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Leadership Experience Project: Jamaica

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The University of Akron

Leadership Experience Project: Jamaica

Senior Honors Project

Brandi Floor, Cinara Foor

Spring 2016

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Global Leadership Initiative: Jamaica

Overview

The purpose of this project was to understand the motivating factors behind what drives students at The University of Akron to go abroad. This was tested with several sample groups including: those who went to Jamaica, Italy, and Haiti. By having three different samples, we understood the types of trips students desired to attend. We took a group of students to Jamaica which involved community service and leadership development. Our experiential learning portion of the project was to develop and implement a service trip to Jamaica.

Purpose of the Trip

During the Jamaica trip itself, we wanted to immerse students in a new culture and to promote leadership while providing service to a country in need. By bringing students to a developing country, we gave students the opportunity to get comfortable with being uncomfortable. Traveling to a foreign country to engage in a service project requires leadership in many aspects. This statement has been proven during an experience on December 12th, 2014. We spent a week providing service to a local school in Haiti as part of a Global Leadership Initiative offered by The Institute for Leadership Advancement. The Global Leadership Initiative (GLI) helps students connect to a rich international travel and personal leadership development and/or team development experience. We saw the impact and benefit of the experience in our own personal growth. This influenced our desire to give other students a similar transformational opportunity.

We wanted students to not only observe the culture, but also be aware and accept the differences. Students learned about Jamaican culture and adjusted to a new environment. Our project fostered effective communication and allowed students to develop personally and as a team. In this process

students reflected on their experiences and it helped to shape them as leaders. Students came back with a perspective that will be unique and valuable to employers, the community, and our campus.

Learning Objectives for Student Leaders

- Gain knowledge and understanding of leadership foundational theories in practice
- Cultivate a sense of self-awareness through identifying a leadership vision, mission, style and values
- Demonstrate communication skills and the ability to relate with others
- Effectively communicate leadership development through group discussions and by challenging each member
- Reflect on personal leadership traits and overcoming challenges as trip leaders
- Create a sustainable structure by effectively communicating ideas

Learning Objectives for Student Participants

- Learn about leadership skills through creating community impact
- Develop personal and teamwork skills
- Question privilege, moral authority, and pre-conceived ideas they may have
- Return with a more open mind and inspiration to accept more challenges
- Enhance awareness and commitment towards effective citizenship and social responsibility

Gantt Chart

Before discussing the trip, it was important to understand that many action items coincided and overlapped with other items. To ensure that we met our objectives and remained punctual, we found it helpful to list action items in chronological order. After attending the project management workshop, we

learned that using a Gantt chart would help us plan the trip and keep us accountable. From the chart below, it was clear that the planning and organization of the trip was critical for success.

ID	Project Name	1-Aug	16-Aug	31-Aug	15-Sep	30-Sep	15-Oct	30-Oct	14-Nov	29-Nov	14-Dec	29-Dec	13-Jan	28-Jan	12-Feb	27-Feb	13-Mar	26-Mar	28-Mar	12-Apr	27-Apr	
	Global Leadership Initiative: Jamaica																					
Before	Determine location of abroad trip	█	█	█																		
Before	Contact Delta Upsilon (nonprofit organization)			█	█	█																
Before	Establish learning objective			█	█																	
Before	Create and distribute marketing materials				█	█	█															
Before	Arrange and purchase insurance/ airfare				█	█	█															
Before	Have students pay for the trip in full				█	█	█	█	█	█	█											
Before	Prepare and present information sessions				█	█	█	█	█	█												
Before	Sign the contract from Delta Upsilon				█	█	█	█	█	█	█	█	█	█	█							
Before	Conduct pre-departure session														█	█						
During	Maintain a safe environment																	█	█	█		
During	Ensure students arrive at the airport, check-in, and pass through security																	█	█	█		
During	Establish guidelines for acceptable student behavior																	█	█	█		
During	Document the experience																	█	█	█		
During	Facilitate personal growth and leadership																	█	█	█		
During	Conduct reflection sessions each night																	█	█	█		
During	Complete the projects at both locations																	█	█	█		
After	Compile a list of things to repeat and to improve upon for future trips																			█	█	
After	Reflect on successes and failures of the trip																			█	█	
After	Compile findings from the project into our Honors Paper																			█	█	
After	Review the students' feedback through evaluations																			█	█	
After	Meet with students and evaluate how to move forward																			█	█	
After	Brainstorm fundraising ideas for the fall semester to support the next project																			█	█	

Organizing the Trip

Before we began to plan the trip, we had to think about the cost implications. The trip had to be cost efficient for the student, but also for sustainability reasons. After talking to faculty members involved with study abroad programs, we found that the cost of the trip could limit the student participation. After observing the success of the Haiti trip, we aimed to set our budget equal to or below \$2,000 per student.

While creating the trip, we tried to make the cost all-inclusive in order to appeal to all level of travelers. Before choosing Jamaica, we looked into other locations and third-party providers. It proved difficult to design a trip that costs \$2,000 per student. It became evident that we needed to work with an organization that would not over-charge us with consulting and other miscellaneous fees.

While evaluating third party organizations to assist us with the trip, we came across Delta Upsilon. Delta Upsilon is an international fraternity that has an initiative in Jamaica where they facilitate service trips for college students. They have hosted a variety of schools in Jamaica and many groups choose return and continue service work with Delta Upsilon. Ultimately, we chose to work with Delta Upsilon because they were the most cost efficient and provided an added value of support and experience.

Delta Upsilon's program allowed us to plan a weeklong trip where all costs were considered within our budget. They also made sure that there were no expenses that were unnecessary. The fees incurred were reflected in the student's cost and without an upcharge. This was all possible because Delta Upsilon is a nonprofit organization. Working with a nonprofit organization significantly cut costs and aligned with our personal values. We were not only able to plan an affordable trip, but were also able to say that the fees and expenses go to a great organization and help fund the service project. This also encouraged students that they were not only volunteering, but their program fees provided service materials like paint, wood, concrete, and wages for the contracted workers.

This trip could be the first of many so it was also considered an investment. There were some costs like advertising, incidentals, use of time, and use of faculty members that were not quantified in the student's cost. Trips like this can be planned with fewer costs when students and faculty are willing to give up their time and put in a little effort. By being involved in the planning process and outsourcing work to a nonprofit organization, we were able to reduce costs. After finalizing the \$2,000 cost per person, we were able to start marketing the trip.

Marketing Plan

To properly market Jamaica, we labeled the trip as a hybrid between Haiti and Italy. This means that the trip was not fully focused on volunteering, but it was not all excursions, either. Our goal with this type of trip was to appeal to students who wanted to go to an exciting location over spring break, but could still partake in a productive week of service.

In order to attract students to attend this trip, we had to design a marketing plan. The goal was to recruit at least 11 students to attend this trip. These students could be any major and could be an undergraduate or graduate student. To ensure we recruited the minimum amount of students, we began by speaking to various student organizations and designing fliers that were posted in the College of Business Administration (CBA), Recreation Center, Polsky building, Honors College, Student Union, and on various other boards throughout campus. We reached out to over 15 student organizations. On the flier, we strategically did not include the price. This was to ensure that students came to information sessions to learn more about the value of the trip. Four information dates were given in the case that a student had class during the designated time slot. Tabling in the CBA also occurred so that we could capture the interest of students walking by during the day. At the information session, we designed a very formal presentation, further increasing legitimacy. We also had Kevin Smith attend these meetings so that the students knew the trip was credible and led by a faculty member, too.

A challenge that we faced involved getting students to commit to the trip by putting their \$250 deposit down. After receiving deposits from 8 students, the constant flow of interest dropped significantly. This drove us to look for alternative groups that would want to attend such a trip. A few that we reached out to include: Greek life, Habitat for Humanity, Campus Focus, and the College of Education. After intense marketing and the help of the Institute for Leadership Advancement, we recruited 11 students, giving the trip a total of 15 participants including the two trip leaders and our faculty members Kevin Smith and David Payne.

While developing a marketing strategy to attract students, we realized that we needed to also conduct research. We saw a pattern of failed CBA abroad programs and a decline in general study abroad across campus. It only made sense to use our project as a case study in research. We were able to create and distribute surveys to better understand the mentality students have when deciding to study abroad. Before marketing, we thought it would be easier to recruit students given the time and price of the trip. Acquiring the students needed was actually very difficult. The second half of the paper will highlight our research and findings that will help future trips.

