’, and James W. Hynes. “Study Abroad and College Students of the African Diaspora: Attitudes, Access and Barriers.” Eastern European Journal of Transnational Relations 3, no. 2 (2019): 11–27.

https://drive.google.com/file/d/1QuxfzEH8LuBZIWhB46lpRZD4uDgrieJN/view?usp=sharing.
Hauschildt, Kristina, Christoph Gwosc, Nicolai Netz, and Shweta Mishra. Social and economic conditions of student life in Europe: Synopsis of Indicators. EUROSTUDENT V 2012-2015. W. Bertelsmann Verlag, 2015.
Hawthorne, Timothy L., Christopher Atchison, and Artis LangBruttig. 2014. "Community Geography as a Model for International Research Experiences in Study Abroad Programs." Journal of Geography in Higher Education 38 (2): 219–37. https://drive.google.com/file/d/1JyZwHxNRfXg0bhgW4kFsJmFPuC_jp4En/view?usp=sharing
Heffron, S. & Maresco, P. A. 2014. "The value of international experiences for business students: Measuring business student attitudes toward study abroad." *Journal of International Students.* 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/
Heinzmann, Sybille, Roland Künzle, Nicole Schallhart, and Marianne Müller. "The effect of study abroad on intercultural competence: Results from a longitudinal quasi-experimental study." Frontiers: The Interdisciplinary Journal of Study Abroad 26, no. 1 (2015): 187-208.
Heinzmann, Sybille, Roland Künzle, Nicole Schallhart, and Marianne Müller. View of the effect of study abroad on Intercultural Competence: Results from a longitudinal quasi-experimental study, 2015. https://frontiersjournal.org/index.php/Frontiers/article/view/366/326.
Heirweg, Sofie, Lieve Carette, Andrea Ascari, and Geert Van Hove. "Study abroad programmes for all? Barriers to participation in international mobility programmes perceived by students with disabilities." International Journal of Disability, Development and Education 67, no. 1 (2020): 73-91.
Heitmann, George. 2008. "The Opportunity Cost of Study Abroad Programs: An Economics-Based Analysis." *Frontiers: The Interdisciplinary Journal of Study Abroad* 15: 57–66. https://eric.ed.gov/?id=EJ878381.
Hembroff, Larry A., and Debra L. Rusz. Minorities and Overseas Studies Programs: Correlates of Differential Participation. Occasional Papers on International Educational Exchange: Research Series 30. Council on International Educational Exchange, 205 East 42nd St., New York, NY 10017., 1993.
Hendershot, Karen and Jill Sperandio. 2009. "Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates." Current Issues in Comparative Education 12 (1). https://doi.org/10.52214/cice.v12i1.11439.
High, Clennis F. An Analysis of the Disparity between Urban, Suburban, and Rural Community, Junior and Technical Colleges on TASP Performance: It's Not Just a Minority Problem. 34 pages. Research report. 1998. https://drive.google.com/file/d/1KyE9dtoDfiG_u8fS0t3TxKCXNGu1btIY/view?usp=drive_link
"History of Youth for Understanding USA." n.d. Youth For Understanding USA (blog). https://yfuusa.org/about-yfu/history/.
Ho, Hsiu-Zu, Yeana Lam, Kelly Wahl, Eric Yao, Jackie Grant, and Padraig Dunne. 2021. "Assessment as Pedagogy in a Compressed-Format Summer Physics Abroad Program." Frontiers (Boston, Mass.) 33 (1): 63–81.

https://drive.google.com/file/d/1SHnYUhjk68dWPryOWwnngk61ZKIssj0O/view?usp=sharing
Hoffa, William W. 2007. A History of U.S. Study Abroad: Beginnings to 1965. Carlisle, PA: Forum on Education Abroad.
Hofstede, Geert. 1983. "The Cultural Relativity of Organizational Practices and Theories." Journal of International Business Studies 14 (2): 75–89.
https://drive.google.com/file/d/1dn8TLFV3__VY-e-wm9_JLAMtuh9qhJvp/view?usp=sharing
"Homepage: Boren Awards." Homepage | Boren Awards. Accessed July 18, 2025. https://www.borenawards.org/.
Houser, Chris, and Mikayla Bornais. The Canadian Journal for the Scholarship of Teaching and Learning, May 31, 2023. https://files.eric.ed.gov/fulltext/EJ1320570.pdf.
"How Study Abroad Shapes Global Careers." n.d.
https://doi.org/10.1177/1028315308319740.
Hu, Shouping, and George D. Kuh. 2003. "Diversity Experiences and College Student Learning and Personal Development." Journal of College Student Development 44, no. 3: 320–34.
https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing..
Humanities in Action, "What Are the Humanities? - Humanities in Action." 2018. March 1, 2018. https://action.nationalhumanitiescenter.org/what-are-humanities/.
Hummer, Robert A., and Jennifer T. Lariscy. 2011. "Educational Attainment and Adult Mortality." In International Handbook of Adult Mortality, edited by Richard G. Rogers and Eileen M. Crimmins, 241–61. New York: Springer.
Hundrev, Izabelle "35+ Surprising Skills Gap Statistics in 2024," InStride, accessed July 29, 2025, https://www.instride.com/insights/skills-gap-statistics/.
Hurst, Allison L. "'Class and Gender as Predictors of Study Abroad Participation among US Liberal Arts College Students.'" Studies in Higher Education 44, no. 7 (July 3, 2019): 1241–55.
https://drive.google.com/file/d/1W_RGIeEuWtjgH_ubnOwElNGCCtWBnErg/view?usp=sharing.
Ianniello, Piero. "Outlining Italianness in Study Abroad Programs in Italy: A Comparison Between American and Italian Students." Science Academique 4, no. 1 (June 28, 2023): 72–82. https://drive.google.com/file/d/1UvglLRjC-xktNGBdVK2rvCzl3SUbRxie/view?usp=sharing.
Ianniello, Piero. "Traveling Habits of American Study Abroad Students ." Science Academique 4, no. 2 (October 11, 2023): 83–98.
https://drive.google.com/file/d/1o_rrPO6HbuQVFygCIo0rCn3iHuqN9CNZ/view?usp=sharing.
IDEAS Program. *"Rural Students Across the Globe: Recruiting and Supporting Rural U.S. Students Abroad."* Webinar presentation slides, December 1, 2022. U.S. Department of State's IDEAS Program, supported by World Learning. PDF.
https://www.studyabroadcapacitybuilding.org/wp-content/uploads/2022/12/Rural-Students-Webinar-Slides.pdf.
"Identity Resources by Region: Middle East and North Africa (MENA): U-M LSA Center for Global and Intercultural Study." LSA. Accessed July 25, 2025.

https://lsa.umich.edu/cgis/student-resources/identities-abroad/identity-resources-middle-east-north-africa.html.
IDI, LLC, "Intercultural Development Continuum ©," *Intercultural Development Inventory* (website), accessed July 20, 2025, https://www.idiinventory.com/idc.
IIE. n.d. "IIE Open Doors / U.S. Study Abroad." https://opendoorsdata.org/annual-release/u-s-study-abroad/.
Immersion Program in Avignon." Foreign Language Annals 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing
Immersion Program in Avignon." Foreign Language Annals 38 (2): 211–22. https://drive.google.com/file/d/1cxF-2D81Y7riskLSxaohZAcK8dv4d2rU/view?usp=sharing
"Impact." 2018. Critical Language Scholarship Program. #creator. September 14, 2018. https://clscholarship.org/impact.
"Independent Research Measuring the Impact of Study Abroad." NAFSA. Accessed August 3, 2025. https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad?
Ingram, Mark. "Recasting the Foreign Language Requirement Through Study Abroad: A Cultural Immersion Program in Avignon." *Foreign Language Annals* 38, no. 2 (May 2005): 211–222. https://doi.org/10.1111/j.1944-9720.2005.tb02486.
Innovative Study Abroad Experiences." Journal of Leadership Studies 6 (1): 64–71. https://drive.google.com/file/d/1GRGyM2HAJm83HFNi61uopqiaGQHEJ5dl/view?usp=sharing.
Institutional barriers to study abroad participation. Accessed July 18, 2025. https://files.eric.ed.gov/fulltext/EJ1292873.pdf.
"Intercultural Development Inventory (IDI) - MN Dept. of Health." n.d. Accessed July 1, 2025. https://www.health.state.mn.us/communities/practice/resources/equitylibrary/idi.html.
Isabelli-García, Christina, Jennifer Bown, John L. Plews, and Dan P. Dewey. 2018. "Language Learning and Study Abroad." Language Teaching 51 (4): 439–484.
Jackson, Jane, and John W. Schwieter. 2019. "Study Abroad and Immersion." In The Cambridge Handbook of Language Learning, 727–750.
Janson, Kerstin, Harald Schomburg, and Ulrich Teichler. "The Professional Value of ERASMUS Mobility." ACA Papers on International Cooperation in Education, May 2009. https://drive.google.com/file/d/1exvMsTJInkVGj6rYbMODG8udn_4lJwpG/view?usp=sharing.
Jarvis, Jeff. "'Study in Estonia': The Strategic Implications of Hosting International Students on Estonia's Tourism Economy." Journal of Baltic Studies 51, no. 2 (February 21, 2020): 261–74. https://drive.google.com/file/d/1_2bSlA5e7AMh48iMCtK8-lgiixdATh4X/view?usp=sharing.
Jaschik, Scott. "Do College Application Essays Favor Wealthier Students?" Inside Higher Ed | Higher Education News, Events and Jobs. Accessed July 11, 2025. https://www.insidehighered.com/admissions/article/2021/06/01/do-college-application-essays-favor-wealthier-students.

Jaschik, Scott. “Worries Grow about Application Essay ‘help’ That May Go Too Far.” Inside Higher Ed | Higher Education News, Events and Jobs. Accessed July 11, 2025. https://www.insidehighered.com/admissions/article/2017/10/16/worries-grow-about-application-essay-help-may-go-too-far.

