International Business
Research, Teaching and Practice
The journal of the AIB-SE

International Business: Research Teaching and Practice
2008 2(1)

FACTORS INFLUENCING STUDY ABROAD DECISIONS AMONG COLLEGE OF BUSINESS STUDENTS

Douglas W. Naffziger*
Ball State University
2000 W. University Ave., Muncie, IN 47306

Jennifer P. Bott
Ball State University
2000 W. University Ave., Muncie, IN 47306

Carolyn B. Mueller
Stetson University
421 N. Woodland Blvd., DeLand, FL 32723

Study abroad during one's college years has long been seen as a path to increased cultural awareness and sensitivity and a better understanding of our multi-cultural world. Although it is important that American students participate in study abroad programs; estimates are that only one percent to three percent of students participate in such programs. While a variety of circumstances, such as financial, personal, and curricular issues, may keep students from studying outside their own country, this study surveyed college of business students to determine the specific factors that influence study abroad decisions by students. Statistical analyses indicate that the decision to participate is influenced by

* Telephone: 765-285-5312
e-mail: dnaffzig@bsu.edu

several factors. Further, the results indicate a number of potential barriers can be overcome through planning and individualized treatment of students.

INTRODUCTION

There is widespread belief that an increased knowledge of world affairs is key to career success in many fields. In today's increasingly globalized world, experts see study abroad as an important component for success in the business world and necessary for citizenship in modern society. Allen Goodman, President of the Institute of International Education, commented that, "Many U. S. campuses now include international education as part of their core educational mission, recognizing that increasing the global competence among the next generation is a national priority and an academic responsibility" (Gardner and Witherell, 2005: 1). Study abroad during one's college years is an excellent way to gain a new perspective on how our increasingly globalized planet works. Study abroad leads to increased cultural awareness and sensitivity, a better understanding of America's role in the world, and a better understanding that the world is composed of many different cultures. Students also learn that 'America's way' of doing certain things is not the only way.

International understanding is seen as so important that US Senators Durbin (D-IL) and Coleman (R-MN) introduced the Abraham Lincoln Study Abroad Act (2006). The bill declared 2006 as the Year of Study Abroad and established the Abraham Lincoln Study Abroad Fellowship (ALSAF) program, highlighting the belief that international experience is crucial for upcoming generations of Americans. They predict that in 10 years, more than one million students will include international travel in their studies. Durbin and Coleman state:

> *"The United States' ability to lead responsibly in the world, to effectively confront emerging threats, and to thrive in the global economy, will depend on preparing our citizens with foreign-language competence and cross-cultural knowledge. One of the best ways to do this is through study abroad. As such, it must be an integral part of a complete college education and the centerpiece of a national effort to ensure that the next generation of Americans is ready for life and leadership in the 21st century. Study abroad is more than an education issue—it is a national security and foreign policy issue" (2006: 1).*

During the 2004-2005 academic year 205,983 American students studied abroad. This represented a 7.7 percent increase over the previous year (Gardner and Witherell, 2006) and is a considerable increase over the 1993-1994 academic year when only 84,403 students studied abroad. However, according to ALSAF (2006), just slightly over one percent of American undergraduates study abroad in any given academic year, even though 50 percent of college-bound high school students expressed an interest in doing so. Interestingly, ALSAF's study also found that 65.6 percent of the participants were female, although females

represented only 56.4 percent of the undergraduate population. Further, only 3.4 percent of the participants were African American, and 5.0 percent were Hispanic. According to the Open Doors Report (Gardner and Witherell, 2006), the top three fields of study when students were overseas were social sciences (22.6 percent), business and management (17.5 percent), and humanities (13.3 percent). The 2006 Open Doors Report reported that 38 campuses granted credit to over 1,000 students during the academic year 2004-2005.