SWOT Analysis

<p><i>Strengths</i></p> <p>Attractive Location</p> <p>Low Cost Strategy</p> <p>High Tacit Knowledge</p> <p>Hybrid Trip</p>	<p><i>Weaknesses</i></p> <p>Reliance on Third Party</p> <p>Targeting Niche Market of Students</p> <p>Communication Availability</p>
<p><i>Opportunities</i></p> <p>Sustainability</p> <p>Different Timeframe</p> <p>Offering Credit Hours</p>	<p><i>Threats</i></p> <p>Other Programs</p> <p>Political Instability</p> <p>Safety Issues</p>

Strengths

A strength that this project possessed was the location. The timeframe of the trip was over spring break, so a good location made the trip much more appealing. Jamaica is a large vacation destination and is commonly heard of in the US. Their largest tourist population resides in the United States. Knowing this, we saw that Jamaica would be a great location as the flight time was not significant, weather was predominantly nice, and the opportunity to go to the beach was present. The largest strength was the cost of the trip. We employed a low cost strategy to market to the potential participants. This cost was all-

inclusive, and the third party had a high tacit knowledge, making imitation of such a trip difficult. Providing service and excursions created a hybrid trip, adding to the difficulty of imitation as well.

Weaknesses

Including service work on a trip limited the market of students willing to participate. Also, because the Global Leadership Initiative is based out of the CBA, we had a lower presence in the other colleges. This constrained our reach to CBA students or those who we personally reached out to.

A large weakness with our project was the availability of communication. We relied heavily on a third party provider, Delta Upsilon, to ensure the transportation, housing, and safety. Being over reliant on this provider could have harmed us in the case that bad relations were formed or if the third party had failed to meet expectations. Having never been to Jamaica, our knowledge was limited to what others had told us or what we personally researched. This created a weakness, especially when trying to establish legitimacy of the trip.

Opportunities

As mentioned in the cost analysis, a large opportunity with this trip was sustainability. If we continue to replicate our processes next year and the following, we could establish a profit driven trip and a stronger partnership with Delta Upsilon. By establishing a sustainable trip, this opens the door to the possibility of offering the trip during other times in the year as well as offering credit hours to participants. These opportunities could really help this trip prosper. Upon completion of our first trip, a great deal of knowledge has been gained. This will help with the sustainability in future years.

Threats

Political and environmental issues deterred students from the trip. For example, a possible threat was the Zika Virus. While not deadly, the possibility of contracting the virus was possible in Jamaica. We were lucky that this did not deter students from participating in the trip. If a deadlier disease were to arise, the trip would have to be cancelled. Another threat included the possibility of global terrorism. Traveling abroad with the growing threat of ISIS (the Islamic State) was also a concern among students and their

parents. These threats and concerns, though out of our control, were mitigated with detailed planning and preparation.

Student Preparation

After finalizing the group of students, we wanted to ensure that all participants felt well prepared to go abroad and alleviate any concerns. Out of the 11 participants, 4 students had not traveled abroad. It was important to prepare all participants regardless of travel experience. Before meeting with the students, we had to send out miscellaneous forms needed to travel abroad. It included a medical emergency form, statement of responsibility, and a copy of their passport, along with personal information. Through this process, we saw the importance of effectively communicating to students deadlines and requirements to keep the process moving. By facilitating with the paperwork, we were introduced to some of the logistics in trip planning including: purchasing insurance, coordinating with the Office of International Programs, planning for special accommodations or dietary needs, and distributing liability and emergency forms.

After gathering the necessary paperwork, we created a pre-departure information session. It was helpful to introduce the student participants to the student leaders and faculty members leading the trip. We provided information about the airport, flight times, transportation within Jamaica, what to expect, the community project, and addressed any other concerns students may have.

In order to evaluate preparation, we conducted an informal survey. We wanted to evaluate the preparation process before arriving at the airport. The majority of the students felt fully prepared. We also asked if any students considered not attending the trip after initially signing up for the trip. We only had two participants second guess their decision. We also had four students who had never traveled abroad and they all responded that they were well prepared and did not reconsider participating in the trip. After distributing the survey and having everyone show up at the airport, the trip had officially begun.

Leading the Trip

As we arrived at the Cleveland airport, we finally saw the realization of our project. It was clear that the preparation was necessary and evident. From Cleveland to Montego Bay, we had successfully gone through ticketing, security, and border control. Upon arrival we also had the trip organizer from Delta Upsilon, Kaye Schendel, waiting for us. The students, even those flying for the first time, had successfully traveled as a group and were ready to start a rewarding week of community service and leadership development.

Though the week was planned, we realized that Jamaica operated differently from the U.S. We saw that the infrastructure was different as we drove down the unpaved roads. For the first time, students saw Jamaica through the window of a bus and their initial thoughts were formed. From day one, students saw a more realistic picture of Jamaica than they had ever heard about from family or friends who may have taken a vacation. There was a complexity of beauty and struggle that was observed. One participant mentioned in the nightly discussion that she saw several houses without a front door. This saddened her deeply as she reflected on the simple luxuries in her home in the United States.

Before we could process the small part of Jamaica we saw, a feeling of comfort needed to develop among the team. Within those first two days, we focused on bonding as a group and getting to know each other. This is a key component of a successful trip. It was evident that we could develop a team that completed a community project, but that was not the goal. Our goal was to develop students, leaders, and well-rounded individuals. This may not happen in a week, but we knew, if executed properly, that this one week could make all the other weeks different. It could be a pivotal moment in their college career, or even life.

As we saw connections and friendships develop, we observed a team form. This allowed us to facilitate very personal and open conversations as a group. It gave us the ability to help students challenge each other and create goals to accomplish. We also challenged students to become comfortable with being uncomfortable. One student noted, “The Institute of Leadership Advancement is doing an excellent job

inspiring students to be comfortable being uncomfortable. I think that following up with students to use those leadership experiences in their day to day lives would be useful.” It was amazing to see students work toward personal goals and try new things, while also helping others accomplish similar feats. At the work sites, we saw a fluid team that was willing to assist each other and maximize strengths, while developing weaknesses. The projects we completed were physically exhausting and mentally tiring, but the group did not complain. Instead, we saw encouragement from one another and support. For example, one of our challenges for our student participants was to compliment another student on a personal goal they had initially mentioned. This was the kind of teamwork and mentality that students brought back to The University of Akron.

The Global Leadership Initiative not only developed great students, but also future professionals. One student said, “I would have never guessed that I would learn so many leadership skills on the trip.” It is important to note that the projects were completed, but our project goes beyond the community impact. It’s the whole process that makes the project and Global Leadership Initiatives successful. As mentioned by a student, “I expected to go to Jamaica to help improve the lives of those less fortunate. Never would I have imagined the personal growth I experienced while there.” The discussions, self-discovery, community impact, team development, and personal leadership skills are key components to a successful leadership trip.

Learning Outcomes

When creating this trip, we had certain expectations, which can be found in the sections “Learning Objectives for Student Leaders” and “Learning Objectives for Student Participants.” It was important that the personal and team development process occurred organically, but we wanted to set objectives. This help organized our discussions and exercises, so that there was a goal in mind. Throughout the whole process, there were many learning outcomes before, during, and after the trip.

As trip leaders, we learned not only how to successfully plan and initiate a global trip, but also expanded our definition and understanding of leadership. As student leaders we were given a title, but we

needed to earn it. We learned the intricacies of planning a trip and maintain administrative duties. Skills like organization, scheduling, collaboration, and logistics were developed. As we continued to plan the trip we saw the importance of effective communication. We needed to coordinate with students, the faculty leaders, other departments, and the study abroad office. Even the basic skill of communication was expanded as we discovered how to effectively conduct business.

Through the week, we saw students exceed many expectations. After becoming more comfortable as a group, it was clear that students were ready to be challenged. They wanted to be the best person that they could be on this trip. We saw students who had never mixed concrete or used a hammer and by the end of the week they were an integral member of our team. Students constantly challenged themselves to be uncomfortable and accomplished goals never imagined. Even trying new food was a challenge for some students. What we observed was the true willingness to change and develop. This is something that the university will benefit from when students return with this new mindset. These students thought they knew their limit, but their potential was often beyond that limit. They've seen what they can accomplish in a week and will continue to exceed expectations upon returning.