Jennifer Simon and James W. Ainsworth, “Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital,” International Scholarly Research Notices 2012 (2012): 1–21 https://drive.google.com/file/d/1gaTHr2p3FvSf-nakAEIONJZvV6afZ1Wr/view?usp=drive_link

Junor, Sean, and Alex Usher. 2008. “Student Mobility & Credit Transfer.” https://drive.google.com/file/d/1U-PZOu9L-popFXRI7DawyMBgUl_bQbqw/view?usp=sharing.

Khanna, Gaurav. “How Higher Education Became an Important US Export.” Issues in Science and Technology 38, no. 1 (2021): 30–33. https://drive.google.com/file/d/1Ci0WuRBNLAfb43mw3QSNWS5Dr315zu_X/view?usp=sharing.

Kishino, Hinako, and Tomoko Takahashi. “Global Citizenship Development: Effects of Study Abroad and Other Factors.” Journal of International Students, May 15, 2019. https://www.ojed.org/jis/article/view/390.

Kishkentayeva. 2014. “Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education.” Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.

Kitsantas, Anastasia, and Judith Meyers. Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness? 2001. ERIC, https://drive.google.com/file/d/1FB0PeV2hDiJ-kcStgqo9vunZdj6579Q7/view?usp=sharing

Knight, Jane. “Internationalization Remodeled: Definition,Approaches, and Rationales.” Journal of Studies in International Education 8, no. 1 (March 2004): 5–31. https://drive.google.com/file/d/1ABZgTlFoLcwfliOPcZpazieAcSovCmXX/view?usp=sharing.

Knox, Liam. “Federal Cuts Put Institutional Aid at Risk.” Inside Higher Ed. Accessed July 16, 2025. https://www.insidehighered.com/news/students/financial-aid/2025/06/24/federal-cuts-could-lead-reduced-financial-aid-offers.

Kombo, Paul. *The Legacy of Cecil John Rhodes: His Role in the Expansion of the British Empire*. Machakos University Press, April 2019. https://drive.google.com/file/d/1MfUPf1ERB7U_7M0pA1rCkBhN1BEHu5Bt/view?usp=sharing.

Kraiger, Kurt, J. Kevin Ford, and Eduardo Salas. “(PDF) Application of Cognitive, Skill-Based, and Affective Theories of Learning Outcomes to New Methods of Training Evaluation.” Journal of Applied Psychology 78, no. 2 (April 1993). https://www.researchgate.net/publication/201381982_Application_of_Cognitive_Skill-Based_and_Affective_Theories_of_Learning_Outcomes_to_New_Methods_of_Training_Evaluation.

Kratz, Fabian, and Nicolai Netz. “Which Mechanisms Explain Monetary Returns to International Student Mobility?” Studies in Higher Education 43, no. 2 (February 2018):

375–400. https://drive.google.com/file/d/1KqNCncj7DJRF5-97Z0M6xBLIDFvxgkEq/view?usp=sharing.
Krishnan, Lata A, Christi Masters, Cong Wang, and Horane Holgate. (PDF) the effect of study abroad on Intercultural Competence: A Longitudinal Case Study of international postgraduate students at a British University, January 2017. https://www.researchgate.net/publication/282892324_The_effect_of_study_abroad_on_intercultural_competence_a_longitudinal_case_study_of_international_postgraduate_students_at_a_British_university.
Kuhn, Theresa. "Why Educational Exchange Programmes Miss Their Mark: Cross-Border Mobility, Education and European Identity*." JCMS: Journal of Common Market Studies 50, no. 6 (2012): 994–1010. https://drive.google.com/file/d/1kzLGP_LZM0HRXzbPmnMQWIHyL50yYrES/view?usp=sharing.
Laken, Franchetti. "New Changes Made in the Center for Global Education." The Gettysburgian., March 7, 2024. https://gettysburgian.com/2024/03/new-changes-made-in-the-center-for-global-education/.
Lamont, Michele, and Annette Lareau. "Cultural capital: Allusions, gaps and glissandos in recent theoretical developments." Sociological theory (1988): 153-168.
Lane-Toomey, Cara. "Government Factors Influencing an Expansion of Study Abroad in the Middle East/North Africa." *Frontiers: The Interdisciplinary Journal of Study Abroad* 24, no. 1 (August 15, 2014): 121–40. https://doi.org/10.36366/frontiers.v24i1.340.
"Language and Culture Program - University Catalog." n.d. Soka.edu. Accessed July 26, 2025.
Language Testing International. "What Is ILR? ILR Scale and Levels." Retrieved July 20, 2025. https://drive.google.com/file/d/1N60LlIsCc33BDvkXEaBBQTJGL9JstkKb/view?usp=drive_link
Laudel, Grit. "What Do We Measure by Co-Authorships?" Research Evaluation 11, no. 1 (2002): 3–15.
"Leading Institutions by Undergraduate Participation." n.d. Opendoorsdata.org. https://opendoorsdata.org/data/us-study-abroad/leading-institutions-by-undergraduate-participation/.
Levine-West, Glenn, Yeana Lam, and Gordon Schaeffer. "Study Abroad in a (Post-) Pandemic World: Our New Normal and Some Reasons for Optimism." L2 Journal 15, no. 2 (2023): 162–176.
"Libguides: Statistics Resources: Cohen's D." Cohen's d - Statistics Resources - LibGuides at National University. Accessed July 4, 2025. https://resources.nu.edu/statsresources/cohensd.
Lipka, Sara. 2006. "Goucher College to Require Study Abroad." The Chronicle of Higher Education 52
Liu, Yingjie, and Thomas Shirley. 2021. "Without Crossing a Border: Exploring the Impact of Shifting Study Abroad Online on Students' Learning and Intercultural Competence Development during the COVID-19 Pandemic." Online Learning 25 (1). https://drive.google.com/file/d/1CnbbGK6RONXRxZm83VymKD9ynB3AFvOH/view?usp=sharing

Liwiński, Jacek. “Does It Pay to Study Abroad? Evidence from Poland.” OECD Economics & Finance Conference, September 6, 2016, 273–84. https://drive.google.com/file/d/1EgZGBZRK-_dJhpBcqoAnDVDOmpbUgp07/view?usp=sharing.
Lochner, Lance. 2011. “Non-Production Benefits of Education: Crime, Health, and Good Citizenship.”NBER Working Paper Series, 16722. https://www.nber.org/system/files/working_papers/w16722/w16722.pdf.
Lolkus, Michael, et al. “Study Abroad Participants’ Reflections on Relationship Development: The Role of Context, Curriculum, and Community Engagement.” Frontiers: The Interdisciplinary Journal of Study Abroad, vol. 34, no. 4, Nov. 2022, pp. 53–90. https://drive.google.com/file/d/179OlZaFpbTqKlc6EvBdt7WVgZPt1J8HN/view?usp=sharing
“Long-Term Impact.” 2020. Critical Language Scholarship Program. #creator. September 17, 2020. https://clscholarship.org/impact/long-term.
Luo, Jiali, and David Jamieson-Drake. 2015. “Predictors of Study Abroad Intent, Participation, and College Outcomes.” Research in Higher Education 56 (1): 29–56.https://drive.google.com/file/d/11vcIg34tG0ItHx_MOX1xffyz8jgJZx9p/view?usp=sharing.
Makara, Michael, and Kinsey Canon. “More than a Vacation? Assessing the Impact of a Short-Term Study Abroad Program to the Middle East.” Journal of Political Science Education, November 30, 2019. https://eric.ed.gov/?ff1=locJordan&id=EJ1265160&q=leading%2BAND%2Bmiddle&
Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers. American Council on the Teaching of Foreign Languages, 2019, https://www.languageconnectsfoundation.org/uploads/files/general/MakingLanguagesOurBusiness_FullReport.pdf.
“Making Study Abroad More Affordable.” 2024. THE FEED. January 19, 2024. https://feed.georgetown.edu/access-affordability/making-study-abroad-more-affordable/.
Malmgren, Jodi, and James Galvin. “Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities.” NACADA Journal, November 30, 2007. https://eric.ed.gov/?id=EJ802475.
Malveaux, Gregory F., and Rosalind Latiner Raby, eds. Study abroad opportunities for community college students and strategies for global learning. IGI Global, 2019.
“Management Courses: Semester-Long versus Study-Abroad Formats.” Journal of Teaching in International Business 26 (3): 164–76. https://drive.google.com/file/d/1r1cfbP6XX2AJpsPZJvU9fwCtXYeMFHgr/view?usp=sharing
Marginson, Simon, and Erlenawati Sawir. “University Leaders’ Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University.” Higher Education 52, no. 2 (September 2006): 343–73. https://drive.google.com/file/d/1uIbGjku35eSGrkLZB250bx3A5PFbfN9w/view?usp=sharing.
Market Mobility: Evidence from the Introduction of ERASMUS.” The Economic Journal 121 (551): 194–222. https://doi.org/10.1111/j.1468-0297.2010.02369.x.

