

An Analysis of Study Abroad and its Impact on Graduation

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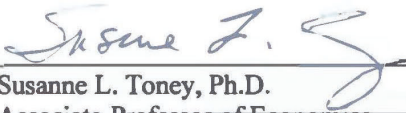
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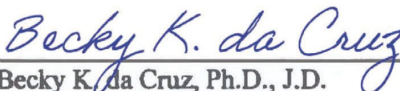
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ABSTRACT

Students leaving institutions of higher education prior to graduation leads to millions of dollars in lost revenue (Sutter & Paulsen, 2016; Undergraduate Retention and Graduation Rates, 2018). Retention theorists Tinto (1975) and Kuh (2008) recommend practices such as academic interaction, social interaction, faculty engagement with students, learning communities, and service-learning all of which can be integrated into study abroad courses. Studying abroad may also encompass learning outcomes such as international interactions, global awareness, and student engagement (Haupt et al., 2018; Malmgren & Galvin, 2008; Metzger, 2006). Through the unique pairing of retention and experiential learning theories, this research model examined study abroad and its effects on graduation (Hedin, 2010).

Quantitative research methods utilized data gathering methodology, redefining the target audience, and stratified sample identification to counter numerical differentiation between students who studied abroad and graduate and those who do not study abroad and graduate (Ary et al., 2014; Malmgren & Galvin, 2008). Study Abroad increases the likelihood of graduating at a higher ratio than any other variable affects graduation. The supporting qualitative research utilized a questionnaire and focus group discussions to discover how participants defined their experiences. Study abroad participants related their experiences to retention outcomes and graduation learning objectives as identified in the literature.

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Chapter 1

INTRODUCTION

Public universities lose more than \$13 million annually when students fail to graduate (Sutter & Paulsen, 2016). Graduation rates stalled around 60% and retention rates, measuring first-time undergraduates' matriculation toward program completion, reporting at 62% indicate a slow leak continuing to drain the coffers of educational institutions causing drastic cuts in student service according to the National Center for Education Statistics (Fast Facts, 2018). These unsustainable financial losses make graduation an important factor for universities and finding solutions an imperative.

In investigating remedies for getting students to graduation, researchers have examined learning communities, institutional processes, and student demographics more frequently than other retention modalities (Kalsbeek & Zucker, 2013; Lei et al., 2011; Young et al., 2011). More recently, universities have turned to High-Impact Practices (HIPs) which includes ten academic program ideas (Johnson & Stage, 2018, Kuh, 2008). Although recognized as one piece of the HIP experience, study abroad as a retention strategy is overlooked because it is not readily available to all students (NAFSA, 2018).

The intention of this study is to investigate the effect of study abroad on graduation for students attending a Historically Black College or University (HBCU) in southern Georgia. Utilizing data captured from quantitative measures of student demographic information supported by qualitative data ascertained from identified student feedback gives a holistic view of study abroad programs' relationship with graduation learning objectives. The in-depth study fills the literature gap by identifying the data-driven relationship between study abroad and collegiate program completion (Creswell & Plano Clark, 2018).

Statement of the problem

Retention to graduation is pertinent to the lifecycle of education as well as being a necessity for students who enter intending to attain a degree with higher career aspirations. Tinto (1975) published his original concept model for “Dropout to Higher Education,” investigating multiple stopping points within the lifecycle of student enrollment. The starting point as collegiate application engulfs dependent variables of student backgrounds such as family history, individual attributes, and K-12 education levels. Utilizing each piece of the background, entering into college takes two additional commitments to the student’s goal and to the institution (Tinto, 1975). The third piece of the retention puzzle, identified as academic and social systems, is the area where universities can begin to assist and where study abroad has been most effective: grade performance, intellectual development, peer-group interactions, and faculty interactions (Tinto, 1975). The soft-skills development typically associated with study abroad is tantamount to Tinto’s understanding of student retention however, the equivalence does not stop there (Gmelch, 1997; Tinto, 1975).

Tinto’s (2012) more recent retention model dissolves student dropout decisions into institutional action for student success. Study abroad again easily integrates into part of the solution. Breaking requirements into four categories, the later model takes into account expectations, support, assessment, feedback, and involvement for both the student and the university (Tinto, 2012). Tinto (2012) also discusses the need to reexamine classroom instruction for retention, which connects to study abroad learning objectives (Haupt et al., 2018; Malmgren & Galvin, 2008; Metzger, 2006).

Learning objectives connected with study abroad, such as international interactions, global awareness, and student engagement, have been investigated since the early 1990s (Haupt,

et al., 2018; Malmgren & Galvin, 2008; Metzger, 2006). Malmgren and Galvin (2008) connected study abroad and graduation as a more tangible measurement of student success. This study will expound on those findings by utilizing a stratified sample of the target audience and including graduation at-risk factors and proxy retention methods as part of the quantitative analysis (Ary et al., 2014; Malmgren & Galvin, 2008).

At-risk students, those who come from low-income families, those from minority backgrounds, and those who are first in their families to go to college face more challenges when it comes to completing college than their peers (Chatterjee et al., 2018). Including entrance exam scores as one of the variables within the at-risk factors gives academic insight into how students who began their academic career below the national average ended their academic career (Chatterjee et al., 2018; Millea et al., 2018). In determining whether study abroad can be a factor in the pathway to graduation, especially for at-risk students, it is important to understand from the students' perspectives what studying abroad did for their collegiate career. By identifying eligible cohorts of students, which will consist of graduated, at-risk, study abroad students as well as those that do not fit into those categories, an appropriate sample of students will be identified, measured, and interviewed for this study.

At-risk students have additional barriers to overcome in order to study abroad in comparison to peers (Brown, 2002; Mattai & Ohiweri, 1989). Anecdotally, if the family is middle class, working poor, or impoverished, affordability becomes an immediate issue when discussing how to go overseas. One study identified marginalization, insecurity, lack of financial support, and lack of family and community support, as reasons African-American students did not study abroad at the same rate as their White counterparts (Mattai & Ohiweri, 1989). Faculty members interviewed at multiple Historically Black Colleges or Universities (HBCUs) identified a lack of

information on the process, specifically relating to the ability to use financial aid toward the cost, as an outstanding factor in lower participation among African-American students (Brown, 2002).

Cohort identification will utilize information from the university's International Education Center (IEC) and the Office of Institutional Research, Planning, and Assessment (IRPA) to select the first-year, freshmen enrollment year with the highest number of study abroad student participation. Utilizing stratified sampling efforts (Ary, et al., 2014), all study abroad students will be selected, and a random sample of the remaining students will be selected to complete the appropriate percentages of the cohort to eliminate the effect size error. The goal is to identify and complete the picture of matriculation to graduation and to understand the piece of the puzzle that study abroad plays through quantitative and qualitative assessment.

Significance of the problem

The study uniquely contributes to the literature by including calculations regarding the effect of the study abroad experience on graduation, investigating students attending a HBCU in southern Georgia, utilizing quantitative data through regression analyses and qualitative data through questionnaires and focus group conversations. The hypothesis of the research examined how taking classes overseas relates to graduation. The supporting research allowed students to discuss how interacting with retention outcomes compelled students to graduate. In gathering student information and synthesizing the data, the intent was to utilize the analysis to conduct pertinent discussions with upcoming study abroad students regarding the expected impact of their experience. Linking study abroad experiences to the learning outcomes identified from other retention related measures will demonstrate how one study abroad program encompasses multiple retention efforts into one opportunity (Haupt et al., 2018; Kelley & Meyers, 1987; Metzger, 2006)

As Sutter and Paulson (2016) calculated, every student who does not stay at a university to complete his or her collegiate program is a drain on the finances of the institution. A multitude of programs have been studied as potential remedies to the graduation issue for at-risk students such as learning communities, student self-efficacy, and student engagement (Bartimote-Afflicka, Bridgemen, Walker, Sharma, & Smith, 2016; Bonet & Walters, 2016; Lei et al., 2011). Study abroad has not been studied as a potential retention factor in the graduation of at-risk students even though one study abroad program incorporates previously studied variables such as learning community environments, student self-efficacy, and student engagement. Should study abroad have a positive statistical significance to student graduation, perhaps the cost to support study abroad will pay for itself in student retention rates.

Allen (1992) found that African-American students attending Historically Black Colleges or Universities (HBCUs) had fewer resources than African-American students attending Predominantly White Institutions (PWIs), meaning the opportunities made available to all students was not equitable. If a significant correlation between study abroad and matriculation to graduation is identified for students attending a HBCU, then the demonstration of the necessity for equivalent opportunities has begun. African-American students study abroad less than their collegiate colleagues according to the Institute for International Education (IIE). In 2015-16, more than 325,000 students studied abroad and of that group, 5.9% were African-American as compared to 71.6% White, 9.7% Latino, and 8.4% Asian, Native Hawaiian, or Other Pacific Islander (Open Doors, 2017).