Along with perseverance and hard work, students also started to think more critically. We met every night to discuss our progress as leaders, individuals, and as a team. By reflecting, we saw our weaknesses and strengths. Throughout the process we saw firsthand the difficulties of being leaders when times are difficult or when we're unsure of an answer or response. Without this experience, we may not have had a chance to reflect on these situations. It was great to see how we could manage being a leader in even the most difficult situations. During our discussions, we also recognized cultural differences. We talked about the privilege some societies have compared to others. We discussed how being an American can create guilt when traveling to developed countries. We did not have answers or solutions to these conflicting thoughts, but we did discuss what we should or could do. These discussions were supposed to make students culturally aware and have them think from different perspectives. As students explored these complex topics, we saw more compassionate and educated students who can now talk about social responsibility and their role in society.

Sharing our concerns and shortfalls as leaders with the group helped with the overall development. During one of the nightly discussions, we shared our own fears of not being the leaders that we had hoped to be. It was amazing to see how others are more open once you share something personal and how this moment of vulnerability showed our leadership skills. We realized that leaders do not only lead. Leaders serve others by listening, creating meaningful impact, helping others find potential, and assisting others with personal development. One of the most important realizations was that leadership development is continual. It is not something that will happen by going on three or four trips. It is not how many leadership positions you hold. It is something that we will have to continually develop and over time we will progress. We realized that we only fail as leaders when we stop trying or learning and when we no longer reflect on weaknesses. As leaders, we learned much more about working with others and how to effectively communicate than how to lead a team. It's critical to understand leadership by serving peers, mentors, and community members. Experiences like this allow students to engage in true leadership, which can be more effective than leadership roles.

Sustainability of Future Trips

After going on the trip and completing research, which can be found at the end of our research paper, we saw the effect that the Global Leadership Initiative had on students. One student reflected on the trip by saying:

“When I entered this trip, I expected to travel to Jamaica, see a beach, and maybe do some hard work. What I experienced was much more than that. The connections to the team, the value of the work, and the skill development as a leader all came as a great surprise to me and I think those are major selling points of this trip. This was truly one of the best experiences I've ever had.”

It was clear that these trips impacted lives and students returned as better leaders. Unfortunately, we also saw how difficult it was to get students to attend trips like these. After talking to the Jamaica participants all students said it was worth the cost. To see trips like this succeed in the future, we found

that the service and leadership parts of the trip are highly rated. Students loved the leadership development part of the trip, but it is difficult to advertise these components and show the value. This was one feature that differentiated the Global Leadership Initiatives from other abroad programs.

It was also clear that the College of Business Administration (CBA) programs do well for the first year, but it has been difficult to make the trips sustainable. Along with our research and our project, it seemed that the unique combination of service and leadership created a highly rated trip. Sustainability comes from the students who return. Word of mouth was very powerful and can be seen in the success of the Haiti trip. From the first trip, 15 people came back and shared a spectacular experience. The second trip occurred because of this popularity and upon their return a third trip was created. After the Haiti trip in May 2016, there will be over 60 students who will have had a transformational experience. It is evident that the combination of meaningful service, leadership development, and sharing personal stories is what could make CBA trips sustainable. We will use this model to develop the second trip to Jamaica along with the research that can be found at the end of the paper (below).

Personal and Leadership Development

Brandi's Personal Reflection

Organizing this Global Leadership Initiative to Jamaica has impacted me greatly these past several months. After experiencing such a life changing opportunity through the first trip to Haiti, I knew I wanted to give others this experience. I met with Kevin in July and he helped me to get a leadership experience project off of the ground. I was very nervous when I first thought about the idea of bringing students to a country that I have never been to. When you go to a country for the first time, there is a level of comfort that is not there. As I have learned through this process, one must become comfortable being uncomfortable. This proved to be a prime opportunity. Our research began when Cinara and I started vetting out our options of third party providers. I was in contact with over 4 agencies at the same time.

This required a great deal of negotiation, communication, and time management skills. I was challenged to develop a program without having direct contact with the country.

The most difficult aspect of this project for me was the week in Jamaica. I came to the realization that being a leader can be very difficult. It is stressful, tedious, and just downright frustrating. I experienced this several times throughout the trip when the students' uncertainties were high and I was expected to alleviate and calm any problems that arose. One moment that I remember was at Pedro Plains Primary School. Everyone was fatigued and run down from the long day of work. As an aspiring leader, I challenged myself and others to keep working. I gave instructions to others to ensure our process was efficient and we would get the work done in the time allotted. This helped the students to know what to do, and it helped to motivate myself to work hard and be a reputable leader. This was one small example of many that myself and others got to experience.

Before working on this project, I was unsure of myself. I did not give myself enough credit to think, "Yes, I can do this." After seeing the trip come to an end and the great success that was associated with it, I am more driven than ever to continue working at everything I do and helping others along the way. The Leadership Institute and my classrooms gave me the knowledge needed. This trip gave me the chance to finally put in to practice all that I have learned. It has truly been an invaluable experience; I am looking forward to finding more ways to continuously improve and develop my leadership skills.

Cinara's Personal Reflection

Through all of my travelling experiences, my favorites have always been the Global Leadership Initiatives. The model used is truly unique. I love that I can have an international experience, while being personally challenged. The whole time you are on the trip, you want to be the best person you can be. People are more open, supportive, and willing to change in one week than in any of the other 51 weeks of the year. It is truly an exceptional recipe that the Institute of Leadership Advancement has created.

Through this process, I was so nervous about having this role as a leader. I wanted this trip to be something that students would remember forever and one that would be sustainable. I wanted my project to impact the Jamaican community as well as The University of Akron. It proved that my experience traveling became helpful while planning the trip. I loved the idea of organizing everything and creating tasks and goals, but I wasn't sure how it was going to come together.

It became real once we got off of the plane, I felt the humidity from the warm weather, and I saw everyone waiting for our bus. It's such an incredible experience to see what you have influenced. It finally hit me that the only reason students were in Jamaica was because this was our honors project. I'm not sure that any other university would allow students to create and operate an experience like this. I'm very thankful that we have an institute dedicated to developing students and helping create the best possible student one can be. It has opened up so many opportunities to me and has allowed me to share these experiences.

When I think about my freshman year to now, I can see the impact leadership development has had on me. It has made me think more critically and allows me to be more open and compassionate. It challenges me to listen and connect with people. There are so many lessons I've learned from participation in the Institute. I found that my strength and weakness was the same thing. During the trip, I found myself overanalyzing situations and comparing the experience in Jamaica to other experiences. Because of this, I also saw how observant I am and how I could use this to trait to help others develop. I had to find a balance of between over analyzing situations and being observant. Toward the end of the trip, I was able to observe, reflect, and develop an environment that facilitated growth and development. I am proud of my accomplishments, but also more aware of how I can minimize my weakness.

I also finally saw how hard it is to implement the leader I want to be in real life leadership situations. There were many times where I wasn't sure what to do or how to handle a situation. Because of this trip, I was able to learn how manage my own leadership skills and how to develop certain skills. I still have a lot of work to complete, but this experience allowed me to see my best and worst leadership traits, which will ultimately make a better student and leader in the end.

Research Project

Abstract

The purpose of this study is to determine the reasons behind studying abroad and how The University of Akron can improve the College of Business Administration's (CBA) programs to ensure students receive an enriching experience. Upon discovery of the failure to attain students for two CBA study abroad programs, sustainability became an issue that needed to be addressed. The paper begins with research on the history and the impact of studying abroad. Two surveys were distributed to three different trips within the CBA. This was to assess the reasoning behind why students chose to study abroad. Overall, we found that cost and financial support were the largest deterrents for students going abroad. On the other hand, students tended to go abroad because of the service work involved and the location of the trip. Overall, we found that the program cost is an initial barrier, but students who study abroad see the value in going abroad upon their return.

History of Study Abroad Programs

To look forward and develop abroad programs, one must understand the history. U.S. students have a long history with studying abroad, whether it be for linguistics or culture. Early examples include an “Overseas Study” for academic credit initiated by Indiana University in 1879, the “Princeton in Asia” program started in 1898, and the expansion of programs at the University of Delaware in 1923 (Rhodes, Loberg, & Hubbard, 2014). During World War I and II, the knowledge of foreign languages became more important.