Mark H. Salisbury, Michael B. Paulsen, and Ernest T. Pascarella, "Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students' Intent to Study Abroad," Research in Higher Education 52, no. 2 (2011): 123–150.
Martel, Mirka, and Julie Baer. COVID-19 Effects on U.S. Higher Education Campuses, Report 4: New Realities for Global Student Mobility in Summer and Fall 2020. New York: Institute of International Education, June 2021. https://www.iie.org/publications/covid-19-effects-on-us-higher-education-campuses-report-4/.
Martens, Kerstin, and Peter Starke. "Small Country, Big Business? New Zealand as an Education Exporter." Comparative Education 44, no. 1 (February 2008): 3–19. https://drive.google.com/file/d/1ERyGOps_7mlIOSg_YuWWxI94bcf_84DA/view?usp=sharing.
Martinsen, Rob A. Short-term study abroad: Predicting changes in Oral Skills, August 16, 2010. https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01095.x.
Maryam Kia-Keating, Ph.D. "The Unbearable Invisibility of Being Mena in the Media." Center for Scholars & Storytellers @ UCLA, March 27, 2024. https://www.scholarsandstorytellers.com/blog/diversity-in-hollywood-the-unbearable-invisibility-of-being-mena-in-the-media.
McDonough, Patricia M. Choosing colleges: How social class and schools structure opportunity. Suny Press, 1997.
Measuring business student attitudes toward study abroad." Journal of International Students. 4(4): 351-362. https://digitalcommons.sacredheart.edu/wcob_fac/527/
Meek, David R., Pauline M. Ballentine, Beverly J. Buchanan, M. Diane Clark, Brad S. Cohen, and Paul K. Simmons. 2025. "A Sign Language Journey to the Land of Smiles: Thailand Study Abroad." Journal of Deaf Studies and Deaf Education 30 (2): 234–47. https://drive.google.com/file/d/1TeqnJ2EvfLB21YHWnlq7ZuMdaynuDfIr/view?usp=sharing
Melikşah Demir, Shelby Burton, and Nora Dunbar, "Professor–Student Rapport and Perceived Autonomy Support as Predictors of Course and Student Outcomes," Teaching of Psychology 46, no. 1 (2019): 22–33, https://drive.google.com/file/d/1LHJ_qhoYlxaVogLWy19k-ssIPRPcs6jg/view?usp=sharing.
Melkonian, Paul. The Study Abroad Experiences of Underrepresented High School Students. PhD diss., ProQuest Dissertations & Theses, 2024. https://drive.google.com/file/d/1ilpWsdD7lJC0fYCLbh5YwNQqEZYZaF7B/view?usp=sharing.
Messer, Dolores, and Stefan C. Wolter. "Are Student Exchange Programs Worth It?" SSRN Electronic Journal, July 8, 2006. https://doi.org/10.2139/ssrn.760725.
Michael Vande Berg, Mark Connor-Linton, and R. Michael Paige, "The Georgetown Consortium Project: Interventions for Student Learning Abroad," Frontiers: The Interdisciplinary Journal of Study Abroad 18 (2009): 1–75.
Middle East & North Africa Awards. Accessed July 18, 2025. https://us.fulbrightonline.org/countries/middle-east-and-north-africa.
Miller, Kimberly M. 2024. "Bridging the Gap: Evaluating Miami University's John E. Dolibois European Center (MUDEC) and Its Approach to Expanding Study Abroad

Accessibility for Students." ProQuest Dissertations & Theses. https://drive.google.com/file/d/18J6-EpBIncenb_BJxtpNdG1bT3_U1_i0/view?usp=sharing
Miller, Lisa Renee. Undergraduate participation in study abroad, internship, and research programs: Cultural capital variables. University of California, Los Angeles, 2004.
"Mission and Values." n.d. Soka.edu. Accessed July 19, 2025.
Mitic, Radomir Ray. Learning Abroad and Engagement at Home for First-Generation College Students: The Relationship of Study Abroad Participation to Civic Outcomes. ProQuest LLC, 2019. https://drive.google.com/file/d/1ISpp0kJJDbmN8mQsj91ZrDDYqjkFK1oo/view?usp=sharing.
Mok, Ka Ho, Weiyan Xiong, and Guoguo Ke. 2022. "Reimagining Higher Education in the Post-COVID-19 Era: Chinese Students' Desires for Overseas Learning and Implications for University Governance." Higher Education Policy 35 (3): 591–609. https://doi.org/10.1057/s41307-022-00273-1.
Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *Journal of the American Medical Association, 291(10),* 1238-1245, https://drive.google.com/file/d/1RDC0SClNIq9D9ZkNtvsD_sOjaXfkSEaC/view?usp=sharing.
Molony, John, Ben Sowter, and Davina Potts. *QS Global Employer Survey Report 2011: How Employers Value an International Study Experience.* QS Quacquarelli Symonds, 2011. https://content.qs.com/qs/qs-global-employer-survey-2011.pdf.
Monaghan, Christine E., and Gennifre Hartmann. "Pedagogies of Transformation for High School Study Abroad Programming." Journal of Inquiry and Action in Education 6, no. 1 (2014): 82–101. https://drive.google.com/file/d/1ooINE-EzdfIrFw7p6pjnKBPRcKKvtPzY/view?usp=sharing.
Montague Woodhouse, Christopher. "Cecil Rhode." Britannica. Accessed July 18, 2025. https://www.britannica.com/biography/Cecil-Rhodes.
Mullen, Sarah. "Study Abroad at HBCUs: Challenges, Trends, and Best Practices." In Opportunities and Challenges at Historically Black Colleges and Universities, edited by Marybeth Gasman and Felecia Commodore. Palgrave Macmillan US, 2014. https://drive.google.com/file/d/1ziU5hLUfWMwpoKLbckmlM7ciuw-i2Zsa/view?usp=sharing.
Murat, Marina. "Out of sight, not out of mind. Education networks and international trade." World Development 58 (2014): 53-66. https://drive.google.com/file/d/13RjOFPijg-LXN80Sz4vF3rHPLeUojlDZ/view?usp=drive_link.
Murray Brux, Jacqueline, and Blake Fry. "Multicultural students in study abroad: Their interests, their issues, and their constraints." Journal of studies in International Education 14, no. 5 (2010): 508-527.
Murrell, Audrey. "Peer Mentoring and the Importance of Identity Work: A Case Study on Increasing Study Abroad Participation among African American Students." Frontiers. Accessed August 3, 2025. https://frontiersjournal.org/index.php/Frontiers/article/view/786.

NAFSA: Association of International Educators. Study Abroad Participation by State, Academic Year 2019–20. Washington, DC: NAFSA, 2020. PDF.
NAFSA: Association of International Educators. Support U.S. Study Abroad Programs Impacted by COVID-19. Washington, DC: NAFSA. Accessed July 12, 2025. https://drive.google.com/file/d/1270vKsXmu3YVvcq4sAXf4fP-8A1ofYb1/view?usp=drive_link
Narita, Hiromi. 2023. "Long-Term Effects of Study Abroad: Building Global Citizenship Skills for a Contributive Way of Living." GiLE Journal of Skills Development 3 (2): 97–113. https://gjsd.gile-edu.org/index.php/home/article/view/6-narita-97-113/6-narita-97-113
National Survey of Student Engagement. (2017). NSSE 2017 high-impact practices: U.S. summary percentages by student characteristics. https://drive.google.com/file/d/1uMZJqeSEdnXS53DuyXGrbTlFyzw178DE/view?usp=sharing
Neff, Peter, and Matthew Apple. "Short-Term and Long-Term Study Abroad: The Impact on Language Learners' Intercultural Communication, L2 Confidence, and Sense of L2 Self." Journal of Multilingual and Multicultural Development, vol. 44, no. 7, Aug. 2023, pp. 572–88. DOI.org (Crossref), https://doi.org/10.1080/01434632.2020.1847125.
Netz, Nicolai, and Fine Cordua. 2021. "Does Studying Abroad Influence Graduates' Wages?: A Literature Review." Journal of International Students 11 (4). https://d-nb.info/1365025152/34
Netz, Nicolai, and Michael Grüttner. 2020. "Does the Effect of Studying Abroad on Labour Income Vary by Graduates' Social Origin? Evidence from Germany." Higher Education, July. https://doi.org/10.1007/s10734-020-00579-2.
Newstreet, Carmen, and Jacqueline Rackard. "High School Study Abroad: What Do World History Students Really Learn?" Journal of International Social Studies 8, no. 2 (2018): 55–77. https://drive.google.com/file/d/1XzHm6Xprb1KyGdUzrHSJ495sQz9aA92w/view?usp=sharing.
"New Zealand: International Student Enrolments up 67% in 2023 amid Growing Public Support." ICEF Monitor - Market intelligence for international student recruitment, December 4, 2024. https://monitor.icef.com/2024/11/new-zealand-international-student-enrolments-up-67-in-2023-amid-growing-public-support/.
Niehaus, Elizabeth, and Gudrun Nyunt. "Uncovering the Potential Learning in Short-Term Study Abroad." Journal of Student Affairs Research and Practice, vol. 60, no. 3, May 2023, pp. 417–32. DOI.org (Crossref), https://doi.org/10.1080/19496591.2021.1997758.
Niehaus, Elizabeth and Kurotsuchi Inkelas, Karen, "Understanding STEM Majors' Intent to Study Abroad," College Student Affairs Journal 34, no. 1 (2016): 70–84, https://digitalcommons.unl.edu/cehsedadfacpub/35/
Nieoczym, Adrian. "Globalization, tourism and the commodification of imagination: an ethnography of backpacking." (2003).
Nikolaev, Boris. 2018. "Does Higher Education Increase Hedonic and Eudaimonic Happiness?" Journal of Happiness Studies 19: 483–504. https://drive.google.com/file/d/18s-18T-FaCuhEV8byAvuy0tBKMBXBJVh/view?usp=sharing.

Norfles, N. (2003, January). Toward equal and equitable access: Obstacles and opportunities in international education [Conference presentation]. Global Challenges and U.S. Higher Education Research Conference, Duke University, Durham, NC, United States.
Northwestern University. "Undocumented and DACA Students." Accessed June 28, 2025. Getting Started: Identity Abroad, Northwestern University. https://www.northwestern.edu/abroad/northwestern-students/getting-started/identity-abroad/undocumented-and-daca-students.html.
Nti, Richmond. "Peer Mentorship: A Lifeline for International Students Navigating Success and Growth." Home. Accessed August 3, 2025. https://naspa.org/blog/peer-mentorship-a-lifeline-for-international-students-navigating-success-and-growth.
Nyitray, Vivian-Lee. "I've a Feeling We're Not in Kansas Anymore": Negotiating the New Landscape of Study Abroad. L2 Journal 15, no. 2 (2023): 177–87. https://drive.google.com/file/d/10r2SXIqQBJ8eCxjH45vI9nUqh-5Dmpoo/view?usp=drive_link
Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.
Nyunt, Gudrun, Rita Veron, and Konya Sledge. "Shaped by Intersecting Identities: BIPOC Women's Stories of Their Study Abroad Experiences." Journal of Diversity in Higher Education 17, no. 4 (August 2024): 622–33. https://drive.google.com/file/d/1_tO3iYpki-JSsv6uCao6J8ezbJfjkV2A/view?usp=sharing.
ODU. Accessed August 3, 2025. https://digitalcommons.odu.edu/cgi/viewcontent.cgi?params=/context/ece_etds/article/1129/&path_info=Starsman_3090826.pdf.
Office of Institutional Research and Assessment. 2019. "Graduate Career Study Report (Undergraduate Classes 2005-2019)." Soka.edu. July 12, 2019. https://soka.app.box.com/s/z1jtbgmpbucoi1k6br904fs69bsgupj3.
Ogden, Anthony C., et al. "The Impact of Education Abroad Participation on College Student Success Among First-Generation Students." The Journal of Higher Education, vol. 95, no. 3, Apr. 2024, pp. 285–312. DOI.org (Crossref), https://drive.google.com/file/d/1e3NUf2FAroPGK73p7YqY6-LKjdr5KJf8/view?usp=sharing.
Ogden, Anthony "A Research Agenda for U.S. Education Abroad: Challenges, Shortcomings, and the Future," Association of International Education Administrators, 2015, https://www.aieaworld.org/uploads/1/4/5/2/145269424/2015_ogden_research_agenda.pdf.
Ogunleye, Akindele. 2024. "Exploring Study Abroad with Traditionally Underrepresented Populations: Impacts of Institutional Types." International Journal of Research and Scientific Innovation XI (VI): 170–81. https://arxiv.org/pdf/2406.15493.