This study examined study abroad as a potential retention modality based on the literature surrounding retention outcomes and graduation learning objectives (Chatterjee et al., 2018; Millea et al., 2018). Expanding the regression model to compare proxy modalities occurring at

the selected institution fills a particular void within the current literature allowing study abroad to be equated to other programs leading to student attrition (Kalsbeek & Zucker, 2013; Lei et al., 2011; Young, et al., 2011). Stratifying the sample smoothed the dataset for a more even comparison of higher numbers of students who do not study abroad and graduate to those that do so (Ary et al., 2014).

Research design

To examine study abroad and its effects on graduation, six years of study abroad data were used to obtain cohort information and identify students who participated in study abroad and graduated from the university (Chatterjee et al., 2018). Using an explanatory sequential design, the gathered data was analyzed using regression models and stratified samples to minimize the statistical effects of a smaller group of study abroad participants as compared to the entire graduating class (Ary et al., 2014). Enrollment cohorts define the target audience and using an amalgamation of a random sample and an identified study abroad participant group, the stratified student sample was used for multiple quantitative analyses (Ary et al., 2014).

The supporting qualitative research focused on study abroad participating students who graduated, those who are currently taking classes, and those who have not enrolled for two or more semesters. Gathering questionnaires and conducting focus group conversations for each category, explored students' perceptions of the study abroad experience, and discovered whether the overseas interaction assisted them in graduating. Formulated questions incorporating graduation learning objectives and retention theories give multiple angles of study abroad's efficacy (Kuh, 2008; Ravitch & Riggan, 2012; Tinto 1975).

Two research questions guided this investigation:

RQ1: How does studying abroad affect graduation for students at a public Historically Black College/University in the southeast?

RQ2: How do students who have studied abroad describe their experience in terms of retention outcomes and graduation learning objectives?

Conceptual framework

Tinto's (1975) original retention model recognized students' institutional experience in both academic and social systems as part of the framework necessary for students to achieve their goals. The retention model identified institutional experiences as the apex of student's collegiate engagement and the place where most students decide to stop out (Tinto, 1975). Institutional experiences, according to the model, incorporate faculty and peer group interactions, formal and informal interaction, as well as the need for social and academic settings to overlap (see Figure 1) (Tinto, 1975). Understanding that study abroad programs address academic and social systems identified by Tinto (1975) and that study abroad also maximizes student self-efficacy engages students with faculty, and incorporates peer group interactions, identifies the overall guiding theory for this study (Kelley & Meyers, 1987; Nguyen et al., 2010). A closer examination of the literature defined the multiple and integral pieces of Cross-Cultural Adaptability Inventory (CCAI), student institutional experience, and student learning outcomes, which better define why additional research into study abroad's effects on at-risk student graduation is essential (Bonenfant, 2013; Kelley & Meyers, 1987; Nguyen, et al., 2010).

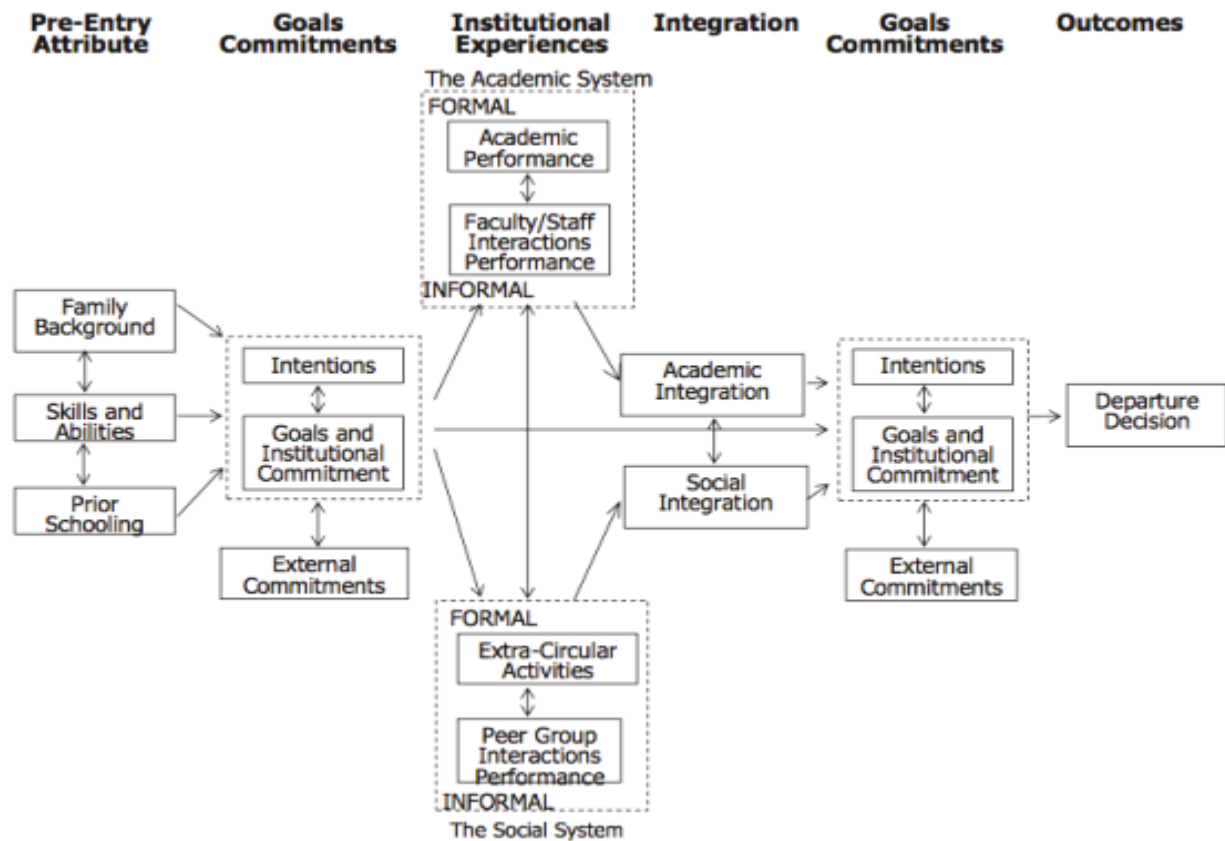


Figure 1. Tinto's (1975) Model for Student Retention

In order to examine RQ1, the relationship between study abroad and graduation, an appropriate cohort of students must be selected to ensure demographics and sample size are representative and comparable. A selected student cohort will be the target population from which a stratified sampling of the cohort will determine the participants (Creswell & Guetterman, 2019). Utilizing quantitative measures through regression analyses, the at-risk, independent variables of first-generation, low-income, race, and academic preparedness as well as retention variables of study abroad, proxy learning community, proxy experiential learning, and proxy self-efficacy will be studied for the relationship to the dependent variable, graduation (Chatterjee et al., 2018; Millea et al., 2018).

Research question 2, a subset of the quantitative study, intended to understand how students identify their study abroad program as a part of their determining factors to graduation. All study abroad participants were contacted regarding the qualitative supporting research. Study abroad participants were identified as one of three categories: study abroad students who have graduated, study abroad students who are on track to graduate, or study abroad students who have not been registered for classes for two or more semesters. Questions dove into the three topic areas where research for retention efforts for at-risk students have previously focused such as learning communities, student self-efficacy, and student engagement (Bartimote-Aufflicka et al., 2016; Bonet & Walters, 2016; Lei et al., 2011). Two questions focused on learning objectives identified as necessities for collegiate graduation, international interactions or cultural awareness, and global awareness (Chang et al., 2013; Crowne, 2013; King & Thorpe, 2012).

Limitations

This study will be limited by the availability of data as gathered and reported by the university. For example, the independent variable of academic preparedness is to be represented by entrance exam scores because entrance exam information is what the university records for student data whereas high school grade point averages are a better determining factor of academic preparedness than entrance exam scores (Millea et al., 2018). The number of college graduates that choose to study abroad is less than 30% (NAFSA, 2018) which means any study abroad research will have a smaller number of participants than other areas of academic study. Because of the small numbers of study abroad participation nationally, other quantitative studies have led to inconclusive results, which is one reason quantitative analyses for study abroad leave a gap within the literature (Malmgren & Galvin, 2008).

Researcher bias is also taken into account when discussing limitations. As a study abroad participant, and the coordinator for the programs at the selected university, the researcher has a bias in examining the correlation between participating in study abroad and course completion for participating students. Recognizing research bias is important not just for the researcher but for the audience as well (Creswell & Guetterman, 2019).

Delimitations

The largest delimitation of the study is that only one university is being utilized for the student population. The reason for this selection is the researcher's familiarity with the participants as well as understanding the need to research an underserved population in examining study abroad's effects on student matriculation to graduation. The identification factor in defining at-risk student populations is another delimitation. Other factors could have been included but not all factors are documented like familial support, academic history, or access to academic guidance. Some variables attempt to mirror the aforementioned factors but variants of these factors are not always quantifiable.

As identified as a limitation, the delimitation of defining the target audience as the selected cohort and stratifying that sample to include all study abroad participants from the cohort creates a smaller sample size than typical quantitative studies. However, it is necessary to stratify the sample in order to have a high enough percentage of students who studied abroad, combatting weak statistical power between variables graduation and study abroad (Ary et al, 2014). The reason for stratifying the sample in such a manner is to maximize the study abroad participants by selecting them as participants before randomizing the entirety of the remaining sample (Creswell & Guetterman, 2019).