A comprehensive study of over 3,400 participants enrolled in International Education Students (IES) programs from 1950 to 1999 (Dwyer and Peters) showed that studying abroad "is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience" (2004: 56). Dwyer and Peters found support for the "more is better" approach in that longer stays produced a more lasting impression. However, today many students are opting for shorter experiences abroad during their education for a variety of reasons, such as financial, curricular, and family issues. Lewis and Niesenbaum (2005) argue that shorter stays, those of less than a semester, may still provide benefits in important areas such as sense of self-confidence, better fit with major field of study, and safety.

Study abroad is an opportunity for students to learn more about themselves, build self-confidence, meet new people, and experience new cultures along with numerous other positive outcomes. Daniel Ritchie, Chancellor of the University of Denver and former CEO of Westinghouse, believes people can be transformed by study abroad experience and, as a result, be better able to "engage with the world beyond America's borders. 'You could maybe get away with being ignorant and isolationist a few decades ago. But today you have no choice'" (Bollag, 2004: A42). Based on estimates that from one percent to three percent of American college students study outside their home country, Brustein argues that it is critical that more American students participate in study abroad programs. As Brustein states:

> *"Confronted with a world that is strikingly different from what it was just a decade ago, the U.S. faces rapidly shifting economic, political, and national security realities and challenges. To respond to these challenges and meet national needs it is essential that our institutions of higher education matriculate globally competent students. Without global competence our students will be ill-prepared for global citizenship, lacking the skills required to address our national security needs, and unable to compete successfully in the global marketplace" (2005: 1).*

If study abroad is promoted by colleges across the country and highly touted as a critically important element of career success and positive personal outcomes, the question raised is: Why do such a small percentage of students participate each year? Obviously, student capacity is an issue as it takes time and

resources to plan and implement study abroad programs in institutions of higher education. However, beyond logistics, what other important reasons might exist? A report by the Australian Education International office (2005) summarized several factors that may have an impact on participation in study abroad. Among these are university educated parents, previous personal international travel experience, family income, program cost, local commitments to work or living arrangements, being 'out of the loop,' and relationships with family and friends. Curricular issues in particular were found to be obstacles to some, especially those planning to continue their studies after completing an undergraduate degree.

A survey of 46 members of the Forum on Education Abroad (Woodruff, Gladding, Knutson and Stallman, 2005) found several interesting results regarding obstacles to study abroad participation. In general, participants reported that central administration, financial aid programs, and fee structures were not significant problems. However, the majority of participants reported that program or degree design issues were "sometimes" a problem. "Interestingly, no (0%) small (fewer than 6,000 students) institutions reported that program or degree design requirements are 'usually' or 'always' an obstacle, compared to 29% of large institutions" (2005: 14). Finally, faculty attitudes appeared to not be a real problem; only six percent of respondents replied faculty attitudes were "usually" or "always" a problem, 67 percent reported they were only "sometimes" a problem, while 26 percent of responding institutions replied "rarely" or "never" to this issue.

If colleges and universities are to increase student participation in study abroad programs in the years to come, work needs to be done to address the issues – both positive and negative – that students and other decision makers perceive to be relevant when evaluating how studying abroad will affect their futures. Work also must be done to design programs that meet student needs, are attractive to students, and can meet university and student-oriented constraints. In order to accomplish these goals, more needs to be learned about how students actually view the study abroad opportunity. This paper reports on a survey conducted at a mid-sized, public Midwestern university. Specifically the purpose of this study was to simultaneously examine what attitudes, individual differences, and institutional characteristics may influence student decisions on participating in study abroad programs. For example, knowing that students view disrupting their coursework as a reason to not study abroad may allow program directors to work with administrators and faculty to find alternative methods of course delivery or scheduling to enable more students to participate in these life-changing and enriching programs.

METHOD

SAMPLE AND DATA COLLECTION

To answer the questions posed above, a survey was conducted of students in a mid-sized Midwestern university. Data were collected via a web-based survey software package. Students were introduced to the project during classroom visits by the researchers. Survey participation was voluntary and, while participants were required to enter their student identification numbers to assure each subject responded only once to the questionnaire, they were assured that all responses would be held confidential and reported only as aggregate data. After the in-person information sessions, students were sent an e-mail with a brief review of the instructions and a web-link to the survey.