At the end of World War II, the Fulbright-Hays Act of 1946 led to the promotion of study abroad (Rhodes, Loberg, & Hubbard, 2014). The government saw the value in learning “critical” languages and has provided special government-funded programs to support these endeavors. Throughout the 1960s, universities began to see the cultural importance of study abroad and this idea became an emerging trend in the 1980s (Rhodes, Loberg, & Hubbard, 2014). In 1985, the number of students studying abroad was just under 50,000 compared to the 270,000 students studying abroad in the 2010-2011 school year (Rhodes, Loberg, & Hubbard, 2014). The model for developing abroad programs has changed vastly, now that schools are focusing on developing students through culturally immersive experiences. Learning a language was no longer the main goal of study abroad program. As students started going abroad for education, unfortunately, the 9/11 attacks deterred students. To encourage young Americans to study overseas, the late U.S. senator Paul Simon, Democrat of Illinois, advocated participation in abroad programs (Ungar, 2016). The Study-Abroad Solution stated, “After Simon died, in 2003, federal legislators proposed bills in his memory that would have set an annual goal of enrolling one million U.S. undergraduate participants in credit-bearing study abroad by the year 2020. At the time, that figure represented about half the total number of people receiving bachelor’s or associate’s degrees every year (Ungar, 2016).” Unfortunately, this did not pass, but other U.S. Senators, Representatives, and Presidents have tried to pass similar legislature to encourage students to study abroad. It is clear that introducing students to international experiences is encouraged to develop better citizens.

Study abroad has recently become a component of campus internationalization by providing traveling opportunities and welcoming international students. An article in the *New Directions for Student Services* discussed recent findings that may need to be addressed in the future:

“Notable traits and trends in the field include the consistent gender gap (women studying abroad significantly outnumbering men), a change toward shorter program lengths, a focus on the impact of study abroad on issues beyond international and intercultural learning (including issues of retention and success, and career integration), and continued initiatives to promote study in underrepresented geographic regions, across academic disciplines, and in support of diverse student populations.”

As programs are developed and implemented those issues need to be considered. There are many organization and campuses that emphasize personal growth, globalization, service abroad, cultural understanding, and academic studies through study abroad programs. With the expansion of study abroad programs, it's important to make sure that students are not only expanding their knowledge, but are challenged to grow and learn from their experience abroad.

Impact of Traveling Abroad

As society moves towards a global market, colleges and universities have emphasized the importance of studying abroad. The purpose is to develop global citizens who have an increased awareness and understanding of the interdependence of nations, a knowledge of foreign languages, and experiences necessary to compete successfully in the global marketplace (Miller-Perrin & Thompson, 2014). Despite increased efforts to get students to study abroad, the representation remains small. Approximately 1.5 percent of all U.S. students enrolled at institutions of higher education reported studying abroad for the year of 2013-2014 and about 10% of U.S. graduates (Trends in U.S. Study Abroad).

A study was conducted to measure the level of long-term impact on undergraduate students studying abroad. Participants were alumni of undergraduate programs from the University of Wisconsin-

Madison who had graduated between 1980 and 2010 (Murphy, Sahakyan, Yong-Yi, & Magnan). Two groups were analyzed: those who did study abroad and those who did not. Findings from the study showed that in comparison with those who did not study abroad, alumni who did study abroad had a higher level of civic engagement in issues regarding international and domestic importance, modest living, and philanthropic activity (Murphy, Sahakyan, Yong-Yi, & Magnan). The largest difference between the two groups regarded the activities in which they engaged in for personal enjoyment. Those who studied abroad showed a higher likelihood of participating in internationally-oriented activities. This led to a better understanding of multiple cultures and a larger respect for individuals (Trends in U.S. Study Abroad).

In order to fully understand the impact of traveling abroad, one must look at both the internal and external outcomes. In the study mentioned previously, the quantified results are indicative of external outcomes. Quantifying an internal outcome is not as easy because the data is subjective whereas external outcomes provide more objective answers. Examples of internal impacts include various types of personal growth such as emotional, intellectual, and/or spiritual growth. Luo and Jamieson-Drake studied the effect on the student both internally and externally (Luo & Jamieson-Drake, 2015). Their analysis aimed to determine if studying abroad created internal and external outcomes. They found that participation in studying abroad was significantly, positively correlated with student gains in the ability to understand moral and ethical issues, communication, academic performance, and satisfaction. Those who studied abroad were also better able to relate a problem to a historical, cultural or philosophical perspective than those who did not study abroad. The findings support the hypothesis that studying abroad has positive effects on a student (Luo & Jamieson-Drake, 2015).

After understanding the many benefits associated with studying abroad, seeing that only 1.5% of students in the United States take advantage of such an opportunity raises the question- Why are more students not studying abroad? Before discussing the research to answer this question, an analysis of the current state of study abroad programs at The University of Akron was conducted.

Programs at The University of Akron

The University of Akron has 21,158 undergraduate students enrolled as of fall, 2015. In order to appeal to the diverse population, The University of Akron provides a wide array of study abroad programs. Programs can be facilitated by school faculty, students, or external parties. There are also three categories of abroad programs: studying abroad, volunteering abroad, or engaging in excursions abroad. Every program is different and several hybrid trips have been developed. According to The University of Akron's Study Abroad page, 15 third party programs are offered; 18 programs are offered through the university; the remaining programs not listed are offered through specific colleges within the university (Choosing the right program for you!). The University of Akron has a variety of study abroad opportunities, but enrollment for those programs are low. Approximately 12% of College of Business Administration students participated in a global experience during the 2014-2015 school year.

Our Research

Explanation

As participants in multiple study abroad programs and trips, it is clear to us that the impact is more than beneficial. Studying or traveling abroad gives students the ability to understand moral and ethical issues, communication skills, academic performance, and overall satisfaction in their college career. As students of The College of Business Administration (CBA), we are saddened to see the decline in travel abroad programs in not only our own college, but across campus as a whole. By using past programs developed by the CBA, we can analyze the success and failures from the trips. We can use the interested students as a sample to gain more insight on the factors that lead students to travel abroad. After having the Italy trip fail, the Germany trip lose student interest, and struggling to find students for the Jamaica trip, it is more important than ever to analyze these trips. On the other hand, the Haiti trip completed a successful second trip and plans on more future trips. It seems to be the outlier among the CBA trips. It is important to find a successful model to follow so the CBA can improve future trips. From

our project and research, we hope to understand students' motives to study abroad and how future trips can be developed successfully and sustainably.

Research Question(s)

The first question with this research is, "What drives students to study abroad in the CBA?" As a follow up, it is critical to understand the reasons behind the discouraging factors to study abroad, as well as the effect studying abroad has on students. To answer these questions, we utilize both primary and secondary research.

Hypothesis

We hypothesize that the reason students don't go abroad through The University of Akron College of Business Administration (CBA) is due to the costs of programs.

Data and Methodology

We broke our research down into two groups: those who have gone abroad, and those who expressed interest but did not register for a trip. In order to qualify as a student who displayed interest, they had to either: 1. Reach out to the faculty conducting the trip to ask for more information, 2. Attend an information session for a program, or 3. Give their email to a student who then put that email on the interest form. Each survey was created through University of Akron's Qualtrics program. This program allows for the customization of surveys, detailed reporting, and statistical calculations. After designing the two surveys, three faculty reviewed the questions and gave critiques on how to best word each question. The purpose for these two survey samples is to look at studying abroad from various angles so that data will not be skewed or biased. To attain the necessary data, surveys were created and distributed to several email lists. These surveys were designed to answer our research question.

Conducting a Survey

Our lists of emails came from the following programs: Haiti, Jamaica, and Italy. These three programs were all based out of the College of Business, though not limited to business students. Haiti and Jamaica were service oriented trips, while Italy was an experience oriented trip that offered a one credit

leadership class. Each list was divided based on whether the student expressed interest in a trip but did not go, or if after expressing interest, the student registered to go. Both groups received a separate survey, but the questions were the same. Students and faculty are challenged to receive a high response rate. In order to increase responses, a \$5 Chipotle gift card was distributed to every participant who elected to include their email in the survey.

Learning Outcomes

Why Students Study Abroad

Out of the 45 students that received an email for the survey, 29 responses were valid. Eight questions were asked, both qualitative and quantitative. The distribution of travel participants was shown in figure 1. The majority of responses came from the Haiti trip. We asked the question, “How did you hear about this trip?” and 48% of students had heard about the trip through faculty members. Three of the students responded “other” with the following answers: YouTube video, helping to plan a trip, and at a SWE meeting where studying abroad was discussed. Figure 2 review the four marketing strategies. It is important to note that all of the three abroad programs are housed in the Institute for Leadership and Development. This is important as it distinguishes Kevin Smith, Director of the Institute, as the faculty member.