Definition of terms

Alternative spring break. A course that either integrated a study abroad option during the spring break period or a study abroad program that is not credit-based, typically focusing on community service and cultural integration (NAFSA, 2018)

At-risk students. Students identified as low-income because they are receiving Pell Grant, students identified as minority race, academic preparedness, and students who are first-generation college students (Chatterjee et al., 2018; Millea et al., 2018)

Experiential Learning. Modalities identified as integrating student experiences with academic information. Study abroad is included as an experiential learning opportunity; however this study reflected on the overseas experience as incorporating multiple modality outcomes (Hedin, 2010)

Matriculation. Students completing courses toward graduation.

Self-efficacy. A student trait that many theories have tried to measure when investigating the question of retention to graduation. Several studies have discussed this trait as the x-factor as to why some students graduate while others do not (Bartimote-Aufflicka, et al., 2016; Chatterjee et al., 2018; Kalsbeek & Zucker, 2013; Millea et al., 2018; Pike & Graunke, 2014; Sutter & Paulson, 2016; Young, Johnson, & Hawthorne, & Pugh, 2011).

Short-term, faculty-led study abroad. Considered the typical study abroad program. Faculty members volunteer to take students overseas and guide the study and excursions. Short-term means the program is usually 2 – 6 weeks and in the summer semester (NAFSA, 2018).

Stopped out. Students who enroll in college-level courses but fail to register for classes in subsequent semesters. These students have not transferred to another institution and are unsure whether to continue coursework (Bishop, 2016).

Study Abroad. Any program where coursework leading to graduation is studied in another country (NAFSA, 2018)

Organization of the study

Chapter 1 defined the study rationale including the literature gap that leads to the research questions as designed. Chapter 2 will include the literature review investigating key topics related to study abroad as a learning measure and retention as investigated through other change agents, and how those change agent methods relate to study abroad objectives. Chapter 3 describes methods for data collection and data analysis. Results of the study are found in Chapter 4. A discussion of the study results and recommendations for future research is included in Chapter 5.

Chapter II

REVIEW OF THE LITERATURE

Study abroad has been universities' major academic construct for global curriculum integration, which includes international interactions, global awareness, and student engagement, since its documented inception in the early 1980s (Gmelch, 1997; Luo & Jamison-Drake, 2015; Walsh & Walsh, 2018; Williams, 2005). Although considered a high-impact practice (HIP) in today's higher education market, study abroad has not been seriously studied as a potential resolution for the roughly 40% of students who drop out of college (Cobane & Jennings, 2017; IES, 2019).

The intention of the study is to investigate the statistical relationship between study abroad and student graduation. While study abroad has been around for decades, the majority of research dedicated to the field examines soft skills often associated with studies in the humanities rather than focusing on the quantitative data surrounding the successes of tangible learning outcomes (Clarke et al., 2009; Gmelch, 1997; Haupt et al., 2018; Malmgren & Galvin, 2008; Metzger, 2006; Snider, 2014). This literature review examined the history of study abroad and its stronghold in soft skills measurement, previous retention strategies utilizing graduation as the measurement in comparison to study abroad, and define key study abroad learning objectives that meet a number of retention outcomes (Kelley & Meyers, 1987).

Through understanding these constructs, the foundation for the quantitative study to be formulated mitigating the gap in the literature surrounding study abroad and its impact on student goal achievement. Investigating study abroad through the lens of retention theories from Tinto (1975, 1982, 2006, 2012) and Kuh (2008) will be the guiding premise of the research. Retention learning objectives and study abroad outcomes will guide the qualitative research for the

questionnaire and the focus group discussions. Obtaining a better understanding of how students describe their international experiences is key to defining study abroad as an intervention.

Retention theory

Tinto (1975) discussed retention theory originally in terms of five categories: pre-entry attributes, goals commitments (two placements), institutional experiences, integration, and outcomes (see Figure 1). This breakdown of the student experience gives students two points in the decision-making process where goals commitments are examined (Tinto, 1975).

Understanding universities must focus on the realm of institutional experiences; this is the category where a university can create the most influence (Tinto, 1975).

In the model, Tinto (1975) breaks down institutional experiences into two tracks, “The academic system,” and “The social system.” The merging of these categories is from where several High-Impact Practices (HIPs) draw their models, such as Learning Communities, Experiential Learning, and Self-efficacy (Kuh, 2008). Study abroad, when developed utilizing learning objectives and academic measures, engage the students in both academic systems and social systems. More recently, Tinto (2006) recognized that while little of the research has equated to change, there are still dependent variables that need exploration. A number of studies investigated student individual attributes, identifying students that are “less able, less motivated, and less willing to defer the benefits that college graduation was believed to bestow. Students failed, not institutions. This is what we now refer to as blaming the victim (Tinto, 2006, p. 2).”

Tinto’s (1975, 1982, 2006, 2012) retention models while not examining study abroad as a singular solution to retention and graduation, discussed the need to create educational opportunities for students to have interactions with information, both socially and academically.

The baseline understanding of what studying abroad does for students encompasses these ideas. Traveling overseas takes students outside of their immediate comfort zones, it creates communities within which students have experiences that lead to understanding information differently, and it encourages student and faculty interaction that goes beyond lecturing in the classroom (Kampfe et al., 2016; Millea et al., 2018; NAFSA, 2018; Sutter & Paulsen, 2016). Tinto's (1975) retention model formulated multiple retention studies and it will be the resounding theory from which this study is designed, however this study will reflect many of the findings from future models, such as HIPs, that have led to measured student successes.

Tinto reexamined his model in 1982 to rephrase the conversation around why students drop out as being voluntary versus non-voluntary. Tinto (1982) added four areas of consideration, although recognizing no model could take every situation into account, he felt compelled to include financial situations, academic transfers, educational history, and two-year college disengagement. Two of the four areas, financial and educational history, become part of the foundation in defining the at-risk student category (Bishop, 2016; Chatterjee et al., 2018). Tinto (1982) determined that meeting students where they are is important for ensuring they are able to reach their full potential even in a higher education setting. If universities are to see themselves as the levelers of the playing field, then it is the university's job to make as many odds as even as possible.

Study abroad history

Study abroad, defined in its early stages by Union College, Schenectady professor George Gmelch (1997), was seen as an opportunity for United States professors to take students out of the country, allowing students to write journal entries about their travels and for professors to collect those journals at the end of the semester for a grade. Gmelch (1997) led a study abroad

program beginning in Austria, where he instructed students on how to purchase Eurail passes and reminded them to make journal entries every day until they returned to Austria to regroup with the rest of the team (Gmelch, 1997). The research consisted of an examination of journal entries and interviewing parents to determine changes in students' behavior (Gmelch, 1997). Gmelch's (1997) research specific trip took place before the integration of learning objectives and measurable outcomes in higher education, so when stricter learning outcome measures were applied to higher education the idea of studying abroad became a luxury item that only a few students were able to afford. It was this kind of lackadaisical instruction that led study abroad to be defined in passive terms among university administration.

While some collegiate administrations still view study abroad as an opportunity for the privileged, other studies have shown great potential for increased graduation rates, for better employment opportunities, and for greater cultural competence and international understanding (Chang et al., 2013; Lörz et al., 2018; Malmgren & Galvin, 2008; Millea et al., 2018; Molony et al., 2011). These three factors alone are reason enough to try to ensure all students get to study abroad but if study abroad can increase matriculation to graduation rates, then additional studies may identify study abroad as worthy for university investments into freshman level programs (Chang et al., 2013; Malmgren & Galvin, 2008; Molony et al., 2011). Examining study abroad in terms of retention learning outcomes and identifying tangible skills learned from the experience is necessary (Chang et al., 2013).

Global outreach for universities

Many higher education institutions including Alabama State University, Alcorn State University, Agnes Scott College, Florida International University, and Juniata College include global citizenry as part of the mission statement (Alabama State University, n.d.; Alcorn State

University, n.d.; Connell, 2016). This college and university wide commitment incorporates the need to meet employer expectations as well as addressing the international need for graduates to understand the shared international interdependence for economic and public policies (Ballam, 2014; Chang et al., 2013). Recognizing the need for graduates to be prepared to fill the economic and societal gaps is a step in understanding why study abroad meets numerous graduation learning outcomes (Chang et al., 2013; Connell, 2016).

Unfortunately, recognition alone does not help prepare graduates to meet the unfulfilled needs of either the workplace or public policy (Ballam, 2014; Fisher & Wilder-Smith, 2020). The COVID-19 crisis continues to reveal a need for international communities to work together to create global policies around solutions affecting the planet which higher education institutions should embrace (Ballam, 2014; Fisher & Wilder-Smith, 2020). Although the pandemic brought a halt to international student travel, new technological advances in coursework integration indicated new ways to globalize curriculum (Gallagher, 2021).