Oldac, Yusuf Ikbal. 2022. “The Contributions of Study Abroad to Home Countries: An Agential Perspective.” Higher Education, December. https://doi.org/10.1007/s10734-022-00980-z.
Onosu, Gloria. “The Impact of Cultural Immersion Experience on Identity Transformation Process.” International journal of environmental research and public health, March 7, 2021. https://pmc.ncbi.nlm.nih.gov/articles/PMC7967506/.
Oosterbeek, Hessel, and Dinand Webbink. “Does Studying Abroad Induce a Brain Drain?: Does Studying Abroad Induce a Brain Drain?” Economica 78, no. 310 (April 2011): 347–66. https://drive.google.com/file/d/1jZzrxOaLDw8zKggQcHcRuSsgRgGr3JX0/view?usp=sharing.
Oosterbeek, Hessel, and Herman Dinand Webbink. Assessing the Returns to Studying Abroad. CPB Discussion Paper 64. CPB Netherlands Bureau for Economic Policy Analysis, 2006. https://drive.google.com/file/d/1SVQo2u2W3nowGQ_MXQNpAzfc_w-SKJza/view?usp=sharing.
Opendoors. RACE/ETHNICITY OF U.S. STUDENTS STUDYING ABROAD. Institute of International Education. https://drive.google.com/file/d/14ZTUNeR85qUDuca53vzp_Hl8JRezt9E3/view?usp=sharing
Orahood, Tammy, Larisa Kruze, and Denise Easley Pearson. 2004. “The Impact of Study Abroad on
Oreopoulos, Philip, and Kjell G. Salvanes. 2011. “Priceless: The Nonpecuniary Benefits of Schooling.” Journal of Economic Perspectives 25, no. 1: 159–84. https://drive.google.com/file/d/11_j1OkUdPMaceW_8mGg5BxCvyV90HItw/view?usp=sharing.
Ovchinnikova, Elena, Christof Van Mol, and Elspeth Jones. Foreign language skills in the study abroad decision ..., July 25, 2024. https://journals.sagepub.com/doi/10.1177/10283153241251925.
O’Shea, Joe. “From Florida State to Oxford: Character, the Rhodes Scholarship, and the Gap Year.” Journal of College and Character 11, no. 2 (2010). https://drive.google.com/file/d/1EwomN2mjKkdAEuxZcWEU_G0oOYijgdDu/view?usp=sharing.
Paige, R. M., G. W. Fry, E. M. Stallman, J. Josić, and J. Jon. 2009. “Study Abroad for Global Engagement: The Long-Term Impact of Mobility Experiences.” Intercultural Education 20 (sup1): S29–S44. https://doi.org/10.1080/14675980903370847
Parey, Matthias, and Fabian Waldinger. “Studying Abroad and the Effect on International Labor Market Mobility: Evidence from the Introduction of ERASMUS.” *The Economic Journal* 121, no. 551 (2011): 194–222. https://www.iza.org/publications/dp/3430/studying-abroad-and-the-effect-on-international-labor-market-mobility-evidence-from-the-introduction-of-erasmus
“Participant Statistics.” n.d. K-state.edu. https://www.k-state.edu/abroad/about/statistics.html.
Partlo, Margaret, and Frim Ampaw. “Using Income Effects to Market Undergraduate Education Abroad Participation in Higher Education.” Journal of Marketing for Higher Education 28, no. 1 (April 18, 2018): 1–24.

https://drive.google.com/file/d/12DCnB3nhTMEaJ6Gs3I_Pd1j8l641QFJz/view?usp=sharing.
Passarelli, Angela M., and David A. Kolb. 2012. “Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad.” In Student Learning Abroad, edited by Michael Vande Berg, Michael Page, and Kris Lou. Sterling, VA: Stylus Publishing. https://docs.google.com/document/d/1HKmK3cxkjBGvT8cbXMD-BPaPwKdcu5Aep100eRYgrf4/edit?usp=sharing.
Paus, Eva, and Michael Robinson. "Increasing study abroad participation: The faculty makes the difference." Frontiers: The Interdisciplinary Journal of Study Abroad 17 (2008): 33-49.
Pell, Claiborne. Higher Education Amendments of 1992. S.1150, 1992. https://www.congress.gov/bill/102nd-congress/senate-bill/1150
Pell Institute for the Study of Opportunity in Higher Education. Moving Beyond Access: College Success for Low-Income, First-Generation Students. Washington, DC: Pell Institute, [n.d.]. https://www.pellinstitute.org/resources/moving-beyond-access-college-success-for-low-income-first-generation-students/.
Peluffo, Nicoletta. “Innovation in Language Learning International Conference .” In Breaking the “Cultural Bubble” through the Immersive Model . Italy: Kent State University Florence Center, 2019. https://drive.google.com/file/d/1WY0Uxb7YYZ18OAH3Mqz_HdNoQPKXzoqL/view?usp=sharing.
“Perceptions: The Impact of Study Abroad on Students’ Self-Efficacy Perceptions.” Foreign Language Annals 45 (4): 494–511. https://drive.google.com/file/d/1Ym8YcuIIssDg6oYbo0yRzsndpn_ysn9S/view?usp=sharing
Perna, Laura W., Kata Orosz, Bryan Gopaul, Zakir Jumakulov, Adil Ashirbekov, and Marina Kishkentayeva. 2014. “Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education.” Educational Researcher 43, no. 2 (March): 63-73. https://drive.google.com/file/d/12vXazoRoSCzXdHphGN7O-XjWxQYDsL1k/view?usp=sharing.
Person, Gregory Jeffery R., and Ebner Watson. “Language-Learning Strategy Use by Learners of Arabic, Chinese, and Rus.” Taylor & Francis, June 22, 2018. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315639970-15/language-learning-strategy-use-learners-arabic-chinese-russian-study-abroad-jeffery-watson-gregory-ebner.
Petzold, Knut, and Petra Moog. 2018. “What Shapes the Intention to Study Abroad? An Experimental Approach.” Higher Education 75 (1): 35–54. https://doi.org/10.1007/s10734-017-0119-z.
Plucinska, Joanna, Doyinsola Oladipo, and Henry Gale. “Premium Insurance Demand Rises with Global Travel Disruptions.” Reuters, June 16, 2025. Accessed July 12, 2025. https://drive.google.com/file/d/14w9gFrXMe6WcIXPbRqghvkYBI0TXyzso/view?usp=drive_link
Poole, DennisL., and TamaraS. Davis. 2006. “Concept Mapping to Measure Outcomes in Study Abroad Programs1.” Social Work Education 25 (1): 61–77.

https://drive.google.com/file/d/1YEaoyopjPDim5RBG8jYn7xMhO0fZOh-L/view?usp=sharing
Pope, Adelia. “Equitable Study Abroad Fee Policies: History, Literature, and Recommendations.” Frontiers: The Interdisciplinary Journal of Study Abroad 35, no. 3 (2023): 3. https://drive.google.com/file/d/1nhK4u2Emugwf7jXBq8pSaCSN4qonWfe0/view?usp=drive_link.
Potts, Davina. "Understanding the Early Career Benefits of Learning Abroad Programs." *Journal of Studies in International Education* 19, no. 5 (2015). https://doi.org/10.1177/1028315315579241.
Potuto, Josephine Jo R., and James O'Hanlon. "National study of student-athletes regarding their experiences as college students." College Student Journal 41, no. 4 (2007).
Preferred Program Duration on Student Interest in Study Abroad.” Frontiers (Boston, Mass.) 26 (1): 17–29. https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing
Převrátilová, Silvie. “The Role of Learning Activities in Shaping Emotional Responses of U.S. Study Abroad Students in Learning Czech.” *The Interdisciplinary Journal of Study Abroad* 37, no. 2 (April 2025). https://doi.org/10.36366/frontiers.v37i2.984.
“Program Overview.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/program/program-overview/.
The Progressive Policy Institute. “PPI’s Trade Fact of the Week: Scandinavia Has the World’s Highest Union-Membership Rates.” Progressive Policy Institute, September 18, 2024. https://www.progressivepolicy.org/ppis-trade-fact-of-the-week-scandinavia-has-the-worlds-highest-union-membership-rates/.
“Priorities & Selection Criteria.” Benjamin A. Gilman International Scholarship, https://www.gilmanscholarship.org/applicants/selection-criteria/.
Project GO.” Institute of International Education. Accessed July 20, 2025 https://drive.google.com/file/d/1TxaQ9OKknlHxl3YjKGBjnCgLxARm3wKC/view?usp=drive_link
“Promoting Equity in Study Abroad:A Focus on First-Generation and Students Ofcolor in the USA.” Studies in Second Language Learning and Teaching, vol. 14, no. 1, 2024, pp. 23–47. www.ceeol.com, https://www.ceeol.com/search/article-detail?id=1230822 .
Prospects in the United States.” Iie.org. https://www.iie.org/wp-content/uploads/2022/12/Gaining-an-Employment-Edge-The-Impact-of-Study-Abroad.pdf.
“Public education funding in the U.S. needs an overhaul: How a larger federal role would boost equity and shield children from disinvestment during downturns.” Accessed July 11, 2025. https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/.
RAMOS DE ANDRADE, FABIO. University of Oregon, June 2020. https://scholarsbank.uoregon.edu/server/api/core/bitstreams/a173598a-23ed-47f3-a09f-76350976c323/content.
Rausch, Kyle. First-Generation Strength: Supporting First-Generation College Students in Study Abroad. ProQuest Dissertations & Theses, 2017.