The survey instrument included nine normal demographic items such as age, year in school, and major field of study. It also included other factors identified as relevant from existing research studies on the topic, such as frequency of parental and personal travel, level of parents' education, and educational aspirations beyond an undergraduate degree. The survey also included an additional 57 items that were developed from conversations with faculty experienced in developing or leading study abroad experiences, international program directors, and students themselves. The latter group of items included questions that dealt with issues relating to money, curriculum, family, and safety and cultural concerns. Dependent variables and list items contained Likert-type response continua ranging from "not at all" (response score = 1) to "to a very great extent" (response score = 5).

RESULTS

Self-report data were collected from 471 undergraduate business students. In most cases, professors offered an extra credit incentive for student participation in the online survey. The majority of respondents was male (53 percent), Caucasian (87 percent), spoke no foreign languages (61 percent), and had visited one to three other countries (51 percent). The most frequent respondents were sophomores (35 percent), followed closely by juniors (31 percent), and freshman (21 percent). Only 12 percent of the respondents were seniors. Household income for respondents most frequently fell between $50,001-$75,000 (31 percent), followed by incomes over $100,000 (26 percent). The same percentage of respondents (21 percent) identified their family income as under $50,000, or between $75,001-$100,000.

FACTOR ANALYSIS

The primary goal of this study was to determine if a set of meaningful factors could be derived from various issues that appeared to influence undergraduate student decisions to study abroad during their college careers.

Specifically, we were interested in examining the correlation between these factors and two dependent variables: INTEREST in studying abroad and OPENNESS to studying abroad.

Because we were fundamentally concerned with data reduction (rather than data explanation), we chose to conduct factor analysis using Principal Components Analysis (PCA) with Varimax rotation. Using traditional methods of extraction (i.e., Scree plot, eigenvalues greater than 1.0), six factors were extracted, which explained 54 percent of the variance. Factor loadings for each question are presented in Table 1.

Factor 1 was named Curricular/Career Issues with Study Abroad and contained 16 items. This factor explained 15 percent of the variance. As can be seen in Table 1, this factor included items that linked study abroad to academic credit in a student's major or minor field of study or promoted career development or personal goals. Factor 2 included 12 items that addressed fear of new experiences associated with study abroad and was called Fear of Unknown and Travel. This second factor accounted for 13 percent of the variance. Factor 3, labeled Financial Considerations, accounted for nine percent of the variance and included items that involved financial aid and program cost.

Factor 4 contained seven items that represented incompatibilities in lifestyle and goals with respect to study abroad. We called this factor Incompatibilities, which accounted for an additional eight percent of the variance. The fifth factor, Previous Travel Experience and Exposure to Study Abroad, included four items and added five percent more variance explained. The sixth and final factor, Social Obligations and Concerns, added four percent to explained variance and included items that represented social and familial roadblocks to traveling abroad.

Based on these factors, three survey items were eliminated from analysis. These items failed to load on any of the six factors and included "don't know enough about programs," "family didn't want me to go," and "no real benefit in going abroad." In many cases, this information was gathered in similar items throughout the questionnaire. Therefore, the six retained factors represented meaningful combinations of the various questions aimed at understanding the reasons that individuals choose to study abroad.