Other universities sought expansion into global curriculum through campus centers dedicated to the study of global issues (University of Arizona, n.d.; University of Southern California, n.d.; Morehouse University, n.d.; University of Hawaii at Manoa, n.d.). These centers actively support research into a multitude of issues facing the global community including the foreign policy goals as identified by the U.S. Department of State (Morehouse University, n.d.; National Museum of American Diplomacy, n.d.; University of Arizona, n.d.; University of Hawaii at Manoa, n.d.; University of Southern California, n.d.). Many of these centers assist in the expansion of international curriculum to include study abroad, international university partnerships, and supporting international scholars (Morehouse University, n.d.; University of Arizona, n.d.; University of Hawaii at Manoa, n.d.; University of Southern California, n.d.).

While these initiatives reflect on the progression within the university community to develop larger international comradery, the need to assist students in making the same connections to develop global awareness and career exploration remains a focus of study abroad programming (Ballam, 2014; Connell, 2016; Gallagher, 2021).

Redefining study abroad: Learning objectives

The history of study abroad has led to an assumed understanding that the practice is of minimal academic necessity and best utilized by those who could afford the expense (Gmelch, 1997; Lörz et al., 2016; Millea et al., 2018). Recognition of integration of tangible learning objectives and not only soft skills typically associated with travel gives study abroad programs more concrete measures in terms of academic assessment (Chang et al., 2013; Clarke et al., 2009; Gmelch, 1997; Kelley & Meyers, 1987; Snider, 2014). This study examines three particular learning objectives due to the intersection with retention outcomes. A closer examination of specific learning outcomes clarifies that association.

International Interactions. The need for guided international interaction cannot be overstated (Gmelch, 1997). A lack of student interaction among natives from where they travel, to negative interactions with natives with no connotation from which to explain the reaction, can lead to confusion and antagonistic emotions (Chang et al., 2013; Crowne, 2013). Perceptions of individual interactions can cause students to lean toward a nationalist point of view, the idea that things at home are better, rather than a globalized vision, the idea that different does not mean better, which is an overall objective of international education (Gmelch, 1997; Pashby, 2011).

An American native student who was studying abroad reached out to the home university in southern Georgia's International Education Center (IEC) to discuss an international

interaction. The student was studying in a southern Asian location and traveling to a rural town in the country. Along the way, the student noticed children pointing and staring at the group, as they were mainly students of color. The student wanted to make sure the reaction was an appropriate one so the children could take with them a sense of African-American people and what an interaction with an African-American person from the United States meant however, the student did not want to take a step that was against local customs or seen as taboo among the villagers. The student was mindful enough to reach out before having a reaction that could have led to lifelong turmoil and ill will toward the United States (personal communication, July 15, 2016).

The university's IEC contacted the in-country university connection and a local professor hopped on the next train to the village. An African-American professor who had relocated to the country to teach and conduct research visited the team. The professor was able to discuss race relations with the students from the United States and teach them how to have meaningful interaction with village children so the students' "Black-ness" would no longer be foreign to the on-lookers. The exchange worked both for the students as well as for the village youth (personal communication, July 15, 2016). Only through education and conversation could these interactions have taken place. Not only do the village children have a different understanding of what it means to be an African-American, but the students also have a different perspective of what others think African-American means. The students, as African-Americans, were able to control that message and communicate the type of message they wanted to communicate.

Interactions like these allow cultural adaptation to take place. Crowne (2013) discovered that cultural awareness only took place through adaptability and emotional intelligence. Students must understand that growth and learning can only take place once the student becomes

uncomfortable (Crowne, 2013). Through cultural awareness and emotional intelligence, students are able to control the narrative of what it means to be African American ensuring the people with whom they shared that interaction had a positive outcome (Brown, 2002; Crowne, 2013). If the interactions had been negative, the natives of the land where the students' studied would have departed from the meeting place, believing negative stereotypes about African Americans. At-risk minorities are not the only students who intentionally interact with new cultures who have negative stereotypes portrayed in the media; however, African Americans live with those stereotypes even in their home country (Brown, 2002). Out-of-country is an opportunity to change someone's beliefs with one interaction. Mattai and Ohiwerei (1989) discussed in their study about the fear African-Americans, especially southerners, have in regards to experiencing racism in a country that is not their home country. The aforementioned student understood that while the experience was based on racism, the experience was an opportunity to change racist beliefs (personal communication, July 15, 2016).

Having positive international interactions with people from another culture gives students the confidence to work with those who are different from themselves (Crowne, 2013). These interactions also spark students' curiosity, encouraging them to investigate the history, religion, and other cultural attributes (Crowne, 2013; King & Thorpe, 2012). Sometimes the curiosity encourages students to see themselves fulfilling international career roles (Bonet & Waters, 2016).

Global awareness. King and Thorpe (2012) discussed global awareness in terms of learning objectives as changing over time, with a need to "balance between goals that include both workforce readiness and responsible citizenship in a global society (p. 125)." Pashby (2011) heeded a need for caution, as the notion can be negated by a cultural education that gives

students an understanding of a country and its people through an interpretation of what is right or wrong with a lifestyle. Perhaps identifying global awareness as an understanding that different is not wrong but that different is just different helps soothe the handwringing over American nationalism and propaganda (King & Thorpe, 2012; Pashby, 2011). It is this caution that leads one to understand the need for learning objectives with defined learning outcomes (Brown & Green, 2016). The tangible nature of learning outcomes grants students the opportunity to have their own experiences with the information making study abroad a key integration in experiencing global awareness (Brown & Green, 2016; Hedin, 2010).

Outside of the ability to encourage at-risk students to persevere to graduation, studying abroad, according to NAFSA, the National Association of International Educators, increases students' abilities in the workforce (NAFSA, 2018). According to a study conducted by the Center for International Business Education and Research, employers from over 836 companies ranging in size from less than 500 employees to over 20,000 employees, 39% indicated missing an expansion opportunity due to the lack of employees who understood international relations (Ballam, 2014). The same survey indicated growth from 15 to 54% of businesses surveyed indicating more than 30% of the employees needed international experience (Ballam, 2014).

Because career expansion opportunities are important to college students, there is a need for colleges to incorporate additional study abroad opportunities for students to ensure students are prepared for the workforce (Bonet & Walters, 2016; Molony et al., 2011). Introducing students to the global economy and showing them how it works is different from utilizing students to westernize the rest of the globe (Molony et al., 2011). If students understand economic differences and how those differences work together to create a global economic

infrastructure, instead of infiltrating and indoctrinating other cultures to be more like the U.S., then both business and cultural diversity win (Bonet & Walters, 2016; Molony et al., 2011).

To assist students in highlighting skills honed through study abroad courses, learning objectives need to be created for each program (Brown & Green, 2016; Troobof, Vande Berg, & Rayman, 2007/2008). Students who study abroad learn workplace translatable skills such as adaptability, flexibility, risk-taking, and curiosity, as well as the cultural diversity exposure outcomes such as foreign language training, cross-cultural understanding, and global economic interdependency (Ballam, 2014; Troobof, et al., 2007/2008). These skills are necessary for all students, transcending income, race, and other differentiating demographics (Chatterjee et al., 2018). The introduction of the global society as a potential employer pool for graduates exposes students, in particular at-risk students, to more new career projections than collegiate graduation alone can provide (Molony et al., 2011). Many at-risk students have not traveled outside of their home state so the idea of global travel, much less the potential for a global career, is elusive and unobtainable. Once that student is given, the opportunity to study abroad, new doors may become readily available.

Student engagement. Lancaster and Lundberg (2019) surmised that student engagement had a dual focus in, “the college experience and institutional efforts and practices that foster such engagement (p. 136).” In this study, the authors linked student course experience to the quality of the relationship between student and instructor (Lancaster & Lundberg, 2019). Perceived characteristics held by a professor such as availability, helpfulness, and sympathy were integral to student learning (Lancaster & Lundberg, 2019). This construct reflects Tinto’s (1975) retention theory that student interactions between academic and social systems, the institutional experiences that encourage students to get to graduation (see Figure 1).

Ruth et al. (2019) had a similar encounter with a research-centered study abroad. Program participants echoed an enhanced feeling of connectedness to the university as well as to each other (Ruth et al, 2019). Because students interpret the study abroad activity as institutional efforts, the engagement with the faculty member becomes more personal, and therefore the student's interaction with the information becomes more deliberate and kinesthetic than in a typical classroom (Ruth et al., 2019).

As early as 1984, Kauffman and Kuh recognized the value of engaging students in study abroad and the self-realization that came along with an appreciation for “cultural difference, and in tolerance for ambiguity (p.17).” Both Tinto (1993) and Bean (1982) found a strong correlation between faculty-to-student contact outside of the classroom and student retention. Ruth, et al. (2019) recognized that a study abroad program, which heavily integrated research into its learning outcomes, propelled participants to feeling connected both with their institution and with one another. It is the interconnectedness, or student engagement, that empowers students to have their own encounter with the new information (Fiekre & Lepp, 2015).