https://drive.google.com/file/d/1SHyf7lHS0kMwwhs2Xc2CPNx01t6MJLS5/view?usp=sharing
Raymond, Bri. “Are Bloomsburg Students Still Interested in Study Abroad Post-COVID?” The Voice, University Wire (Carlsbad), March 31, 2024.
Reardon, James, Chip Miller, and Denny McCorkle. “The Effect of Student Perceived Benefits and Obstacles to Determine If and Where to Study Abroad.” *Journal of International Education in Business* 15, no. 2 (2022): 351–72. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link
Redford, Jeremy, and Kathleen Mulvaney Hoyer. “First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences.” Stats in Brief. National Center for Education Statistics, 2017. https://nces.ed.gov/pubs2018/2018009.pdf.
“Requiring Study Abroad Leads to Inequalities." 2016. University Wire, Mar 02. https://drive.google.com/file/d/1tCQOCCM33Pnh1PchbjQW-d8plclxPc00/view?usp=sharing
“Research Shows College Grads Who Study with IES Abroad Get Jobs Sooner & with Higher Salaries | IES Abroad.” 2025. July 18. https://www.iesabroad.org/news/research-shows-college-grads-who-study-ies-abroad-get-jobs-sooner-higher-salaries.
Returnee Entrepreneurs’ Education and Knowledge Transfer on Business Development Moderating Effect of Time Living Abroad.” Journal of Enterprising Communities People and Places in the Global Economy 18 (3): 559–75.
Reyes, Maria, Amalia Dache-Gerbino, Cecilia Rios-Aguilar, Manuel Gonzalez-Canche, and Regina Deil-Amen. “The ‘Geography of Opportunity’ in Community Colleges: The Role of the Local Labor Market in Students’ Decisions to Persist and Succeed.” Community College Review 47, no. 1 (2019): 31–52. https://drive.google.com/file/d/1KDD_pa1aBQibiMKRu4pX4JQ8hda_SPnn/view?usp=drive_link
Rhodes Trust. “Changing the World for 120 Years.” Accessed July 22, 2025. https://www.rhodeshouse.ox.ac.uk/impact-legacy/scholar-impact/changing-the-world-for-120-years/.
Rhodes Trust. “Constituency Information.” Accessed July 20, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/constituency-information/.
Rhodes Trust. “History of the Rhodes Scholarship.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/history-of-the-rhodes-scholarship/.
Rhodes Trust. “Reflections on Change.” Accessed July 20, 2025. https://www.rhodeshouse.ox.ac.uk/impact-legacy/legacy-equity-inclusion/reflections-on-change/.
Rhodes Trust. “Selection Criteria.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/selection-criteria/.
Rhodes Trust. “The Rhodes Scholarship.” Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/scholarships/the-rhodes-scholarship/.
Richart, Adrienne F. 2015. “Effects of an International Experience Requirement, Year in School, and Preferred Program Duration on Student Interest in Study Abroad.” *Frontiers (Boston, Mass.)* 26 (1): 17–29.

https://drive.google.com/file/d/1CAtK8jx553mhWl7cs7wq40XAnhfwuqDr/view?usp=sharing
Rinn, Anne. “Rhodes Scholarships, Frank Aydelotte, and Collegiate Honors Education.” *Indiana University*, 2003. https://drive.google.com/file/d/1seDiJ3LAq-s5L-Voktf3QsxiErK4Ckvc/view?usp=sharing.
RMIT, “What Is the Difference between a Major and a Minor?” n.d. Accessed July 9, 2025. https://www.rmit.edu.au/study-with-us/study-options/what-is-a-major.
Roberts, Kimberly L. “Studying Abroad: The Change Does Not Stop When Students Come Home.” Kansas State University: Honors Thesis , 2012, 1–42. https://drive.google.com/file/d/1adHV6nlWQ6dJRBRJSprMVA4tZ-MEEUe2/view?usp=drive_link.
Roberts, T. G., Raulerson, B., Telg, R., Harder, A., & Stedman, N. (2018). The impacts of a short-term study abroad on critical thinking of agriculture students. NACTA Journal, 62(2), 168–174.
Robinson, Stephen, Kelly Bohan, Julia Carnine, and Ariadne Ferro. “U.S. Study Abroad: The View from Europe.” Frontiers: The Interdisciplinary Journal of Study Abroad 37, no. 1 (January 30, 2025): i–xxvii. https://drive.google.com/file/d/1yYZ7akPKVXKk9RoIV5Eow3yF9LEndhA7/view?usp=sharing.
Rutgers. Accessed July 18, 2025. https://cmsi.gse.rutgers.edu/sites/default/files/MSI_FDrprt_final_0.pdf.
Saenz, V.B., Hurtado, S., Barrera, D., Wolf, D., & Yeung, F. (2007). First In My Family: A Profile of First-Generation College Students at Four-Year Institutions Since 1971. Los Angeles: Higher Education Research Institute, UCLA. https://drive.google.com/file/d/14fhT3CqVx2A9WZeTxWsDS_ETDod7BQjL/view?usp=sharing
Salisbury, M.H., Paulsen, M.B. & Pascarella, E.T. Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students’ Intent to Study Abroad. Res High Educ 52, 123–150 (2011). https://doi.org/10.1007/s11162-010-9191-2
Salisbury, Mark H., et al. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education, vol. 52, no. 2, Mar. 2011, pp. 123–50. DOI.org (Crossref), https://drive.google.com/file/d/1gdxmMWRObr82OvltrR9yQC813QUINLbV/view?usp=sharing
Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. 2011. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education 52 (2): 123–50. https://doi.org/10.1007/s11162-010-9191-2.
Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. “To See the World or Stay at Home: Applying an Integrated Student Choice Model to Explore the Gender Gap in the Intent to Study Abroad.” Research in Higher Education 51, no. 7 (November 1, 2010): 615–40. https://doi.org/10.1007/s11162-010-9171-6.

Salisbury, Mark H., Michael B. Paulsen, and Ernest T. Pascarella. “Why Do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors That Influence White and Minority Students’ Intent to Study Abroad.” Research in Higher Education 52, no. 2 (2011): 123–50. https://drive.google.com/file/d/1KQ2LSMa89uliKYmk0R6C_qdC4f3F6Rn6/view?usp=sharing.
Sanger, J., & Mason, L. (2020). Broadening Opportunities for Study Abroad: U.S. Government Funded Scholarship Programs. New York, NY: Institute of International Education https://drive.google.com/file/d/1h6-EPt4_US9DlWXabL7HwZ0_mvEElBoO/view?usp=sharing
Sanger, Jodi. n.d. “The Power of International Education.” https://p.widencdn.net/yzmz1f/IIE-Centennial-Impact-Report.
Scally, Jayme. “Intercultural Competence Development in Three Different Study Abroad Program Types.” Intercultural Communication Studies 24, no. 2 (2015).
Schneider, Mark, and Christopher Robinson. 2025. “How Much Will Universities Pay in Endowment Tax?” American Enterprise Institute. https://www.aei.org/education/how-much-will-universities-pay-in-endowment-tax/.
Schneider, Pia K. “Fifty Years of Growth in Study Abroad In Italy .” Educating in Paradise, 2013, 1–45. https://drive.google.com/file/d/1zheLyTYRUsQaBcEVnxcEoxk7svpkyv0w/view?usp=sharing.
Schneider, Pia K. “Lengths of Stay in Study Abroad Programs.” The Association of American College and University Programs in Italy , 2013. https://drive.google.com/file/d/1cimQRmhZ4IdQwgbsmjWESI7C9hVn-3RD/view?usp=sharing.
Schultz, Theodore W. “Investment in Human Capital.” The American Economic Review LI, no. 1 (March 1961): 1–17. https://drive.google.com/file/d/1J3WfLYOAvtj-XpcfeyEFX64AlYwR-ImS/view?usp=drive_link.
Scopelliti, Demetrio. "Consumer spending: past and present." Monthly Labor Review, Nov (2016). https://fraser.stlouisfed.org/files/docs/publications/bls_mlr/bls_mlr_201611.pdf
Scott-Smith, Giles. 2008. “Mapping the Undefinable: Some Thoughts on the Relevance of Exchange Programs within International Relations Theory.” The Annals of the American Academy of Political and Social Science 616 (1): 173–195.
“Selection.” 2019. Critical Language Scholarship Program. #creator. March 23, 2019. https://clscholarship.org/applicants/selection.
Senci, Vida, Blake Hendrickson, and Matjaž Debevc. “Examining Erasmus Student Social Integration at Two Croatian Universities.” International Journal of Intercultural Relations 90 (September 2022): 57–72. https://drive.google.com/file/d/1RpiQOM62ZpTEkCBYO4f2jY2RFoyB3kLj/view?usp=sharing.
Seong, Somi, Steven W. Popper, Charles A. Goldman, David K. Evans, and Clifford A. Grammich. “Metrics and Measurement for Program Evaluation.” In Brain Korea 21 Phase II: A New Evaluation Model, 1st ed., 111–60. RAND Corporation, 2008. https://drive.google.com/file/d/1vb6qW_RSgYpdi1I1NuMJbSIPHBij2iYu/view?usp=sharing.