Table 1
Factor Loadings for Six Factors of Study Abroad Considerations

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Receiving course credit toward major	**.78**	.05	.06	.17	-.01	-.03
Receiving course credit but not toward my major	**.52**	.01	-.14	.05	.14	.16
Receiving course credit counting toward my minor	**.70**	.07	-.06	.10	.08	.05
Timing conflict with course offerings and requirements in my major	**.62**	-.01	.16	.22	-.20	.04
Parental encouragement	**.47**	.21	.16	.09	.27	.08
Program length	**.45**	.16	.41	.08	.18	.09
Time of year of travel	**.47**	.14	.41	.00	.16	.01
Specific countries to be visited	**.57**	.07	.44	.08	.03	-.03
Opportunity for career-related contacts	**.70**	-.02	.25	.14	.06	-.13
Opportunity for career-related experiences	**.71**	-.04	.27	.13	.00	-.13
Timing of program in relation to my educational progress	**.71**	.01	.36	.10	-.08	.00
Availability of a variety of program options at my school	**.73**	.04	.24	.09	.08	.02
Opportunity to travel after program's completion	**.62**	.09	.18	-.08	.34	.06
Program conflicts with timing of major courses	**.63**	-.02	.31	.24	-.04	.14
Program is a good fit with my goals	**.61**	-.08	.31	.18	.24	-.05
I have a strong interest in other cultures	**.53**	-.32	.08	-.04	.32	-.03
Fear of the unknown	.11	**.69**	.23	-.04	-.02	.08
Lack of language skills	.02	**.69**	.32	.02	-.09	.11
Perceived anti-American attitudes in destination	.04	**.59**	.19	.21	.16	.09
Presence of terrorism in or near destinations	.10	**.40**	.18	.33	.12	.15
Missing out on campus/college life	.16	**.54**	-.05	.18	-.03	.14
Fear of mixing with other ethnicities	.00	**.74**	-.08	.24	.14	.07
Cultural differences	.04	**.78**	-.02	.15	.10	.09
Differences in food	.04	**.65**	-.03	.03	.14	.15
Perceived lack of amenities	.18	**.68**	-.02	.24	-.01	.19
Locations available lacked personal interest	.28	**.30**	.07	.44	.01	.05
Nervous about being with foreigners	.07	**.78**	.03	.19	.07	.06
Missing friends	.13	**.52**	.03	.13	-.05	.49

Table 1 (continued)
Factor Loadings for Six Factors of Study Abroad Considerations

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Program cost	.26	.05	**.77**	.17	-.10	.06
Availability of financial aid	.20	.04	**.76**	.10	.07	.06
Availability of scholarship	.25	.01	**.77**	.17	.05	.06
Program not a good fit with my major	.24	.17	.16	**.74**	-.14	.02
Program not a good fit with my goals	.20	.26	.22	**.74**	-.08	-.03
Conflicts with signed lease/housing agreements	.16	.20	.07	**.59**	.06	.20
Extra-curricular commitments	.04	.28	-.16	**.49**	.29	.07
Work commitments	-.04	.25	.27	**.52**	-.04	.26
Available programs too short	.15	.26	.33	**.48**	-.10	.23
Available programs too long	.21	.14	.09	**.61**	.23	.00
Previous international travel experience	.28	.07	.04	.04	**.61**	.17
Previous study abroad experience	.03	.04	-.05	.12	**.75**	-.07
Parental travel experience	.23	.17	.01	.02	**.63**	.09
Exposure to study abroad before college, such as through a high school foreign exchange program	-.01	.08	-.02	.01	**.66**	-.09
Friends also going on program	.40	.33	.11	-.10	.02	**.42**
Missing significant other	.02	.25	.15	.05	-.07	**.80**
Significant other did/would not want me to go	-.14	.20	.14	.31	.12	**.68**
Family preferred that I not go abroad	.04	.33	.01	.43	.12	**.46**

FACTOR CORRELATIONS

Scores for the six factors were created by averaging responses on items within each factor. These factor scores were then correlated with the dependent variables of interest, openness and consideration of study abroad. Table 2 presents these correlations. All factors were significantly correlated with consideration of study abroad programs: curricular issues (r = .25, p < .001), financial concerns (r = .10, p < .05), and previous travel experience (r = .10, p < .05) were positively related to consideration, while fear of the unknown (r = -.23, p < .001), incompatibilities (r = -.11, p < .05), and social obligations (r = -.22, p < .001) were negatively related. These relationships were all in directions that confirm intuitive thinking; if a study abroad program fit with students' degree progress, is not considered too costly, and they have traveled before, individuals are more likely to consider study abroad programs as a beneficial part of their educational experience. However, if students are fearful of the unknown, feel programs are incompatible with their degree or personal goals, and feel their social obligations are too great, individuals are less likely to consider studying abroad.