Student engagement is a double-edged sword for study abroad. While it is a researched study abroad outcome, student engagement is what makes study abroad hard to quantify. Typically, the highest performing, most engaged students seek out opportunities beyond the classroom to fulfill their collegiate experience, which makes segregating a study abroad program's impact difficult to isolate for correlation measures (Malmgren & Galvin, 2008). Being able to draw the inference between study abroad and other, more quantitatively studied measures, demonstrates a transitive property of success while highlighting a gap in the literature and a need for more data-driven research of study abroad practices.

Redefining study abroad: High-Impact Practices (HIPs)

High-Impact Practices (HIPs) have become a reoccurring paraphrase within United States' university systems. Kuh (2008) defined HIPs as those practices that are beneficial to college students in increasing academic understanding, regardless of student background. The full list of HIPs are: (a) first-year college seminars, (b) common intellectual experiences, (c) learning communities, (d) writing-intensive courses, (e) collaborative assignments and projects, (f) undergraduate research that is not part of a course requirement, (g) global learning, (h) service-learning/community service, (i) internships, (j) capstone courses, and (k) projects (Kuh, 2008). Although identified as an example of global learning experiences, it is important to recognize that study abroad is not the only method used to increase global learning. Each of the defined HIPs can be integrated into a study abroad program.

Some universities such as DePaul and Georgia State have incorporated study abroad within a first-year experience seminar (DePaul University, 2019; Georgia State University, 2019). Savannah State (SSU) has incorporated study abroad into writing-intensive courses specifically with Dr. Faries for creative writing courses (Savannah State University, 2017). SSU has also successfully integrated service learning in the social work department through Dr. Deloach (Savannah State University, 2019). Because of each of the aforementioned successful projects, it is possible for study abroad to encapsulate the list of recommended HIPs in one specific program. If the measures behind HIPs are correct then one well-developed study abroad program could potentially have the greatest effect on retention rates, which is what this study intends to investigate further (Kuh, 2008).

Multiple studies have discussed a strong correlation between student retention and faculty-to-student contact outside the classroom (Bean, 1982; Kuh, 2008; Tinto, 1993; Wismath & Newberry, 2019). To put it in another perspective, it is giving students a trusted resource

whom they can turn to when their peers do not have the answers. Studying abroad gives students that professor connection that students so often crave in order to succeed (DiMaggio, 2016; Wismath & Newberry, 2019). Wiggins and McTighe (2005) explored academic content, university resources, team building, and academic success skills as their measure for first-year successes. Each of these areas can be integrated into a study abroad program to incorporate the same measures of success. In taking a closer look at one of the first-year experience study abroad models, DePaul's program utilized academic content, emphasized university resources, built a freshman team, and developed academic successes from their model (Depaul University, 2019).

Redefining study abroad: Retention outcomes

Study abroad boasts similar learning objectives identified as graduation necessities (Hovland, 2009; Lei et al., 2011; Millea et al., 2018). Looking to the literature to define the ideas and the place each holds within study abroad and graduation assisted in understanding the relationship between the two variables. Although examination of study abroad programs' effects on high-impact practices such as social integration, student engagement, and student retention reflected increases in the outcome measures, the struggle for quantifiable data continues to highlight the lack of equal student participation in study abroad programming (DiMaggio, 2016; Malmgren & Galvin, 2008).

Studying graduation as the dependent variable in terms of the effects of retention programs such as learning communities, first-year experience programs, and academic advisement models is readily available (Scott et al., 2006). This study intended to redefine study abroad as a retention modality, thereby measuring for a statistically significant relationship with graduation. Previous researchers determined a statistically significant correlation between graduation rates and study abroad but identifying study abroad in terms of a retention

methodology was beyond the scope of the study (Malmgren & Galvin, 2008). Retention modalities each bring an attribute to struggling students that encourages them to persevere to graduation (Scott et al., 2006; Young et al., 2011).

For at-risk students, multiple areas of their life have been under a microscope including upbringing, sexuality, and self-efficacy to determine how best to help them succeed (Bartimote-Aufflicka et al., 2016; Couture, 2017; Scofield et al., 2017). While individual motivation and academic achievement are extremely important in students' ability to accomplish the graduation goal, the vehicles utilized to get students motivated for achievement are different for each student (Young, et al., 2011). Study abroad incorporates a number of perceived remedies for attrition including communal living and learning, common organizational integration, and academic goals, and thereby encompasses a greater opportunity to propel students to graduation more than any one university remedy for course completion (Crowne, 2013; Kampfe et al., 2016). As seen in the defining list of High-Impact Practices (HIPs) that many universities are currently initiating, study abroad can house those constructs under one well-defined program (Kuh, 2008). Because the statistical significance between the two variables, study abroad and graduation, has not been measured in terms of at-risk students, the literature gap leaves these questions to be answered.

Learning communities. Universities have looked to multiple a number of solutions to help curb the drain caused by attrition ratings including learning communities with many to notable success (Kampfe, et al., 2016). Learning community cohorts are defined as 10-25 students who study the same subject, some live together, and create shared experiences among the students to encourage support of one another (Lei et. al, 2011). One study of learning communities specifically allowed the researchers to study at-risk students (Bonet & Walters,

2016). Researchers discovered increased engagement between the students and their instructors, increased engagement between the students, as well as increased engagement with coursework learning objectives (Bonet & Walters, 2016).

The increased student engagement associated with learning communities mirrors the interaction experienced in faculty-led study abroad programs (Bonet & Walters, 2016; Kalsbeek & Zucker, 2013; Kampfe, Chasek & Falconer, 2016). Learning communities' retention outcome identified increasing students' support structures through shared academic experiences as the success measure (Bonet & Waters, 2016). Study abroad as led by faculty are by nature learning communities, small groups of students sharing learning experiences with the guidance of a professor (Millea et al., 2018).

In a four-part series focusing on retention, authors Kalsbeek and Zucker (2013) discussed the need to focus on diversity as part of the university and student profile. A reminder for those universities with increased enrollment numbers in the categories of underrepresented minorities, low-income students, and first-generation students, was “retention and completion rates can be predicted from the institutional profile; that or many complex reasons the greater the institution’s socioeconomic and racial/ethnic diversity, the lower the rates of degree completion,” (Kalsbeek & Zucker, 2013, p. 23). The categories as described by the authors are also the categories most often used to describe at-risk students and the definition used to determine at-risk status in the study to follow (Kalsbeek & Zucker, 2013). Study abroad as a potential piece of the retention resolution even with a slight statistical significance could make a difference for more students than those not in the at-risk category, which is why the proposed study is necessary. Study abroad programs by design create learning communities among the participating students (Chang et al., 2013).

Student self-efficacy. Young et al. (2011) described human beings through self-determination theory as, “proactive, oriented toward growth, and competent” (p. 151). This definition makes clear the need for students, whether identified as at-risk or not, to require a level of self-efficacy to achieve graduation. More specifically, Museus’s (2011) study found within the self-efficacy identifiers, four cultural characteristics emerged as most important for minority students: strong networking, targeted student support, humanizing the educational experience, and institutional responsibility for student success.

In examining student persistence to graduation, Sutter and Paulson (2016) used the theory of planned behavior because it incorporated attitudes toward graduation, expectations of others for undergraduates to graduate, and perceptions of their abilities to graduate. The authors found that the students’ perceptions of behavioral control, or the students’ perception of the aforementioned attitudes, were the largest predictor of graduation intention with a 39% difference between the variables (Sutter & Paulsen, 2016).

While self-determination is a difficult measure for study, understanding students’ goals and plans throughout their collegiate career are essential to evaluating intention (Museus, 2011). Understanding the nature of how students define their experiences and how those experiences equate to their goals is what makes retention a difficult measure regardless of modality (Sutter & Paulsen, 2016). Why one student stays to graduation and another does not is complex and multifaceted and the reason retention theories are varied and multifaceted (Tinto 1975, 1982, 2006, 2012).

As part of the intended qualitative research of this study, students will be asked about the self-efficacy required or discovered during their study abroad program. Because self-efficacy is an important piece of graduation intentions, the relationship between study abroad and self-

efficacy needs further explanation thereby identifying the necessity of the additional qualitative support research within the methodology (Museus, 2011; Sutter & Paulsen, 2016; Young, et al., 2011).

Experiential Learning. Two of the most identified keys to students' success in collegiate graduation are students' involvement and engagement (Millea et al., 2018). This study recognized student engagement as both a learning objective and a sample solution. Student engagement defined by Young, et al (2011) as a cultural predictor for graduation as it is for Sutter and Paulsen's (2016) definition of planned behavior. Recognizing the necessity to keep students involved beyond academic endeavors has been a key factor in instituting student life programming onto college campuses (Millea et al., 2018).

According to Hedin (2010), experiential learning opportunities are those interactions that students have that allow them to connect education to real-world experience. Course integration would include everything from class assignments to internships to studying abroad (Hedin, 2010). The study examined the cognitive behaviors of university students and their ability to understand new concepts necessary to be successful in the workplace (Hedin, 2010). The most effective delivery method for learning outcomes allowed students to have their own experience with the information presented by the professor (Hedin, 2010). It is an experiential learning theory that connects the necessity for study abroad, or any coursework concept, to connect learning objectives and outcomes (Brown & Green, 2016; Hedin, 2010; Walsh & Walsh, 2018). For students to create kinesthetic connections of their own to the new concepts delivered by professors, students need the delicate guidance and freedom that experiential learning opportunities afford students (Hedin, 2010).