Sherman, Whitney, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen. “Essential to Students’ Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies.” To Improve the Academy: A Journal of Educational Development 43, no. 2 (2024): 9. https://journals.publishing.umich.edu/tia/article/id/4003/
Sharpe, Erin K. “Colonialist Tendencies in Education Abroad.” International Journal of Teaching and Learning in Higher Education, vol. 27, no. 2, 2015, pp. 227–34. ERIC, https://drive.google.com/file/d/1cecy1gz-ez-l4m2Y1SlR6OpjZUgVoQJT/view?usp=sharing.
Short-Term Study-Abroad Programs in Spanish.” Hispania 84 (1): 100. https://drive.google.com/file/d/1bnq_aA0Z7mLQehUEFhJUTTN_G03-LH1-/view?usp=sharing
Simon, Jennifer, and James W. Ainsworth. “Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital.” ISRN Education 2012 (December 26, 2012): 1–21. https://drive.google.com/file/d/1FxduSFSlkIp9RFyyNayfqybTPYqkD0mH/view?usp=sharing.
Sisavath, Soubin. “Benefits of Studying Abroad for Graduate Employability: Perspectives of Exchange Students From Lao Universities.” Journal of International Students 11, no. 3 (June 15, 2021): 547–66. https://drive.google.com/file/d/1ktKL2JMxm15fXXmcYclQCHDsQFOALnb7/view?usp=sharing.
Smith, David E., and Darryl J. Mitry. Benefits of Study Abroad and Creating Opportunities: The Case for Short-Term Programs. | EBSCOhost. 1 Mar. 2008, https://drive.google.com/file/d/1ifg7hdbZARcjp83DTzugNEtOto5NtbFV/view?usp=sharing.
Smith, Sarah. “How Demographics Affect College Level Students’ Choices to Study Abroad in the United States of America,” 2023. https://www.proquest.com/docview/2869160679?%20Theses&fromopenview=true&pq-origsite=gscholar&sourcetype=Dissertations%20.
Smith-Sitton, Lara, and Joan E. McRay. 2019. “Considering the History of Education Abroad Programs to Create Assignments Serving Both the Academic and Professional Needs of Students.” Journal of Global Initiatives: Policy, Pedagogy, Perspective 14 (1): Article 7. https://docs.google.com/document/d/135qVYC1KPKmLr0YFpFJjK2Gled8yvpQaWyYienlo7eQ/edit?usp=sharing.
Snijders, Ingrid, Finnja Wirth, Ellen Jansen, Marco Vervolet, and Ellen Gielesen. “What Is in a Student-Faculty Relationship? A Template Analysis of Students’ Positive and Negative Critical Incidents with Faculty and Staff in Higher Education.” European Journal of Psychology of Education 37, no. 4 (2022): 1115–1139. https://drive.google.com/file/d/1nDyCHD3nOwn2tatM8ZgHmOaey_5ZpW70/view?usp=sharing
“Social Democracy.” Social Democracy - an overview | ScienceDirect Topics. Accessed July 25, 2025. https://www.sciencedirect.com/topics/social-sciences/social-democracy#:~:text=In%20subject%20area:%20Social%20Sciences,the%20Social%20&%20Behavioral%20Sciences%2C%202001.

Solodoch, Omer. “The Effect of Education on Support for International Trade: Evidence from Compulsory-Education Reforms.” International Organization 78, no. 4 (2024): 800–822. https://www.cambridge.org/core/journals/international-organization/article/effect-of-education-on-support-for-international-trade-evidence-from-compulsoryeducation-reforms/11513D6D2509A2B939ED0B3470916E09
Soria, Krista M., and Jordan Troisi. “Internationalization at Home Alternatives to Study Abroad: Implications for Students’ Development of Global, International, and Intercultural Competencies.” Journal of Studies in International Education, vol. 18, no. 3, July 2014, pp. 261–80. DOI.org (Crossref), https://doi.org/10.1177/1028315313496572.
Specht, Lena Susanne. “International Trade Effects of Student Migration.” The Center for Growth and Opportunity, March 27, 2024. https://www.thecgo.org/research/international-trade-effects-of-student-migration/.
Spence, Michael. “Job Market Signaling.” The Quarterly Journal of Economics 87, no. 3 (August 1973): 355–74. https://drive.google.com/file/d/10L-QkD6hUx8ESW1cmBsJKCWAR_C0sZoP/view?usp=sharing.
Spiering, Kerri, and Sheri Erickson. “Study Abroad as Innovation: Applying the Diffusion Model to International Education.” International Education Journal 7, no. 3 (2006): 314–22. https://drive.google.com/file/d/1jgljoL59qAkeecwhU1mFWTv6v8xOjdVQ/view?usp=sharing.
State Science & Technology Institute (SSTI). “An Overview of Bachelor’s and STEM Degrees Awarded by Field: 1970–2017.” SSTI, February 6, 2019. https://ssti.org/blog/overview-bachelors-and-stem-degrees-awarded-field-1970-2017.
Steele, Joe M. 1970. “Evaluating College Programs Using Measures of Student Achievement and Growth.” Educational Evaluation and Policy Analysis 11, no. 4 (January): 19. https://drive.google.com/file/d/1xlejjdMkryUsjz6DoKJlcZ9C3cJMvsio/view?usp=sharing
Steven Bauer, “Building Relationships: A Perspective on How to Achieve Teaching Success in Study Abroad Programs,” Industry & Higher Education 39, no. 3 (2025): 251–54, https://drive.google.com/file/d/1VQPpytAn7gCnFWSzJ_PYRe3GWaottJA1/view?usp=share_link.
Stokes, Jamia. “Examining the Sense of Belonging of First-Generation Students and Their College Persistence: An Exploratory Interview Study.” Doctoral Dissertations, Dec. 2017, https://drive.google.com/file/d/1-SSBHTrOL7T_HiMrgzRSL_-S13ctSt3g/view?usp=sharing
Storti, Craig. The Art of Coming Home. London: Nicholas Brealey Publishing, 2000. https://drive.google.com/file/d/1a78mV2NVz6kmTkava4MpLLGWBfScT5Mx/view?usp=sharing.
Stroud, A. H. 2010. “Who Plans (Not) to Study Abroad? An Examination of U.S. Student Intent.” Researchgate.net. 2010. https://www.researchgate.net/publication/240691474_Who_Plans_Not_to_Study_Abroad_An_Examination_of_US_Student_Intent.
“Student Success Data.” n.d. Soka.edu. Accessed July 19, 2025.

Study Abroad | CASSIE | University System of Georgia. https://drive.google.com/file/d/12Kiow-GiH0zHwLZWwySHvhwlI3LxlSMQ/view?usp=sharing
Study Abroad and Graduation Outcomes. Colorado State University Institutional Research, Planning and Effectiveness, Oct. 2021. https://drive.google.com/file/d/19sKNT0NPNjN-87tkfOMnTawOKu46srUd/view?usp=sharing
Study abroad influencing factors: An investigation of socio ... Accessed July 19, 2025. https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1123&context=urj.
"Study Abroad Students in Learning Czech." Frontiers (Boston, Mass.) 37 (2): 60–84. https://drive.google.com/file/d/1GLTptRZZI2jWl8CK8Jn7lDzx-G_sqDEl/view?usp=sharing
"Study Abroad." n.d. Soka.edu. Accessed July 19, 2025. https://catalog.soka.edu/study-abroad.
"Study Abroad at Western Yields Higher Student Success." n.d. Wmich.edu. https://wmich.edu/global/news/2025/01/studyabroadimpact.
"Study Abroad Data (2017-24)." n.d. Wmich.edu. https://wmich.edu/studyabroad/101/data.
"Study Abroad - Undergraduate Studies." n.d. Soka.edu. Accessed July 19, 2025.
"Study Abroad with CET Academic Programs." CET Academic Programs, July 10, 2025. https://cetacademicprograms.com/.
"Summer Abroad." National Security Language Initiative for Youth (NSLI-Y), May 30, 2025. https://www.nsliforyouth.org/programs/summer-abroad/.
"Supporting Pathways for First-Generation Students to Study Abroad, First Gen Forward, https://www.firstgenforward.org/reports/supporting-pathways-for-first-generation-students-to-study-abroad
"Supporting Students Experiencing Homelessness: District Approaches to Supports and Funding." Learning Policy Institute, January 12, 2023. https://learningpolicyinstitute.org/product/supporting-students-homelessness-brief.
Sutton, Richard C., and Donald L. Rubin. "The Glossari Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes." Frontiers: The Interdisciplinary Journal of Study Abroad 10, no. 1 (August 15, 2004): 65–82. https://drive.google.com/file/d/1ImeNHw8c4kcPE-el_2Gz6mf76FVNsEf-/view?usp=sharing.
Sutton, Richard C., Ann N. Miller, and Donald L. Rubin. "Research Design in Assessing Learning Outcomes of Education Abroad Programs." In A Guide to Outcomes Assessment in Education Abroad. The Forum on Education Abroad, 2017. https://drive.google.com/file/d/1CbXdQOlPbG863_Yi8jT_FsEY7kBz9o6F/view?usp=sharing.
Tandberg , David A., and Sophia A. Laderman. "Evaluating State Funding Effort for Higher Education." Midwestern Higher Education Compact, June 2018, 1–16. https://drive.google.com/file/d/1rWYeqL2M3V0NzvSDenOS5YjCbF2MyzMR/view?usp=sharing.
Tarchi, Christian, and Alessio Surian. "Promoting Intercultural Competence in Study Abroad Students." European Journal of Psychology of Education, vol. 37, no. 1, Mar. 2022, pp. 123–40. DOI.org (Crossref),