In terms of openness to the idea of study abroad, four of the six factors were predictive. Interestingly, the relationships between these four factors and openness were stronger in some cases than the relationships uncovered for consideration of study abroad. Curricular issues (r = .34, p < .001) and financial concerns (r = .13, p < .001) were positively related to openness to study abroad programs. Fear of the unknown (r = .26, p < .001) and social obligations (r = -.25, p < .001) were negatively related. These findings support those discussed earlier for consideration of study abroad programs.

In addition to the factor analysis, demographic differences with respect to consideration of and openness to study abroad were examined. Nine demographic variables were considered, with seven yielding significant results. The variables of family income and parental education were not significantly predictive of either openness to or consideration of study abroad activities.

ANALYSIS OF DEMOGRAPHIC DIFFERENCES

In terms of consideration of study abroad, gender, age, knowledge of other languages, amount of extra-curricular activities, and intent to study beyond undergraduate education, were predictive. The profile of someone considering a study abroad experience is a younger (r = -.24, p < .01) female (F (1, 460) = 21.56, p < .001) student with previous travel experience (r = .17, p < .01) who has a moderate-level of extra-curricular commitment (F (4, 463) = 3.12, p < .05) and work components (F (4, 461) = 2.50, p < .05) with some language knowledge beyond English (F (3, 462) = 6.71, p < .001), who plans to study beyond his/her undergraduate degree after working a few years (F (2, 464) = 3.76, p < .05).

Table 2
Factor Correlations with Openness toward and Consideration of Study Abroad

Item	1	2	3	4	5	6	7	8
Factor 1: Curricular Issues	----							
Factor 2: Fear of Unknown	.25**	----						
Factor 3: Incompatibilities	.44**	.55**	----					
Factor 4: Financial Concerns	.55**	.21**	.38**	----				
Factor 5: Previous Travel Experience	.31**	.23**	.18**	.07	----			
Factor 6: Social Obligations	.24**	.59**	.50**	.23**	.21**	----		
Factor 7: Consideration of Study Abroad	.25**	-.23**	-.11*	-.10*	.10*	-.22**	----	
Factor 8: Openness to Study Abroad	.34**	-.26**	-.06	.13**	.08	-25**	.80**	----

N = 447 – 465
* $p < .05$ ** $p < .01$

Similarly, the profile of an individual open to the idea of studying abroad is one who is younger ($r = -.29$, $p < .01$), female (F (1, 460) = 13.73, $p < .001$), with previous travel experience ($r = .15$, $p < .01$), language experience beyond his/her primary language of English (F (3, 461) = 4.48, $p < .01$), a moderate to high commitment to extra-curricular activities (F (4, 462) = 5.00, $p < .01$), and who also plans to study beyond an undergraduate degree after working a few years (F (2, 463) = 4.54, $p < .05$). The only difference between these two profiles is the inclusion of the level of work commitment as a significantly predictive variable for those considering study abroad and the strength of the overall relationships. These demographic differences, coupled with the emergent factors just discussed, can be used to create a potential model of study abroad consideration.

DISCUSSION

Results of the data analyses identify several areas that have important implications for administrators, faculty, and program directors involved in study abroad programs. Issues ripe for further research are also identified. It is also very important to remember that these data represent issues from the student perspective. Some issues identified by results of the survey data are controllable or at least can be addressed, while others cannot. Among the former would be student fear or apprehension, concerns about cost, and curricular matters. Uncontrollable issues that may influence students' study abroad decisions include level of family income, frequency of parental travel experience, and social obligations. Controllable issues, like fear of travel or different cultures, may be dealt with through exposure to additional information about foreign locations,

meeting with students from different regions of the world, or meeting with student participants from previous study abroad programs to the same or other, more unusual locations.