Study abroad keeps students involved and engaged with the course curriculum especially because they are explicitly entrenched in the subject matter (Walsh & Walsh, 2018). One of Malmgren and Galvin's (2008) primary recommended outcomes was the need to integrate study abroad into course offerings through academic advising, specifically identifying students from competitive institutions versus colleges with open enrollment. The study's authors also recommended goal setting and learning objective creation with students before participating in study abroad (Malmgren & Galvin, 2008). Course development allows professors to create experiences for students that incorporate the location of the study abroad program allowing for international interactions (Crowne, 2013; Brown & Greene, 2016).

The intent of High-impact practices (HIPs) design assists those students who are statistically less likely to graduate (Kuh, 2008). Looking to the literature to determine previously studied retention theories, identifying the outcomes of those theories is pertinent to the focus group conversations for this research. As this study intends to examine study abroad and its effects on student graduation, it is necessary to determine what statistics define at-risk categories and why.

Defining at-risk factors

At-risk students are defined as low-income (receiving Pell Grant), minority race, academic preparedness, and first-generation (Chatterjee et al., 2018; Millea, Willis, Elder, & Molina, 2018). Bishop (2016) defined at-risk students as first-generation, socioeconomic status, and low high school grade point averages, although the author admits high school GPA is a bigger predictor for first-year successes than retention to graduation (Bishop, 2016). When considering higher education admission, one indicator considered a factor of success is national entrance exam scores (Millea et al., 2018). Many open-access institutions use a combination of

high school GPA and entrance exam scores for admission decisions (Doyle, 2010). Tinto (1975) discussed pre-entry attributes such as entrance exam scores as part of the retention challenge, which indicates the need to include an academic preparedness attribute.

The university selected for this study's student population includes risk factors of race (6.5% Hispanic, 4.3% White, 3.2% two or more, and 84.4% African-American), Pell grant eligibility (82%), and first-generation (42%) (Office of Institutional Research, 2018; Data Overview, 2018). The university's data makes student retention for the identified HBCU more challenging than the national average (Kalsbeek & Zucker, 2013).

At-risk students have additional barriers to overcome to study abroad in comparison to their peers (Brown, 2002; Mattai & Ohiweri, 1989). If the family is middle class, working poor, or impoverished, affordability becomes an immediate issue when discussing how to go overseas. One study identified marginalization, insecurity, lack of financial support, and lack of family and community support as reasons African American students did not study abroad at the same rate as their Caucasian counterparts (Mattai & Ohiweri, 1989). Faculty members interviewed at multiple Historically Black Colleges or Universities (HBCUs) identified a lack of information on the process, specifically relating to the ability to use financial aid toward the cost, as an outstanding factor in lower participation among African American students (Brown, 2002).

Retention among all students plagues colleges nationwide (Millea et al., 2018). Retention, defined as students who enroll and stay at the same college until graduation, is 59% nationwide according to the National Center for Educational Statistics (NCES) (Undergraduate and Graduate Retention Rates, 2018). Public, private, and for-profit universities lose an average of \$9,910,811 in revenue as a result of student attrition (Sutter & Paulson, 2016).

The hesitancy of ethnic minorities to study abroad is leading to resume deficits. A study in *The Interdisciplinary Journal of Study Abroad* explained the necessity described by employers for skills sets defined by study abroad programs (Trooboff, et al., 2007/2008). African American university students are missing key employment opportunities because they are unable to take advantage of study abroad programs (Brown & Davis, 2001; Molony, et al., 2011). The very populations that attend universities to level the playing field are not afforded the same tools as other more privileged students (Brown & Davis, 2001).

Swain (2014), utilizing Beginning Postsecondary Student (BPS) data from NCES, identified eight attributes for at-risk students. Those attributes are: part-time, non-traditional age, variety of risk factors (having children while single), delayed entry to college, attend a HBCU or HSI (Hispanic Serving Institution), lower-level high school mathematics scores, attended more than one institution throughout his/her collegiate career, and working more than 20 hours per week (Swain, 2014). According to his research only 44% of students with one of the aforementioned characteristics graduate, and when a student has four or more of those listed risk factors only 30% are successful (Swail, 2014).

Conclusion

Study abroad programs feature several potential solutions focused on retention and curriculum integration. From international integration, global citizenship, and graduation rates, the need for students to take the opportunity to study overseas has never been more necessary (Williams, 2005). At-risk students as identified in the literature as ethnic minorities, low-income, first-generation college students, and disadvantaged academic preparation may need an additional boost to walk across the graduation stage (Bishop, 2016; Chatterjee et al., 2018; Millea et al., 2018). If creating learning communities helps at-risk students maintain momentum

toward graduation (Lei et al., 2011), studying abroad creates a learning community around a shared international experience that binds students in more ways than just living together or taking the same classes together.

In looking for solutions, the opportunities to integrate international experiences, to enhance global citizenship, and to help further level the playing field for at-risk students, includes preparing them for a more competitive global market. This same solution includes preparing students for a workforce that is growing in the need for international experience. Tinto (1975) disassembled collegiate retention into two main categories, academic and social interactions, where universities could influence student decisions regarding program completion. Study abroad encompasses both interactions into one course and, when constructed properly, gives students the interaction with new information necessary to achieve expected learning outcomes (Bishop, 2016; Chatterjee et al, 2018; Lei et al., 2011; Williams, 2005).

At-risk student populations need particular attention because the same variables identified as at-risk students are the same variables identified as students who choose to not study abroad during their collegiate career (Chatterjee et al., 2018; Millea et al., 2018; Open Doors Report, 2017). At-risk students are defined as minority race, low income, first-generation college students, and academically unprepared, thus creating a database indicating race, Pell eligibility, first-generation status, and entrance exam scores was necessary for this study (Chatterjee et al., 2018; Millea et al., 2018). Pell eligibility indicates that the expected family contribution (EFC) is lower than the cost of attendance (COA) (Financial Need, 2020). Students with higher incomes are eligible for federal aid but Pell Grant is awarded only to those students who exhibit extreme financial need (Federal Pell Grants, 2020).

Incorporating at-risk and retention-based variables, as well as redefining the target population to identify a stratified sample of the population to guarantee a higher percentage of students who studied abroad, defines this study's methodology (Ary et al., 2014). By utilizing a binary regression for all cohorts as well as the overall measures, the research ascertains what kinds of relationships exist between the multiple variables.

Further expanding those findings into a questionnaire and three focus groups, to understand whether students define their study abroad experiences in terms of graduation learning objectives and retention outcomes helped determine how the experience affected their college graduation (Ravitch & Riggan, 2012). The supportive qualitative questions are intended to increase the understanding of the phenomenology behind the quantitative data. Questions were from the learning objectives of retention theories identified in the literature. Engaging with students to determine if they identify studying abroad as key factors in obtaining the graduation learning objectives was key to understanding how they unpacked their own experiences.

Chapter III

METHODOLOGY

Introduction

The continued drain of students who do not complete a program of study costs universities more than \$13 million annually (Sutter & Paulsen, 2016). While Tinto's (1975) Retention Model, Kuh's (2008) High-Impact Practices, and Malmgren and Galvin's (2008) study regarding study abroad were driving forces to this research model, the intent is to add to the literature by examining study abroad as a potential graduation predictor variable. Study abroad as a retention modality may increase the likelihood of graduation for students who face adverse barriers to college completion.

Malmgren and Galvin (2008) discovered that a statistically significant relationship between studying abroad and graduation rates existed; however, the size of the target audience as compared to the number of students who graduated without international travel resulted in weak statistical power reflected in the R-squared calculation. Tinto's (1975) retention model defined the intersection of academic and social system interactions as the place and time where students make decisions to persevere. Kuh's (2008) High-Impact Practices discussed curricular changes specifically for students to make kinesthetic connections that assist students in making career decisions.

This study adds to the literature in two areas. First, previous researchers' results showed a correlation but a stronger model for comparison was needed (Malmgren & Galvin, 2008). In comparing the percentages alone, students who studied abroad had higher graduation rates than their non-study abroad peers, but the phi correlation measure failed to obtain a measure greater than +.2, a weak positive correlation of the variables. In comparing the entirety of the student

body that enrolled as beginning freshmen together (1,227) and sorting them by number of years to graduation, the study abroad variable is too small (52 students who studied abroad and graduated or four percent of the total count) to show a statistical significance (Malmgren & Galvin, 2008). This study utilized a stratified sampling technique, identifying study abroad students by cohort and developing a sample of that cohort to increase the percentage of study abroad participants (Ary et al., 2014).

Second, previous authors have not ascertained how study abroad affected at-risk graduation factors, thus correlating study abroad to other retention methods. The variables defining at-risk students in concordance with this study are low-income (receiving Pell Grant), minority race, academic preparedness, and first-generation (Chatterjee et al., 2018). Including early academic behaviors such as entrance exam scores, broaden the conversation to include effects on student academic performance (Chatterjee, et al., 2018; Millea, et al., 2018). Utilizing data collected for enrollment allowed the study to demonstrate how study abroad affected students who began their collegiate careers at a lower academic standing as well as those who did not (Chatterjee, et al., 2018; Millea et al., 2018).