Figure 1

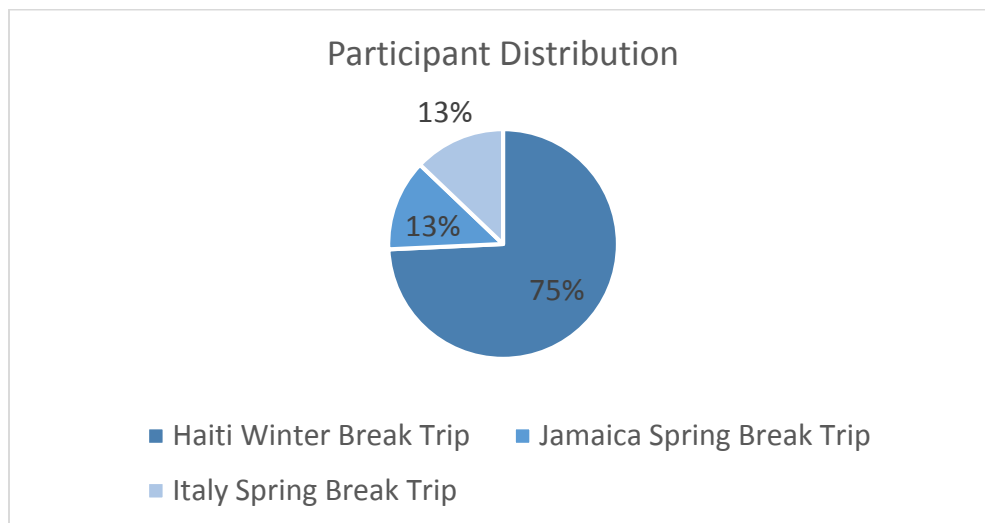
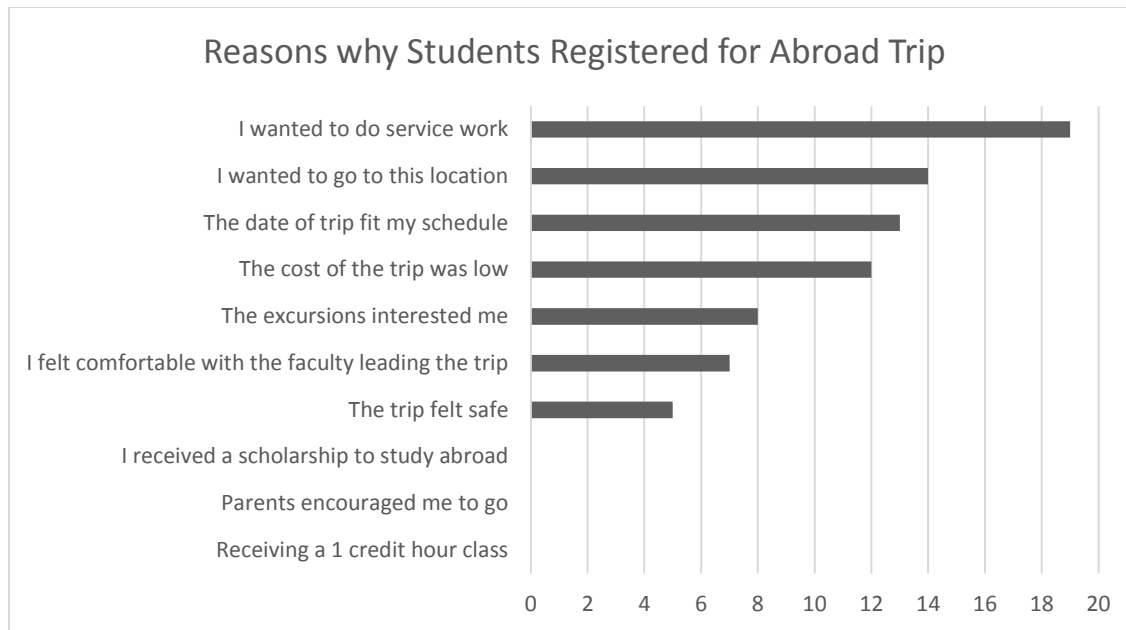


Figure 2



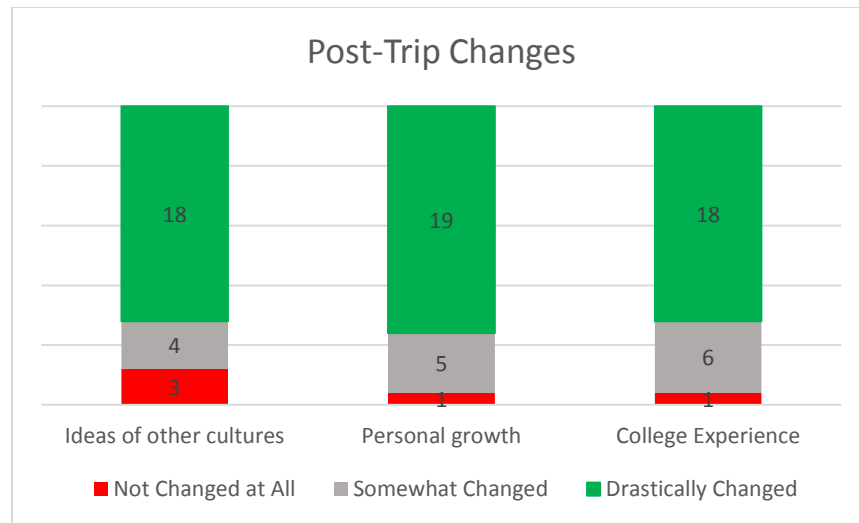
Upon reviewing the results of our survey, we discovered that the top three reasons why students chose to participate in the study abroad program were: the ability to do service work, location of trip, and the date of the trip. Some qualitative responses on what interested students about the trip included: learning more about a different country, receiving credit hours, being able to put the experience on their resume, gain leadership on a global level, and more. Students emphasized that the combination of leadership and service created a very unique and appealing opportunity. Figure 3 shows the top reasons why students registered for a trip. In order to understand the features of a study abroad that are most important to students, we included this question in the survey. 15 out of 25 students who answered this question said that cost was an important factor. Other important factors included the location, a guaranteed experience, personal growth opportunities, and safety.

Figure 3



Question seven of our survey stated, “Upon returning, how significantly did the trip affect your: ideas of other cultures, personal growth, and college experience?” Students responded that each of these categories were not affected at all, somewhat affected, or drastically affected. Figure 4 displays the distribution of how affected each student felt on the three topics. The majority of students said that their ideas of other cultures was drastically changed. They also said that the trip drastically changed their personal growth. Third, 18 respondents said that their college experience was drastically changed due to the trip. The University of Akron College of Business Institute has a great return rate. Approximately 80% of students said that after their experience, they would sign up for another trip through The University of Akron. The other 20% responded “maybe” and 0% said that they would not return.

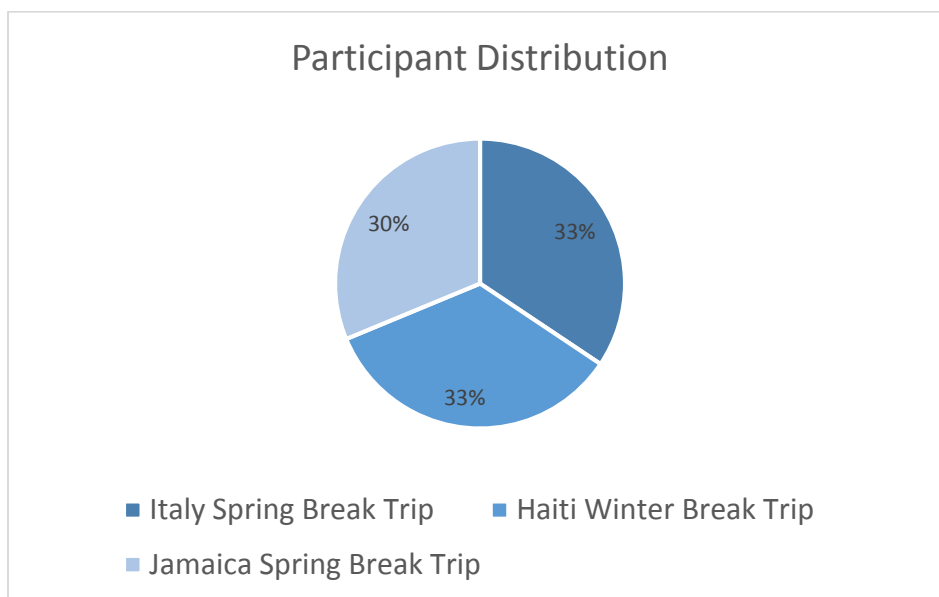
Figure 4



Why Students Don't Study Abroad

This survey was sent out to 114 students. Of that, 55 of the responses were valid due to inappropriate responses. Six questions were asked in a similar fashion as the previous survey. There was an even distribution of responses between each trip, but Italy and Haiti had one more response than Jamaica. This is shown in figure 5.