Knowledge of student concerns identified in Factor 1 (Curricular/Career Issues) and Factor 4 (Incompatibilities) may allow administrators, program directors and faculty members to work together to offer specific classes in additional semesters on the home campus, develop independent studies that can be taken while a student is abroad, or allow a study abroad program to substitute for a course or requirement in a program. Degree program content can be designed to enhance career-oriented exposure and contact. This can be more easily accomplished when the participants share a common major such as business, theater, architecture, or history. With large groups and longer programs, focused activities may be designed for smaller subgroups.

Issues of cost can also be dealt with. While students in this study indicated that program cost would greatly influence their decision to participate in study abroad programs, they also indicated that the availability of financial aid and scholarships would likewise influence their decisions. Perhaps additional scholarship monies can be allocated for study abroad participants, or sponsors, both corporate and philanthropic individuals, could be convinced to make contributions to scholarship pools for less financially endowed individuals who aspire to study outside their home countries.

Related to the issue of cost is geographic destination of the study abroad opportunity. It may also be related to the fear aspect identified in the factor analysis. Destination can be a two edged-sword. High profile and highly desirable locations like London or Paris are relatively easy to attract students to. Destinations such as these have many notable historic and cultural attractions, language is not a significant barrier in major cities around the world, and they are relatively easy to navigate even for unsophisticated student travelers. Unfortunately, these major cities are also among the world's most expensive locations in which to live. Factoring out the costs of air travel, a recent university field study for one of this study's authors to London and Paris cost about US$ 150 per day, with about two thirds of that cost allocated to lodging and food. Results from study participants strongly suggest that these costs significantly affect program length for study abroad experiences. However, depending on the goals of a particular program, less costly destinations may or may not meet program needs as well as more expensive locations. Each destination location and experience must be evaluated on its own merits and goals.

The data also show that the "unknown" aspects of foreign travel and study abroad are significant factors. Today, college students are continually barraged with news media images of turmoil and differences in countries outside the

United States. After leaving home, students often work hard to build a new life and a network of college-oriented relationships. These relationships provide a structure and level of comfort, and studying abroad may be perceived as disruptive to that order. While adults may view a three-month time frame (as in a semester abroad) as the blink of an eye, to a 19 or 20 year old student, that same time element may seem like an eternity. On top of that, factor in that students are very likely to have no car, no available gym, changes in weather, a different type of nightlife, and other differences, and it is understandable that students may not jump at the chance to leave their secure, known home campus environment.

Demographic differences also appear to influence an individual's openness to and consideration of study abroad opportunities. Early in their academic careers, female students, with moderate extra-curricular responsibilities and language experience beyond English, were more likely than males to actually study abroad or consider doing so. Also, those female students who wanted to pursue graduate education after working for a few years were more likely to be study abroad candidates than their male counterparts. It may be necessary for schools to make an extra effort to successfully target students outside of these categories. Conversely, using these categories to recognize those more likely to embrace study abroad opportunities may lead to greater enrollments in a university's international education efforts. A further issue to be examined is the impact of socio-economic status of the students, as this would have a great impact on the ability of the student/family to afford the study abroad experience.

While there is a strong correlation between subjects' openness to study abroad and consideration of study abroad, it does not necessarily mean that these should be viewed as identical concepts. Though it may seem that if someone has considered studying abroad they are also open to the idea, this is not always the case. It may be that the individual considered the possibility and decided "no, I really don't want to do that." Similarly, it may be that while a student may be open to the idea of traveling and living abroad while expanding their studies, the student has never actually considered it.