This study examined study abroad as a high-impact practice that takes place during the academic and social system interaction (Kuh, 2008; Tinto, 1975). By redefining the target audience and stratifying the sample size, a more accurate picture of students who study abroad and their perseverance to graduation will be examined more closely (Ary et al., 2014; Becker, 2000; Malmgren & Galvin, 2008). Multiple binary regression analyses were performed to assess each of the six-year periods separately, as well as two three-year regressions, and a full six-year analysis to determine the likelihood of the variables affecting graduation (Creswell & Plano Clarke, 2018).

Additional university departments' data became necessary to reflect retention outcome measures practiced on the selected campus. Number of semesters spent in on-campus housing emulated learning communities (Lei et. al, 2011). Students' community service hours equated experiential learning opportunities (Hedin, 2010). Students' number of leadership positions within student organizations equated to self-efficacy (Museus, 2011).

In order to answer the question of how studying abroad affected graduation, the supporting qualitative research allowed study abroad students an opportunity to define what the experience meant to their collegiate studies through a questionnaire and multiple focus group sessions (Taherdoost, 2019). The qualitative research focused on study abroad as a retention method, defining the experience in terms of building relationships, making kinesthetic connections between course work and career pathways, and defining global awareness as part of self-efficacy.

Research Design

A sequential exploratory research design comprised of primary quantitative analysis and a supporting qualitative evaluation lead to a holistic view of the research (Creswell & Plano Clark, 2018). This study examined statistical significance and predictability to graduation, as well as students' understanding of their international experience, in relation to retention outcomes and graduation learning objectives as defined by the literature (Creswell & Guetterman, 2019). The quantitative piece of the research used regression analysis to define study abroad as a retention method, comparing Study Abroad's impact on Graduation to other retention modalities, as well as the impact of at-risk variables negating student graduation. Statistically defining study abroad as a retention method does not answer the question of the number of students who do not study abroad and do graduate.

The qualitative piece of the research intended to support the quantitative findings allowed students to identify their study abroad experiences in terms of learning objectives and retention outcomes identified in the literature (Bishop, 2016; Chatterjee et al, 2018; Lei et al., 2011; Williams, 2005). All study abroad participants were given the opportunity to respond through a questionnaire, participate in a focus group, or both (Ary et al., 2014). Understanding how students defined their experiences answered the questions left by the unidentified variables when discussing retention (Tinto, 2012). The itemized rating scale allowed comparisons of students' feedback while the focus group promoted discussions of the interactions (Taherdoost, 2019).

Only through the utilization of both quantitative and qualitative data does the ability to define study abroad as a retention modality become clear (Creswell & Plano Clark, 2018). Regression analysis indicated the increased ratio of students graduating after participating in study abroad programs (Hahs-Vaughn & Lomax, 2020). Study abroad students supported the data by explaining how international travel expanded their experience with retention outcomes and graduation learning objectives (Creswell & Guetterman, 2019). The research questions guiding the study are:

RQ1: How does studying abroad affect graduation for students at a public Historically Black College/University in the southeast?

RQ2: How do students who have studied abroad describe their experience in terms of retention outcomes and graduation learning objectives?

Setting

A public, historically black university (HBCU) located in southeastern Georgia was selected because of the availability of study abroad data including contact information for current students as well as alumni. Although the information regarding at-risk statistics (race, income,

first-generation status, and entrance exam scores) is not hosted with the study abroad information, each department has up-to-date information that can be delineated to obtain the data necessary for research.

The International Education Center (IEC) reports study abroad data annually to Institute for International Education (IIE). The Office of Institutional Research, Planning, and Assessment (IRPA) reports enrollment statistics to both the University System of Georgia (USG), and the Southern Association of Colleges and Schools (SACS), the university's accrediting body. IIE, USG, and SACS hold the university accountable for the accuracy of the submitted data.

Beginning with the IEC's student lists from 2010 to the present, student study abroad identification numbers were sent to the IRPA to identify study abroad student cohorts. IRPA information included at-risk data for each student in the cohort. At-risk factors include low income (Pell Grant eligibility), first-generation status, race, and entrance exam scores (Chatterjee et al., 2018; Millea et al., 2018; Sutter & Paulsen, 2016). The Office of Student Affairs (OSA) provided data to combat low statistical power and to account for retention efforts taking place on campus. Semesters on campus correlated to the experience of a learning community (Landcaster & Lundberg, 2019; Lei et al., 2011; Ruth et al., 2019), community service hours equated to experiential learning objectives (Hedin, 2010; Kuh, 2008; Millea et al., 2018), and organizational leadership mirrored self-efficacy outcomes (Young et al., 2011; Museus, 2011; Sutter & Paulsen, 2016).

Quantitative research techniques

Research question 1: RQ1: How does studying abroad affect graduation for students at a public Historically Black College/University in the southeast?

In order to examine this question, six cohorts of university students from different enrollment years were selected and regression analysis was performed to determine if studying abroad has a statistically significant relationship to graduation. Other variables utilized in the analysis were at-risk variables as defined by low-income (Pell Grant recipients), first-generation, academic preparedness, and race (Chatterjee et al., 2018; Millea et al., 2018; Federal Pell Grants, 2020). This unique research question utilized a stratified sampling of the cohorts (Ary et al., 2014). The number of students who study abroad in comparison to the number of students who enroll in any institution will be dramatically different, making direct comparisons difficult to measure. According to NAFSA (2018), less than 30% of all college graduates will take the opportunity to study abroad demonstrating the difficulty in comparing the number of those who do study abroad in a direct correlation to those that do not study abroad.

Sampling Techniques: To determine the appropriate sample size, the cohort with the most study abroad students from 2010-2019 was identified. The sample size is extremely important for the validity of the quantitative data analysis (Ary et al., 2014). The cohort, defined by USG, is the number of first-time enrolled, first-semester students who enrolled during the same semester (Welcome to USG by the numbers, 2020).

In looking at the first selected cohort, fall semester of 2011 as the student entry point, 1,468 began the semester together. A total of 22 students who started their collegiate careers in 2011 studied abroad before graduating. The ideal sample size needed from the target audience was 305 for 95% confidence level and a 5% margin of error (Qualtrics, 2020). The sampling procedure became an amalgamation of stratified and random sampling to compare study abroad student graduation rates to graduation rates of students who did not study abroad accurately (Ary et al., 2014; Creswell & Guetterman, 2019).

Data Collection Procedures: IRPA is required to collect and report data annually to the USG regarding student demographic information such as first-generation, Pell Grant eligibility, entrance exam scores, and race (Chatterjee et al., 2018). IEC is required to maintain data records on students who study abroad and to report annually to IIE the number of students and locations to where they travel. The two databases are not combined for annual reporting as the reports are due to two different entities.

The databases for IEC study abroad participants were gathered first so that cohort identification can take place. Once the cohort with the most study abroad participants was identified, the cohort data was requested from IRPA and OSA and placed into an electronic spreadsheet. All student information was collected regarding at-risk status: first-generation, Pell Grant eligibility, entrance exam scores, and race (Chatterjee et al., 2018).

All obtained data used student ID numbers from an electronic spreadsheet for identification. Subsequent columns in the database identified each of the variable categories. Dichotomous variables of study abroad, graduation, first-generation, and Pell Grant eligibility, used 0 for students who did not fall into the category and 1 to identify the students that did. National test scores, number of semesters in student housing, number of volunteer hours, and number of semesters in student leadership were continuous variables.

The study abroad student information was removed from the cohort and placed in a separate spreadsheet. The non-study abroad student numbers were randomized and used to complete the remaining stratified sample. Once identified, both study abroad and randomized student lists were combined to make the entirety of the cohort. The appropriate size for each stratified sample for the entire sample was determined by the size of the cohort (Qualtrics, 2020).

As previously stated, it will be vitally important to stay within the 95% confidence level and not exceed 25% of the total population (Creswell & Guetterman, 2019).

Data Analysis Procedures: The stratified sampling process was repeated for study abroad cohorts from 2011-2016. Ensuring the target population contains a higher percentage of study abroad students than a mere, random sampling of the cohort allowed a clear and defined examination of the effect study abroad has on student graduation (Ary et al., 2014). Each stratified sample had a unique worksheet within the electronic database. A statistical software program was utilized to perform multiple binomial regression for cohorts 2011-2016. All assumption analyses were conducted to ensure the quality of the statistical model (Ary et al., 2014). A closer examination of a potential 6-year trend for study abroad students and graduation in comparison to non-study abroad students and graduation assessed whether studying abroad can be seen as a predicting factor for graduation.