Figure 5



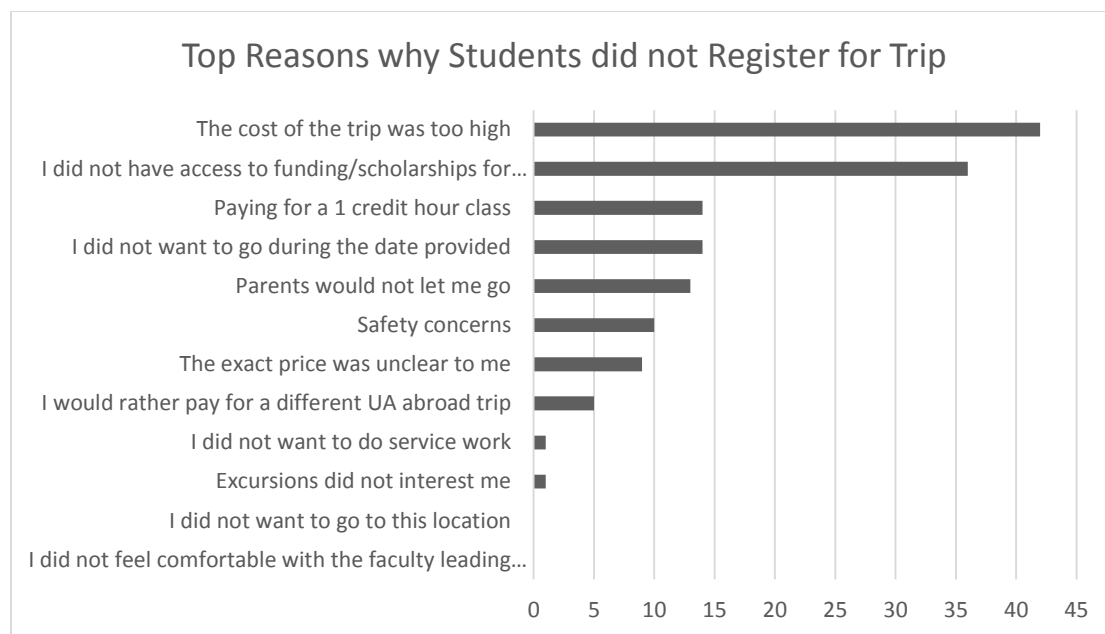
Students responded that the most interesting aspects of the trip were: the experience, location, service work, learning something new, and to fulfill a capstone for the international business major. As mentioned before, Haiti and Jamaica were both service oriented trips, while Italy was an experience oriented trip. When filtered specifically on Italy, the responses were as followed:

Text Response
I was interested in the low prices associated with group travel and the location.
The timing and the cost were ideal.
I've always wanted to go to Italy because that is where my family is from
I love to travel and Italy sounded like a cool place to visit.
Exploring a new country and going along with faculty and colleagues.
The location and timeliness of the trip.
The short time period would work great with my busy schedule!
Europe is vastly different!
I have never been to Italy and this was something my boyfriend and I could have done together, but still had the safety of the group.
My major is international business
I have always wanted to explore and see Italy. I am interested in learning about other cultures.
I love traveling in general and want to go to so many places. The Italy and Haiti programs seemed really interesting. I really liked the service aspect of the Haiti one.
I have never been to Italy before and would have LOVED to experience the culture there as well as travel abroad. I've been to a few other countries around the world and hope to travel more.
My Italian roots.
All the places you went.
It would be a great experience and i would love to see itsky
It's italy.
I love Italy and would like to travel their for business experience.
Just getting out of the country

Students who expressed interest in the Italy trip were more interested in the location than Jamaica and Haiti. Jamaica fell in between the two, with location rated second to service. Students interested in Haiti were most interested in the cost and the service work. Students were asked to rank their top three reasons for not attending a trip. Results showed that students did not register because the cost was too high.

Figure 6 shows the distribution of responses.

Figure 6



To assess the opinions of these students, we also included an extended response question that asked students to list three features of a study abroad program that are important. 22 of the valid 55 responses included cost as an important feature. The most common feature mentioned (26 times) was that the trip must provide a fulfilling and learning experience.

Comparison of Two Surveys

Comparing the two surveys we conducted, we found that the initial cost deterred students, which caused them to not register for an abroad trip. Students who attended the trip initially had cost as a concern, but that was alleviated once seeing the value of the experience. Students who attended a trip indicated that cost was an important factor. Interestingly, the prices of the trips were the same for students who chose to attend and student who chose not to attend. It is interesting to see how the perception of the cost of a trip ranges among students. The key component is figuring out how to advertise the value of a trip and not solely the cost. Students will hopefully see the value with further marketing from both The Institute of Leadership Advancement and past student participants.

Survey Limitations

Several limitations must be noted in regards to our research and project. The first limitation is the inability to access study abroad programs outside of the College of Business. Due to our current relationship with the CBA faculty, information was much more accessible. We were limited to the three trips as we could not get any email/student information from the Germany trip. Because these trips are all housed in the CBA, we were also limited to the majority of our target group being CBA students. Over 80% of participants are students with a business major. This can skew results to a degree. We did not have the access to the general population of undergraduate students at The University of Akron. This study could be improved with the addition of a survey for the general population.

Once we compiled the data, we realized that we did not have the proper information to support our original hypothesis. For example, we did not include the participant's age, gender, major, or college at the university. These independent variables would have enabled us to further analyze the segments of the study abroad market. While we did not collect the majors of each participant in the survey, we found that the majority of the students attending the Jamaica trip had majors outside of the College of Business. If we applied this to the other surveys, we would have received a better idea of the study abroad demographics.

Each survey issued rendered a wealth of knowledge. One limitation was our knowledge and experience with survey marketing. At the end of the process, we realized we did not collect as much information that would have been useful. For example: age, gender, whether the student was a commuter or resident, etc. We also made the majority of our survey questions open responses. This limited us to drawing conclusions that were not as accurate as if students were given several answers to choose from.

Our last limitation involved the evolution of this research project. We did not clearly define our goals with the research question asked. Had we have more visibly outlined this research question, we could have created a more effective survey.

Survey Recommendations for Future Action

We recommend that faculty members become more involved in the creation of future surveys. Their knowledge could better guide students through the research project and primary resource collection. With these faculty members, students may be able to get access to a larger sample size to distribute surveys. To better understand study abroad information at Akron, surveys should be distributed with a randomized sample for all University of Akron students rather than only in the CBA. Lastly, we also recommend that students conduct research at surrounding colleges and universities in Northeast Ohio. This will allow the University of Akron to better understand where it is ranked amongst other schools and to give the university a competitive advantage in the study abroad market.

Conclusion

In conclusion, we found that the largest reason that students do not study abroad is due to the cost. Students do not have access to the funding or scholarships that provide incentives to travel abroad. In order to increase study abroad rates, financial-aid packages marked for study abroad programs could encourage students to study abroad. As the studies have shown, going abroad has a positive impact on one's life and college experience. What we found through our project is that ones students hurdle the initial cost barrier, there is a significant value upon return from the trip. Students expressed the personal development they achieved and the impact their experience has had on them in their college lives. They said that the cost that they initially paid was well worth it. Given our case study, word of mouth has a large impact. As students came back from Haiti, the word quickly spread. It is now being booked months in advance. Coming back from Jamaica, we have received several inquiries already about the possibility of an upcoming trip. When asked where they heard about the program, students said they heard about it from the recent participants. This can help encourage students that their money will be worth it. Having differentiation with a study abroad program also encourages growth. There are many ways to go abroad as mentioned under the programs at The University of Akron. The Global Leadership Initiative: Jamaica

provides a unique combination of leadership and service work that is not easily inimitable. By developing this value that is so distinct, a successful trip is formed.