https://drive.google.com/file/d/16eNT7lQ7qRkoKezwgyOelGB3Zs4UX-uM/view?usp=sharing
Teferra, Damtew, and Jane Knight. 2008. Higher Education in Africa: The International Dimension. Oxford: African Books Collective.
Teichler, Ulrich. "Temporary Study Abroad: The Life of ERASMUS Students." European Journal of Education 39, no. 4 (2004): 395–408. https://drive.google.com/file/d/1z3qfSdV3f1tqU2T08-H6IBmN4QPeMcvJ/view?usp=sharing.
Terzulo, Eric R., and Sanford J. Ungar. "Worth the Trip? Debating the Value of Study Abroad." Foreign Affairs 95, no. 5 (2016): 162–63. https://drive.google.com/file/d/1Q-5Dg6csS821c6NZbKZA19WMWSpPvRry/view?usp= sharing
Terzuolo, Eric R. "Intercultural Development in Study Abroad: Influence of Student and Program Characteristics." International Journal of Intercultural Relations, vol. 65, June 2018, pp. 86–95. DOI.org (Crossref), https://doi.org/10.1016/j.ijintrel.2018.05.001.
Thayer, William W. "The Rhodes Scholarships and International Peace." *The Advocate of Peace (1894-1920)* 76, no. 2 (1914): 38–40.
THE BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM. Evaluation Report, Bureau of Educational and Cultural Affairs (U.S. Department of State), Apr. 2016 https://drive.google.com/file/d/1EOo4xKoKRJ-TD1gyDd0jnuFvDAfrQnSW/view?usp=sharing.
The Forum on Education Abroad. 2009. "State of the Field Survey 2009." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeastatefield2009_000.pdf.
The Forum on Education Abroad. 2009. "Survey on the Impact of the Global Economic Crisis on Education Abroad." https://www.forumea.org/uploads/1/4/4/6/144699749/forumeducationabroadeconsurvey9-09.pdf.
"The Global Skills Gap in the 21st Century - QS." n.d. Accessed July 25, 2025. https://www.qs.com/reports-whitepapers/the-global-skills-gap-in-the-21st-century/.
"The Impact of Study Abroad on Academic Success: An Analysis of First-Time Students Entering Old Dominion University, Virginia, 2000-2004." n.d. Frontiersjournal.org.
"The intersection of language and culture in study abroad." Accessed July 18, 2025. https://files.eric.ed.gov/fulltext/EJ1071129.pdf.
"The Perks of Studying Abroad with a Third-Party Provider." 2024. Go Overseas. August 5, 2024. https://www.gooverseas.com/blog/perks-of-studying-abroad-with-third-party-provider.
"The Shortest Path to Oneself Leads around the World: Living Abroad Increases Self-Concept Clarity." Organizational Behavior and Human Decision Processes, February 20, 2018. https://www.sciencedirect.com/science/article/pii/S0749597817301279#b0430.
The Senate Committee on Health, Education, Labor and Pensions. 2025. "HELP Committee Provisions of the Senate's One Big Beautiful Bill Act." https://www.help.senate.gov/imo/media/doc/help_committee_reconciliation_2025_section-by-section.pdf.
"Third-party program providers and education abroad." Accessed July 3, 2025. https://www.aieaworld.org/uploads/1/4/5/2/145269424/spring_2011_heyl_occasional_paper.pdf.

Thomas, David P., and Zoe Frances Luba. “White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experiential Learning.” Canadian Journal of Development Studies / Revue Canadienne d’études Du Développement, vol. 39, no. 2, Apr. 2018, pp. 182–98. https://drive.google.com/file/d/1eT8C_MxV4Lh_VhLaoCAv4vmYaUspIQE8/view?usp=sharing
Tillman, Martin. 2008. “A History of U.S. Study Abroad: Beginnings to 1965.” International Educator 17 (3): 16–17. http://www.library.hbs.edu/intra/go/abi.html?url=http://search.proquest.com/scholarly-journals/history-u-s-study-abroad-beginnings-1965/docview/200762927/se-2.
“Timeline of Soka University of America, Aliso Viejo: 1987-2020.” 2015. Soka.edu. November 16, 2015.
Tomasi, Sabrina, Gigliola Paviotti, and Alessio Cavicchi. 2020. “Educational Tourism and Local Development: The Role of Universities.” Sustainability 12 (17): 6766. https://drive.google.com/file/d/1-uuvcjZ4k6srcKtDA3Dwiq32e1g8Ojg6/view?usp=drive_link.
Tomlinson, Michael. “Graduate Employability: A Review of Conceptual and Empirical Themes.” Higher Education Policy 25, no. 4 (December 2012): 407–31. https://drive.google.com/file/d/1aKERVqpHciTaQYk4V2XAbMXy2Pvq4rtR/view?usp=sharing.
Tompkins, Amanda, Trevor Cook, Emily Miller, and Lucy A. LePeau. 2017. “Gender Influences on Students’ Study Abroad Participation and Intercultural Competence.” Journal of Student Affairs Research and Practice 54 (2): 204–16. https://drive.google.com/file/d/1YMLjoRDU-YtNnypQjhljcv675GvZcCHS/view?usp=sharing.
Toncar, M., Reid, J. and Anderson, C. (2005), “Perceptions and preferences of study abroad: do business students have different needs?”, Journal of Teaching in International Business, Vol. 17 Nos 1/2, pp. 61-80. https://drive.google.com/file/d/1L50v3HgXRbWcAKpl_Dq-pDc8a9UaebzR/view?usp=drive_link
Tracy-Ventura, Nicole, Adrienne Ronee Washington, and Iuliia Mikheeva. 2024. “Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA.” Studies in Second Language Learning and Teaching 14 (1): 23–47. https://drive.google.com/file/d/16Wt3Zf_g54rMePEgBpgz_0bmsEXiKMJf/view?usp=sharing
Tracy-Ventura, Nicole, et al. “Promoting Equity in Study Abroad: A Focus on First-Generation and Students of Color in the USA.” Studies in Second Language Learning and Teaching, vol. 14, no. 1, Mar. 2024, pp. 23–47. https://drive.google.com/file/d/1n8e-kZujVn2Z_kLUA7x7j7vjUnXZFlVi/view?usp=sharing.
“Trends in U.S. Study Abroad.” NAFSA. Accessed June 28, 2025. https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad.
Trilokekar, Roopa Desai, and Polina Kukar. "Disorienting experiences during study abroad: Reflections of pre-service teacher candidates." Teaching and Teacher Education 27, no. 7 (2011): 1141-1150.

Trostel, Philip A. 2015. It's Not Just the Money: The Benefits of College Education to Individuals and to Society.Government & Civic Life, no. 4. https://digitalcommons.library.umaine.edu/mcspc_gov_civic/4.
Turley, Ruth N. López. "College proximity: Mapping access to opportunity." Sociology of Education 82, no. 2 (2009): 126-146.
"Twenty Women Among the 32 Rhodes Scholars From the United States." *Women In Academia Report*, December 3, 2024. https://wiareport.com/2024/12/twenty-women-among-the-32-rhodes-scholars-from-the-united-states/.
Twombly, Susan B., Mark H. Salisbury, Shannon D. Tumanut, and Paul Klute. 2012. Study Abroad in a New Global Century: Renewing the Promise, Refining the Purpose. ASHE Higher Education Report. San Francisco: Wiley.
"UMich Students Weigh in on Return of Study Abroad Requirement in the School of Art & Design." 2023.University Wire, Nov 19. https://drive.google.com/file/d/1PkVaK46PUhIZk_1pInqSsleDGm3BUCF1/view?usp=sharing
U.S. Department of State, "Lesbian, Gay, Bisexual, and Transgender Travelers," Travel.State.Gov, accessed June 28, 2025, https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/lgb.html.
U.S. Department of State. Accessed July 18, 2025. https://2021-2025.state.gov/u-s-department-of-state-awards-nearly-500-undergraduate-and-graduate-students-from-all-50-states-the-critical-language-scholarship-for-summer-2023/.
U.S. Department of State. Accessed July 18, 2025. https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/students.html.
U.S. study abroad participation by State. Accessed July 18, 2025. https://www.nafsa.org/sites/default/files/media/document/State-by-State-22-23-study-abroad-statistics.pdf.
Understanding the early career benefits of learning ..., 2015. https://journals.sagepub.com/doi/10.1177/1028315315579241.
Ungar, Sanford J. "The Study-Abroad Solution: How to Open the American Mind." Foreign Affairs 95, no. 2 (2016): 111–23. https://drive.google.com/file/d/1cUhG17t8O6EVbKmF2qFagjhEqZt7nHRT/view?usp=sharing
"United States Announced as Leading Destination for International Students, Annual Impact to U.s. Economy Is $38 Billion and 335,000 Jobs." 2023. United States Department of State. November 13, 2023. https://2021-2025.state.gov/united-states-announced-as-leading-destination-for-international-students-annual-impact-to-u-s-economy-is-38-billion-and-335000-jobs/.
U. K. Universities 2017. The Economic Impact of International Students. Oxford Economics; London, UK.
Upson, John W., and Erich B. Bergiel. "Virtual Study Abroad: Is There Life After the Pandemic?" Journal of International Education in Business 16, no. 1 (2023): 37–55. https://drive.google.com/file/d/1IljroLBDee6ei7PJxix06Qi0C8QZEPpt/view?usp=drive_link

Urbanovič, Jolanta, Stephen Wilkins, and Jeroen Huisman. “Issues and Challenges for Small Countries in Attracting and Hosting International Students: The Case of Lithuania.” Studies in Higher Education 41, no. 3 (July 25, 2014): 491–507. https://drive.google.com/file/d/1lcCY8qM_C_V3MiINzlVquBzyFwFvn5wk/view?usp=sharing.
Van Der Meid, J. Scott. "Asian Americans: Factors influencing the decision to study abroad." Frontiers: The Interdisciplinary Journal of Study Abroad 9, no. 1 (2003): 71-110.
Van Mol, Christof. “Exploring Explanations for the Gender Gap in Study Abroad: A Case Study of the Netherlands.” Higher Education 83, no. 2 (February 2022): 441–59. https://doi.org/10.1007/s10734-020-00671-7.
Varela, Otmar E, and James E Wilbanks. Learning outcomes of study-abroad programs: A meta-analysis | request PDF, January 2015. https://www.researchgate.net/publication/291358408_Learning_Outcomes_of_Study-Abroad_Programs_A_Meta-Analysis.
Varela, Otmar E. "Learning outcomes of study-abroad programs: A meta-analysis." Academy of Management Learning & Education 16, no. 4 (2017): 531-561.
Varela, Otmar E. “Learning Outcomes of Study-Abroad Programs: A Meta-Analysis.” Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link.
Varela, Otmar E. “Learning Outcomes of Study-Abroad Programs: A Meta-Analysis.” Academy of Management Learning & Education 16, no. 4 (2017): 531–61. https://drive.google.com/file/d/1WRWObNtNYjYGo_ogUjD0OP5ebGzd6H5N/view?usp=drive_link.
“View of Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities.” n.d. Frontiersjournal.org. https://frontiersjournal.org/index.php/Frontiers/article/view/809/659.
Vignoli, Gabriel. “Italy and Transnational Education .” Information Centre on Academic Mobility and Equivalence, May 2004, 1–9. https://drive.google.com/file/d/1aSBqbQU0Ei4qsLJmhPMpS0Y0opWfEj9e/view?usp=sharing.
Virtual Exchange Impact and Learning Report. Accessed August 3, 2025. https://www.stevensinitiative.org/wp-content/uploads/2023/02/2023-Virtual-Exchange-Impact-and-Learning-Report.pdf.
“Voice of the Students Study Abroad 2023.” n.d. Terradotta.com. https://get.terradotta.com/hubfs/ebooks/Terra_Dotta_E_BOOK_Student_Survey_2023_FNL2.pdf.
Vossensteyn, Hans, Maarja Beerkens, Leon Cremonini, Jeroen Huisman, Manuel Souto-Otero, Barbara Besançon, Noor Focken, Bart Leurs, Andrew McCoshan, Neringa Mozuraityte, Paulo Charles Pimentel Bótas, and Hans de Wit. 2010. Improving Participation in the Erasmus Programme: Final Report to the European Parliament. European Parliament. https://drive.google.com/file/d/1eOcdHtSP0kYpB3JiTcvNMWEG0RloOQJi/view?usp=sharing.

Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.
Wagenaar, Robert. 2019. A History of ECTS, 1989–2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy. https://drive.google.com/file/d/1GW5TkA5z39_Y1odZDi-TiuZ6113ToxYS/view?usp=sharing.
Waibel, Stine, Knut Petzold, and Heiko Rüger. “Occupational Status Benefits of Studying Abroad and the Role of Occupational Specificity – A Propensity Score Matching Approach.” Social Science Research 74 (August 1, 2018): 45–61. https://drive.google.com/file/d/1MGfu1OlV5t8r12zkoPxSLSSr0VmezErn/view?usp=sharing.
Wainwright, P., Ram, P., Teodorescu, D., & Tottenham, D. (2009). Going global in the sciences: A case study at Emory University. In R. Lewin (ed.), The handbook of practice and research in study abroad: Higher education and the quest for global citizenship (pp. 381-398). New York, NY: Routledge.
Wallitsch, Megan. 2024. Study Abroad Program Looks Deeper at Accessibility with New Software. University Wire. Carlsbad: Uloop, Inc. https://drive.google.com/file/d/1LN3GE4oaWob_HI0lEQFEErGwnJRzDKup/view?usp=sharing
Wang, Liz C., John Gault, Paul Christ, and Patricia A. Diggin. “Individual Attitudes and Social Influences on College Students’ Intent to Participate in Study Abroad Programs.” Journal of Marketing for Higher Education 26, no. 1 (2016): 103–2. https://drive.google.com/file/d/18qCWgmZKolV06evnoh8rIRWEqsXpOwR4/view?usp=share_link.
Wang, Yong, Ke Li, and Yuan Zhang. 2020. “Bridging the Unbridged: A Case Study of a U.S. University’s Study Abroad Program in Beijing.” ECNU Review of Education 3, no. 2 (06): 269-290. https://drive.google.com/file/d/1fiEqHqLScZq8-qrvMOG7e4NIed2B0W_I/view?usp=sharing.
Wanger, Stephen P., Michael Breslin, Fred Griffiths, and Tong Wu. “Institutional Barriers to Study Abroad Participation: The Perceptions of Undergraduate African American Students.” International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars 10, no. 1 (Fall 2020). Accessed August 20, 2025. https://drive.google.com/file/d/1Gd5DLRVZ1_CVOCXaMVBrvUWC4Z-8Pc6M/view?usp=drive_link
Warnick, Gregg Morris, Marie S. Call, and Randall Davies. 2018. “Understanding Engineering and Technology Student Perceptions: Barriers to Study Abroad Participation.” In . https://peer.asee.org/understanding-engineering-and-technology-student-perceptions-barriers-to-study-abroad-participation?
Warters, Nathan. “W&M’s Project GO Study Abroad Program Aims to Build Effective Military Leaders through Critical Language Education.” William & Mary News, December 13, 2021. Accessed July 20, 2025. https://drive.google.com/file/d/1b2QqIlxppLfX7L-MAmAJBDjzznp_vgrp/view?usp=drive_link

"Welcome to Soka University." n.d. Soka.edu. Accessed July 19, 2025. https://www.soka.edu/welcome.
Whalen, Brian. "The Management and Funding of US Study Abroad." International Higher Education, no. 50 (March 2015). https://drive.google.com/file/d/1ek_M3sc26ABRMI5ndRyDMoRtFuq7atAH/view?usp=sharing.
"What Sort of Study Abroad Programs Are Available?" Harvard College. Accessed June 26, 2025. https://college.harvard.edu/resources/faq/what-sort-study-abroad-programs-are-available.
Whatley, Melissa, and Amy E. Stich. "From exclusive to inclusive: A mixed-methods investigation of study abroad participation and practices." The Journal of Higher Education 92, no. 1 (2021): 140-167.
Whatley, Melissa, and Ashley B. Clayton. "Study Abroad for Low-Income Students: The Relationship Between Need-Based Grant Aid and Access to Education Abroad." Journal of Student Financial Aid 49, no. 2 (2020). https://drive.google.com/file/d/11lDO4gPsMaPzGYYHxvLDUDj3qGlAXwQf/view?usp=sharing.
Whatley, Melissa, Andrew Crain, and Joshua Patterson. "Borders or Barriers? Assessing Geographic, Economic, and Institutional Factors Related to Study Abroad Access and Participation at Four-Year Colleges and Universities." Frontiers: The Interdisciplinary Journal of Study Abroad 36, no. 1 (2024): 32-60.
Whatley, Melissa. "Clearing the Hurdle: The Relationship Between Institutional Profiles and Community College Study Abroad." In Study Abroad Opportunities for Community College Students and Strategies for Global Learning, 90–106. Hershey, PA: IGI Global, 2019. https://doi.org/10.4018/978-1-5225-6252-8.ch006.
Whatley, Melissa. "Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns." Journal of Studies in International Education 21, no. 5 (2017): 431–49. https://drive.google.com/file/d/1i7sAALPXll3VfDH8efjorlJB83NQSrgG/view?usp=sharing.
Whitney Sherman, Nina Namaste, Anne Gibson, and Ezra Spira-Cohen, "Essential to Students' Intercultural Learning Abroad? Faculty Intercultural Development as Key to Leverage Effective Pedagogies," To Improve the Academy: A Journal of Educational Development 43, no. 2 (2024): 9, https://journals.publishing.umich.edu/tia/article/id/4003/.
"Winner Count_By Institutions_10.15.14.Xlsx." n.d. Accessed July 21, 2025. https://www.rhodeshouse.ox.ac.uk/media2/ey2obz3q/2025-rs-number-of-winners-by-institution.pdf.
Wong, Shuk Wa, and Jan N Hughes. "Ethnicity and Language Contributions to Dimensions of Parent Involvement." School psychology review, 2006. https://pmc.ncbi.nlm.nih.gov/articles/PMC2139999/.
Wood, Dawn, and Rosalind Latiner Raby. "Chapter 15," in *Internationalisation in Higher Education: Responding to New Opportunities and Challenges*, edited by Fiona Hunter, Ravichandran Ammigan, Hans de Wit, Jeanine Gregersen-Hermans, Elspeth Jones, and Amanda C. Murphy, 271–277. Milan: EDUCatt, 2023.

https://drive.google.com/file/d/1B6DHN0CpsGaYpESksIB7GWyiFalLZirX/view?usp=drive_link
Woolf, Michael. “The Baggage They Carry: Study Abroad and the Construction of ‘Europe’ in the American Mind.” Frontiers: The Interdisciplinary Journal of Study Abroad 21, no. 1 (August 15, 2011): 289–309. https://drive.google.com/file/d/17hRDgsyBbIWm4A3OeQYZW40vAIJVFzQ7/view?usp=sharing.
“Workforce Development and Training.” 2025. April 25. https://www.uschamberfoundation.org/solutions/workforce-development-and-training.
Working low-income college students are less likely to ... Accessed July 11, 2025. https://cew.georgetown.edu/wp-content/uploads/Low-Income-Working-Learners-Press-Release_final.pdf.
World Economic Forum. n.d. “The Future of Jobs Report 2020.” https://www.weforum.org/publications/the-future-of-jobs-report-2020/.
Worldmindedness: An Empirical Analysis.” Journal of Teaching in International Business 13 (1): 55–66. https://drive.google.com/file/d/1167Fym5-afKhnKV298q6NWbAQw488FbJ/view?usp=sharing.
Worldwide Survey of International Assignment Policies and Practices. Marsh McLennan (Mercer), 2015, https://mobilityexchange.mercer.com/international-assignments-survey.
Young, Anna. 2018. "Study Abroad Requirement on Probationary Review." University Wire, May 18. https://drive.google.com/file/d/13CyUiuHasdd0TifnCjouKSaQAhfO14-3/view?usp=sharing

Week 1 Briefs

1) ~~Week 1 compiled brief~~

Week 2 Briefs

1) ~~Self-selection brief~~
2) ~~Domestic~~
3) ~~International~~

Week 3 Briefs

1) Application processes and meritocratic systems
2) ~~Requiring study abroad programs~~
3) ~~Inequities in study abroad~~
4) ~~First Generation & Low-Income Students and Study Abroad~~
5) ~~Re-entry~~
6) ~~OBBBA~~
7) ~~post-COVID~~
8) ~~Teachers~~
9) Home Institutions
10) ~~Program Design~~
11) ~~Majors~~

Week 4 Briefs

1) ~~A Case Study of the Benjamin A. Gilman International Scholarship~~ ~~david~~
2) ~~ERASMUS~~ ~~- yehia~~
3) ~~Soka University~~ ~~- uy~~
4) ~~Italy~~ ~~- susie~~
5) MENA - amir
6) ~~Asia/US-China~~ ~~- eva~~
7) ~~Project GO~~ ~~theresa~~
8) ~~Third Party Providers~~ ~~tony~~

9) ~~Cultural Friction taylor~~

10) ~~The Critical Language Scholarship (CLS) and the Benjamin A. Gilman International Scholarship ezra~~

Week 5 Briefs

1) ~~Academic Outcomes~~

2) ~~Critical Perspectives~~

3) ~~Civic Engagement~~

4) ~~Netherlands~~

5) Business

Policy Recs:

1) Grants

2) Advertising

3) Job Support

4) Faculty

5) Credit Transfer

1) Bibliography