CONCLUSION

Data analyses confirm concerns that have been pondered and discussed in the extant literature. To shed more light on the issue of why students consider (or not) to study abroad as an important part of their undergraduate experience, this study investigates these issues from the student perspective. As administrators and program directors, it is easy to sit back and encourage students from the perspective of "the wisdom and perspective of age that they should take advantage of these opportunities. But with todays "here and now," "show me the money" students, who may already be significantly in debt for college expenses, the view may be entirely different. Students who are presented with the opportunity seem to be saying "studying abroad – and the additional expenses –

has to help, it has to lead somewhere; I want to be able to see how this will make a difference or lead to a better job or job opportunity in my chosen field and future."

If educators (and politicians) are to achieve the goal of greater participation in study abroad programs, there is much work to be done. Communication and marketing of a school's overseas programs must effectively inform students of the advantages and availability of study abroad options as well as the safe track record of the particular study abroad opportunities. Administrators, program directors, and individual faculty must work together, better dovetailing study abroad program content and design with curricular demands, timing issues, and program cost. While some issues, like work commitments or lodging contracts, may simply remain uncontrollable, many other factors can be dealt with by developing effective strategies to overcome specific obstacles.

Based on the preliminary results of this exploratory study, we believe that a model can be created that explains study abroad consideration behavior by undergraduate students. This model will likely include the six factors discussed in this article, as well as the demographic differences that appeared influential to the purpose of the study. Previous literature and empirical research in the area leads us to also believe that a student's personality factors and learning style will likely predict differences in openness and consideration to the idea of study abroad. Future research should develop and test the model in greater detail by surveying students who have chosen to study abroad as well as those who declined the opportunity. This will yield greater information to study abroad coordinators within business schools in a variety of settings and with varying student populations.

As calls for increased global awareness among America's young continue, universities are in a valuable and influential position to encourage and facilitate this awareness. However, as this study suggests, students may recognize the importance of studying in venues beyond their home institutions, but they also perceive that significant barriers to the experience exist. Cost, previous obligations, fear, and curricular issues all seem to prevent many from participating. Student reluctance appears to be less familial or faculty-oriented. University administrators and others need to delve further into the development of new methods to raise student awareness of study abroad programs and increasing program participation. They also need to work together to overcome the perception as well as the reality that barriers to study abroad exist.

REFERENCES

Australian Education International (2005) 'Study abroad and study exchange systems in industrialised countries', [www document] http://aei.dest.gov.au/AEI/MIP/ItemsOfInterest/05Interest44.htm

Bollag, B. (2004) 'Get out of the country, please!', *Chronicle of Higher Education*, **51**(13): A42.

Brustein, W.I. (2005) 'Paths to global competence: Preparing American college students to meet the world', Institute of International Education Network, [www document] http://www.iienetwork.org/page/84657/

Durbin, R.J. & Coleman, N. (2006) 'Abraham Lincoln Study Abroad Act, Senate Bill 3744', [www document] www.nafsa.org/press_releases.sec/press_releases.pg/legislation_introduced

Dwyer, M.M. & Peters, C.K.. (2004) 'The benefits of study abroad', *Transitions Abroad Magazine*, (March/April), [www document] www.transitionsabroad.com

Gardner, D. & Witherell, S. (2006) 'U.S. students abroad top 200,000, increase by 8 percent', Institute of International Education, Open Doors Report, (Nov. 13) [www document] http://opendoors.iienetwork.org/?p = 89252

Gardner, D. & Witherell, S. (2005) 'Open Doors 2005: U.S. students studying abroad: U.S. study abroad increases by 9.6%, continues record growth', Institute of International Education, Open Doors Report, (Nov. 14) [www document] http://opendoors.iienetwork.org/?p = 69735

Lewis, T.L. & Niesenbaum, R.A. (2005) 'The benefits of short term study abroad', *Chronicle of Higher Education*, **51**(39): B20.

Woodruff, G., Gladding, S., Knutson, M. & Stallman, E. (2005) 'A baseline survey of curriculum integration in education abroad', Forum on Education Abroad, [www document] http://www.forumea.org/documents/SurveyFinal.pdf