After researching and working on our own case, we recommend to continue to develop the faculty and students who will be leading the trips. It is imperative to have a leader who students can trust and have confidence in. By developing a very well structured trip, legitimacy is created. A successful trip is only sustained when this combination of validity, word of mouth, and a unique value is created. The University of Akron has the potential to create and sustain a very valuable experience for students; this can aid in the assurance of student success and continue to hold our university to it's mission statement.

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Appendix A

Students who expressed interest but did not register for an abroad trip

1. Please describe what interested you most about the trip indicated

Text Response

The first hand experience

Friends have attended

I have traveled to Italy, Germany, Costa Rica, and India so I wanted to keep traveling to experience different cultures and ways different countries live.

I was very interested in going to experience a new culture and also get to help others. I wanted to meet new people and be in warm weather for break, but by also doing something good for the people of Haiti.

I was interested in the low prices associated with group travel and the location.

I want to visit another country and see how they live. I love helping others and especially working with children.

I have interest in learning the culture and expanding my knowledge so I can help those who need it in my specialized field

The timing and the cost were ideal.

service, going to a new and completely different place, I had friends who really liked going on the trip the previous year

Well I have family roots in Haiti and thought it would be cool to see the country. Also I am interested in teaching and thought this would be a good opportunity to see how I would be as a teacher.

I've always wanted to go to Italy because that is where my family is from

The service work aspect

I have hear about a trip to Jamaica through the University of Akron so I wanted to check it out.

I love to travel and Italy sounded like a cool place to visit.

I found it extremely unique that this trip combined both aspects of a service and immersion trip.

It's Jamaica?

Exploring a new country and going along with faculty and colleagues.

Haiti Summer break is what trip I am attending.

The location and timeliness of the trip.

The short time period would work great with my busy schedule!

I have never been out of the US and the cost was very responsible.

Europe is vastly different!

I have never been to Italy and this was something my boyfriend and I could have done together, but still had the safety of the group.

My major is international business

Traveling to another country to help out in the community and with the children.

I was interested in the warm weather and chance to get away from Northeast Ohio.

Volunteering services in a 3rd world country.

I have always wanted to explore and see Italy. I am interested in learning about other cultures.

I was already planning on going on a trip over the summer so the timeline was appealing. The destination was appealing as well.

To get chipotle gift cards.

The location as well as the experience I would have with people abroad & volunteering.

Culture and History

I love traveling in general and want to go to so many places. The Italy and Haiti programs seemed really interesting. I really liked the service aspect of the Haiti one.

I have never been to Italy before and would have LOVED to experience the culture there as well as travel abroad. I've been to a few other countries around the world and hope to travel more.

My Italian roots.

The locations and the mix between service and vacation

All the places you went.

It would be a great experience and i would love to see itsky

Germany is a beautiful country.

The opportunity to travel and meet new people from the university.

I was interested in traveling somewhere I've never been and being able to do work and get resume builders at the same time.

Going to a place I've never been before

It's italy.

Volunteering

I am interested in travelling and also in Jamaica

I loved the whole idea of it especially the service aspect.

over spring break

I love Italy and would like to travel their for business experience.

A chance to venture put of the country for spring break.

I would've had the opportunity to practice my French and I enjoy doing service projects.

The service aspect

Just getting out of the country

Helping children.

I would learn about a new culture and help the local community.

of course the attraction of going to Jamaica for spring break but also the thought of doing community service.

I love to travel and I really really want to go to Jamaica one day this was the perfect opportunity

A friend told me about it and he mentioned the kind of things we could do there and I've always wanted to go. I think this would be an amazing opportunity for me.

Statistic	Value
Total Responses	57

2. Please describe the reasons you chose not to attend

Text Response

Finances

Price and work conflict

I did not go because I recently went to India and I wanted to take a break from traveling plus it was too expensive for me.

I chose not to attend because of the cost. The trip was expensive to start with, and i would have missed out on a lot of opportunity to work as well.

I decided to plan my own trip around Europe with my girlfriend over the summer.

I talked to my parents, but when I went I got the okay from them to sign up the spots were already filled.

Finance and schedule

Just decided not to do it this semester.

My parents were concerned about my health and safety

Money

The cost was too great

It was really expensive, other people wanted to go, and there were a limited number of spots. Plus, I had other opportunities for trips over winter break.

Conflicting of schedules

I didn't have the money.

I chose not to attend this trip because it was a bit pricy for me at the moment. I chose to dedicate this year to saving up to study abroad in the summer of 2017 so that I don't wipe out my bank account. /:

Price

Financial constraints

I could not fit it in my schedule and did not have the proper funds for the trip

Costs were too high and no fundraising methods were mentioned.

My parents want me home for spring break

Time frame did not match with work responsibilities.

Student teaching and money.

Cost was a big reason, money runs out as things come up. But also being a senior in an engineering program and having lots of big projects in addition to work, school, family, there just wasn't time to devote to going to Italy for a week.

didn't decide that may take a trip in the future

Too expensive.

It was too expensive for the amount of credit hours.

Too expensive.

I could not afford the trip.

Financial reasons

Chipotle Gift Cards

I didn't have the financial support I thought I would for the trip, and it was too short for the price I would have to pay.

School

Price.

I believe the trip closed because not enough people had signed up either way. But, I still would not have made it because it's quite expensive for me. Plus my parents are very protective and would not have let me go.

I'm poor.

Bad timing and it was too expensive

There was no scholarships.

I had to work

I have a summer internship starting during the time period of the trip.

I received a co-op position for the summer, and am unable to take of work.

I chose not to attend because I would not have a passport by the time we were required to have one. Also, I could go on a vacation without work for significantly less money than I would pay for this.

Didn't know info in time

Money

Got an internship that started while the trip was going on

If the cost of the trip is too high and nothing other than that.

I didn't have any money at all and my parents were unable to help me out.

Cost did not know others going, wasn't sure what I would be doing on the trip

I work go to school (16 credit hours) and have family. I decided to take a family vacation because I don't get to spend a lot of time with my wife and kids.

Decided to go on a cruise instead

The trip filled up before I had the opportunity to apply.

Other engagements

The informational was end of September early October and the first deposit was due in November. There wasn't enough time to gather money.

Its kinda dangerous, but all trips can be dangerous.

Cost

Financial reasons and that the dates for the first payments was right around the corner from when the details of the trip were giving.

Even though the total cost was an amazing price, I was unable to come up with \$1,000 in one payment. I found out about the trip a week before the last payments were due. If I had found out much sooner I would have been able to go and I am disappointed I could not participate.

I did not have the money at the time, I was also taking summer classes.

Statistic	Value
Total Responses	57

3. Please select the top 3 reasons why you did NOT register for the trip

#	Answer	Response	%
3	Excursions did not interest me	1	2%
5	I did not feel comfortable with the faculty leading the trip	0	0%
11	I did not have access to funding/scholarships for this study abroad experience	36	65%
12	I did not want to do service work	1	2%
4	I did not want to go during the date provided	14	25%
2	I did not want to go to this location	0	0%
6	I would rather pay for a different UA abroad trip	5	9%
10	Parents would not let me go	13	24%
7	Paying for a 1 credit hour class	14	25%
9	Safety concerns	10	18%
1	The cost of the trip was too high	42	76%
8	The exact price was unclear to me	9	16%

Statistic	Value
Min Value	1
Max Value	12

Total Responses 55

4. Please list three features of a study abroad program that are important to you

Text Response

First hand experience, safety, low cost

Communication skills, leadership skills, teamwork skills

Learning, experiencing, and helping

Cultural experience, great group of people, learning experience

Cost, experience, and fun

helping others, having fun, being safe.

Timing, cost, experience

learning opportunities, new places, affordable

Service, opportunity and satusfaction

Cost effectiveness, safe countries, scholarship eligibility

Service work, new experience, friendly peers

service work, site seeing and school credit

1) good excursions 2) safety 3) location

Affordability, whether or not it will set me back academically, and location.

Cost effectiveness

Learning outcome, activities, exposure

Experience, Service, Adventure

Location, excursions, group of people

Safe, structured, short

helping, cost effective, and fun

Cultural experience, different perspectives, sight seeing

Location, cost, safety

Traveling to a new country to learn about their culture, working with children all over the world, making a difference in families every day life.

1. Experiential learning 2. Far away from home 3. Fills enough credits to justify leaving

Traveling, working with children, making a difference in a families life

Affordable, great experience, great location

Service, Cost, Location

Chipotle, Gift, Cards

place, price, duration

pay, travels, people

Learning a different culture, traveling, sight seeing

Good location, mix between service and vacation, price

Meeting new people see the world helping people

Safety, fun, experience

Safety, learning experience, clear itinerary

Different cultural experience, travel, field experience

Excursions, knowledge, new experiences

Location, location, location

Safety, experience, affordability

Cost, Safety, Fun

educational, cultural, rewarding

community service, learning, location

Usefulness, cost, networking

Safety, purpose, cost

Cost, language spoken, travel safety

Service, Free time to learn explore the place we are in, not crazy expensive

A trust worthy staff, reliable people and an all fun experience

Going out and exploring. Seeing and embracing a different culture. Its an experience most don't get to do.

give back to the local community in some way, even by just learning about their culture and sharing it once returned; structured, yet flexible enough to leisurely experience local culture; affordable

cost, staff going with you, and purpose of the trip

Cost, Location, Safety

Experience, travel, and education are 3 big abroad features that I'd consider important.

Statistic	Value
Total Responses	52

5. Please indicate which trip you were interested in attending:

#	Answer	Response	%
1	Italy Spring Break Trip	19	33%
2	Haiti Winter Break Trip	19	33%
3	Jamaica Spring Break Trip	17	30%
4	Germany Summer Trip	2	4%
Total		57	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.04
Variance	0.78
Standard Deviation	0.89
Total Responses	57

Appendix B

Students who expressed interest and registered for abroad trip

Initial Report

Last Modified: 04/26/2016

Completion Status: Completed

1. Please indicate which abroad trip you went on

#	Answer	Response	%
1	Haiti Winter Break Trip	18	75%
2	Jamaica Spring Break Trip	3	13%
3	Germany Summer Trip	0	0%
4	Italy Spring Break Trip	3	13%
Total		24	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.50
Variance	1.04
Standard Deviation	1.02
Total Responses	24

2. How did you hear about the trip?

#	Answer	Response	%
1	Posters	7	28%
2	Faculty member	12	48%
3	Friends	3	12%

4	Other		3	12%
Total			25	100%

Other

You tube video

Helped plan!

At a SWE meeting where study abroad was discussed

Statistic	Value
Min Value	1
Max Value	4
Mean	2.08
Variance	0.91
Standard Deviation	0.95
Total Responses	25

3. Please describe what interested you most about the trip indicated

Text Response

Helping students and exploring the country- leadership work rather than religious/ mission work

I was interested in learning more about a different country

I am a French minor so I was excited to travel somewhere that spoke French.

I have always wanted to go to Italy, as my great-grandma immigrated from there. The culture and many historical sites interest me a lot, and I was named after Siena, Italy, which was my great-grandma's favorite city. Plus, real Italian food! (Too bad the trip was canceled...)

How challenging the trip was.

We will be doing good work for others but also get to explore Jamaica.

The french credits I would earn as a result.

I love service trips and I've never been out of the country.

Traveling in gents to a new country

The price was reasonable. I have always been interested in going on a service/volunteer trip.

Traveling at an affordable cost with peers

This was a trip with learning, giving, and new experiences.

Volunteering in another country

Opportunity to gain service and leadership experience on a global level

I knew some of the people who went in the past and knew people who were going. I was also excited to be able to use my French.

It would be a new learning experience

A study abroad SERVICE trip at a low cost and a time when school is not in session!

Affordability & Fun

Helping the Haitian students and learning about another culture

Service

The opportunity to return to Haiti and connect with the people I have met there; the service components; leadership opportunities

I really never thought that I could go on a study abroad as an engineer so this spring break trip was a nice opportunity to experience study abroad on a smaller scale. I was very upset when it was cancelled this year but hope to attend next year.

I really wanted to go help at the schools. I also wanted to travel to a place where I would be a minority/outsider. I felt that this would broaden my perspective.

going to another country to do more than just vacation. I was excited to interact with the Jamaican people and make a difference in someones lives.

Kevin said it was the best trip offered at the University at the time.

Statistic	Value
Total Responses	25

4. Please describe the reasons you chose to attend

Text Response

My best friend was going and I had always wanted to go abroad so it pushed me to go

I chose to attend for the service and leadership aspects of the trip.

I thought the cost was relatively cheap and I really wanted to go to a place completely different from the other places I've traveled.

Even though it was a lot of money, my great desire to see the country motivated me to want to go. We were going to major sites in Florence, Siena, and Rome, and I think these are important to visit.

I wanted to go on a trip that would look good on a future resume.

I wanted to do the work and I love to travel. My friends are also going so they influenced my decision to attend.

I knew a lot of the people going

Experiencing a different culture and country. Helping children in a third world country. Trying to understand the world.

Being able to experience something I've never done before

The price combined with location really interested me. I am going to Jamaica this spring break and I was also interested in the work that we would be doing. I like doing a lot of hands on work and labor, so to get a chance to use those skills to make something meaningful is why I chose to attend.

Seemed like everything I was looking for plus I had close friends on the trip

I chose to attend because I wanted to travel to another country to see how others lived. I learned a ton and have a different view on the world now.

New experience. Ability to meet new people

-Affordable -Timing (could fit it into my schedule) -Opportunity to travel somewhere I've never been -Great group of people; I felt comfortable with the faculty (Kevin/Chad) -Incorporated the opportunity to serve and cultural immersion

I hadn't done a service trip in a couple years and I really wanted to serve. Being able to use my French also played a factor. Plus, I had never been to Haiti before.

I wanted to learn and immerse myself in a different culture

Always wanted to study/travel abroad in college.

I led it :)

Helping the Haitian students and learning about another culture

I've always wanted to study abroad.

I chose to attend this trip because it was my last opportunity to travel abroad with the university before I graduate. I wanted to help Zips for Haiti expand, and coordinating the trip was the best way for me to do so.

It seems like a fun trip to experience a different culture and get out of my comfort zone. I really wish it occurred this year.

I've always wanted to go to Jamaica and I love helping others, so I thought this would be a great opportunity.

It seems like an opportunity that is hard to pass up. I love to travel and love service work, so it was perfect.

My good friend Drew Dawson said that he was going.

Statistic	Value
Total Responses	25

5. Please select the top 3 reasons why you registered for the trip

#	Answer	Response	%
1	The cost of the trip was low	12	48%
2	I wanted to go to this location	14	56%
3	The excursions interested me	8	32%
4	The date of trip fit my schedule	13	52%
5	I felt comfortable with the faculty leading the trip	7	28%
6	Receiving a 1 credit hour class	0	0%
7	The trip felt safe	5	20%
8	Parents encouraged me to go	0	0%
9	I received a scholarship to study abroad	0	0%
10	I wanted to do service work	19	76%

Statistic	Value
Min Value	1

Max Value	10
Total Responses	25

6. Please list three features of a study abroad program that are important to you

Text Response

Affordable, during a break from school, safe

service, leadership, guaranteed and experience

Price, destination, experience

Cost, location, activities

educational, fun, and leadership building

Excursions, small groups, low cost.

Cost, Location, Credit recieved

Organization, positivity, productivity

Experience opening my mind being able to learn

Safety, price, location

Cost, safety, location

Low cost, organized, safe

New people, affordability, new opportunities

Service, cultural immersion, excursions

educational benefits, cost, excursions

Learning Experience, Leadership growth, Cross-cultural expereince

Cost, Time, Service

Affordable, Fun, and Leadership Development

cost, location, and what we will be doing there

Timing, Service, Cost

Well-organized, not "touristy", included excursions

location, the experience, safety

Location, Cost, Safety

price, location, safety

Teamwork, Community, Service

Statistic	Value
Total Responses	25

7. Upon returning, how significantly did the trip affect your:

#	Question	Not at all	Somewhat	Drastically	Total Responses	Mean
1	Opinions of other cultures	3	4	18	25	2.60
2	Personal growth	1	5	19	25	2.72
3	College Experience	1	6	18	25	2.68

Statistic	Opinions of other cultures	Personal growth	College Experience
Min Value	1	1	1
Max Value	3	3	3
Mean	2.60	2.72	2.68
Variance	0.50	0.29	0.31
Standard Deviation	0.71	0.54	0.56
Total Responses	25	25	25

8. After your experience, would you sign up for another trip through The University of Akron?

#	Answer	Response	%
1	Yes	20	80%
2	Maybe	5	20%
3	No	0	0%
Total		25	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.17
Standard Deviation	0.41
Total Responses	25