Using a regression model for each cohort allowed an analysis of independent variables' relationship to the dichotomous dependent variable, graduation. The equation for regression $Y_i = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8 + \epsilon_i$ demonstrated the statistical relationship of each of the variables to the dependent variable, graduation (Y_i) (Hahs-Vaughn & Lomax, 2020). The predicted outcome (Y_i), where a is equal to the Y intercept and the predictor variables are equal to X , the regression coefficients are b_k , and the residual equals ϵ . For this study, the categorical variables are study abroad (X_1), Pell eligibility (X_2), and race (X_7). Interval variables for the model include test scores (X_3), learning community proxy or number of semesters in on-campus housing (X_4), volunteer hours or experiential learning proxy (X_5), and number of semesters in student leadership or self-efficacy proxy (X_6). For cohorts 2014-2016, the

categorical variable, first-generation (b_8X_8) was included due to data available from the selected institution.

Because the dependent variable is dichotomous, a binomial regression was most appropriate to analyze all six cohorts to determine the likelihood of each independent variable assisting students matriculating to graduation. To determine likelihood probability measures, logit regressions require larger datasets making the combined cohorts the better models for output. The equation for binomial regression is similar to the logistic regression model, however, because Y_1 has only two possibilities for measure, in this case, Y_0 or did not graduate, and Y_1 or graduated. The equation becomes $Odds (Y=1) = P (Y=1)/1-P(Y=1)$ as the mathematical output determines the probability of the two outcomes, for this study whether or not a student graduates if any of the independent variables are present (Hahs-Vaughn & Lomax, 2020).

Assumptions based on the literature would suggest all variables would be statistically significant to the dependent variable, graduation. The retention variables, study abroad, proxy learning communities, proxy experiential learning, and proxy self-efficacy, should indicate positive interaction while the at-risk variables, Pell eligibility, national test scores, race, and first-generation status, would indicate negative relationships.

Qualitative research techniques

Research question 2: RQ2: How do students who have studied abroad describe their experience in terms of retention outcomes and graduation learning objectives?

The supporting qualitative piece of this study concentrated on an itemized rating scale questionnaire and four focus group conversations (Taherdoost, 2019). Two focus groups were comprised of study abroad participants who graduated. One group comprised of currently enrolled students who studied abroad. One group of study abroad participants included those

who have not graduated or been enrolled for two or more semesters, also known as students who stopped out (Creswell & Plano Clarke, 2018). The open-ended questions were developed to leave room for students to have discussions around their experience (Creswell & Guetterman, 2019).

With the group who did graduate, the discussion and questionnaire centered on the study abroad program experience. Discussion questions focused on whether students believe studying abroad helped in their collegiate career specifically their matriculation to graduation. As with the questionnaire, focus group conversations centered on graduation learning objectives defined by the literature for retention outcomes. Students' reflections on their study abroad experience were measured more in their understanding of the learning outcomes as defined by the literature than their understanding of how traveling prepared them to graduate (Creswell & Plano Clarke, 2018).

For those students on track to graduate after their study abroad experience, both questionnaire and focus group questions focused on what studying abroad has meant to them and to their futures. While the future cannot be predetermined for these students, understanding whether studying abroad helped them gain a better comprehension of retention outcomes and graduation learning objectives, as defined by the literature, is pertinent to the research. Students may not explain study abroad in terms of their graduation without being prompted but asking questions in comparison to their in-class experience will lead to the phenomenology surrounding study abroad's impact (Creswell & Plano Clarke, 2018).

For those study abroad students who did not graduate and have not enrolled for two or more semesters, also called stopped out, the questionnaire and conversation included questions about their decision to leave school, whether or not they intend to return, and what role, if any,

study abroad played their decision-making process. Understanding the weight of what causes the student to stop out will shed light on what allows students to persevere as well as identify within the research what study abroad brings to the experience (Creswell & Plano Clarke, 2018; Tinto, 1975). It is important to understand how study abroad affects students who graduate as well as those who do not (Creswell & Plano Clarke, 2018).

Conversations with graduates, as well as non-graduates, examined whether or not their study abroad program helped them with international interactions, global awareness, and student engagement (Chang et al., 2013; Crowne, 2013; King & Thorpe, 2012; Lancaster & Lundberg, 2019). These components, as previously identified in the literature, are important pieces of the collegiate experience and ultimately for graduation. Participants were also asked questions regarding learning objectives, identified from learning communities, student self-efficacy, and experiential learning, to identify the relationship between study abroad and the successes related to other retention strategies (Bartimore-Aufflicka et al., 2016; Lei et al., 2011; Walsh & Walsh, 2018). Questions touched on at-risk variables and the relationship to their collegiate career; however, caution dictated a need not to ask identifying questions as the questionnaire and discussion were to be anonymous.

The itemized rating scale questionnaire focused on questions formulated from the literature to gain a better understanding of how students relate their study abroad experience with learning objectives identified as retention and graduation successes. Each questionnaire began with the same seven questions linked to an identified learning objective from the literature. The one to ten scale measures allowed for a clearer understanding of student perception because no true neutral score existed. Scores of 5 (neutral scaling negative) or 6 (neutral scaling positive) are possible utilizing this technique (Lant, 2013). The same seven questions are as follows:

- 1) On a scale of 1 to 10 with 10 being the highest score, would you say you made friendships in the country you visited that changed the way you thought about the country's culture prior to the trip? (Learning objectives – international interaction and cultural awareness (Chang et al, 2013; Crowne, 2013; Pashby, 2011))
- 2) Did studying abroad encourage you to consider working overseas after graduation? (Learning objective: global awareness (Ballam, 2014; Bonet & Walters, 2016; Molony et al., 2011))
- 3) Would you say the study abroad professor was someone you would reach out to after graduation, more so than your other professors? (Student engagement and learning communities (Landcaster & Lindberg, 2019; Lei et al., 2011; Ruth et al., 2019))
- 4) Would your peers from your study abroad trip be people you would reach out to after graduation, more so than other classmates? (Student engagement and learning communities (Landcaster & Lindberg, 2019; Lei et al., 2011; Ruth et al., 2019))
- 5) On a scale of 1-10 with 10 being the most, how independent did you have to be while traveling overseas as compared to when you are in the United States? (Self-efficacy (Museus, 2011; Sutter & Paulsen, 2016; Young et al., 2011))
- 6) On a scale of 1-10 with 10 being the most, how much more do you think you learned about your class subject matter while being in another country than you would have learned in a classroom on campus? (Experiential learning (Hedin, 2010; Kuh, 2008; Millea et al., 2018))
- 7) If you would be willing to participate in a focus group discussion to further explore these questions, please leave your cell phone number and schedule preferences (days and times) in the space below.

For students who graduated, they will have one additional question to see if they identify study abroad as a methodology to get to graduation (Experiential learning (Hedin, 2010; Kuh, 2008; Millea et al., 2018))

8) Think about a friend of yours who struggled or failed to graduate. Do you think if they had participated in a study abroad program it would have helped them succeed?

For the students who have not graduated or have not been enrolled at the university for two or more semesters, they will have two additional questions:

8) As a student who did not complete classes at (the university), do you intend to finish your undergraduate courses at another university?

9) Do you think studying abroad influenced your decision regarding your collegiate pathway?

These additional questions honed in more specifically on the student's decision to leave the university while trying to ascertain their desire to complete their degree program. Each question included a follow-up optional section where students could choose to give additional feedback. The intention, for those willing to participate in the focus group, would be to gain more insight into the students' questionnaire responses. While the quantitative data can statistically draw inferences between graduation and studying abroad, only participants can fill the gaps in understanding why studying abroad affected their course completion.

Focus groups allowed students the opportunity to give additional information they may not have identified in the questionnaire process (Creswell & Plano Clarke, 2018). Questions, while similar in structure to the questionnaire, dove more deeply into the student experience with the learning objectives and retention outcomes. The first seven questions for all three groups were the same:

General questions:

- 1) Tell me a little about your academic background and your decision to come to college.
- 2) What were some of the biggest influences on your decision to study abroad?

International interactions/cultural awareness:

- 3) Tell me about a time that you interacted with a native from the country you were visiting and you felt as though the two of you had more in common than not. Start the description with how the two of you came into contact with one another.

Global awareness:

- 4) Thinking in terms of your career pathway, had you considered working overseas prior to studying abroad? What about after your class?

Student engagement/learning communities:

- 5) Describe for me the relationships you built on your study abroad program, specifically in terms of the relationship with your classmates/peers as well as your professor/study abroad program manager.

Self-efficacy:

- 6) What, if anything, did studying abroad teach you about yourself?

Experiential learning/High-Impact Practice:

- 7) What takeaways from your study abroad class time do you think you could not have received in the classroom?

As with the questionnaire, the ending questions change depending on which category the student falls, graduate, current student, or stop-out. The additional questions are:

For graduates:

- 8) Think of a friend who started classes with you but struggled or did not graduate. Do you think study abroad would have helped them? Why or why not.
- 9) Do you think studying abroad affected your path to graduation and/or your career path?
- 10) What question did I not ask that you wish I had?

For current students:

- 8) Think of a friend who started classes with you but has stopped taking classes or is struggling to complete their program. Do you think study abroad would have helped them? Why or why not.
- 9) Do you think studying abroad affected your path to graduation?
- 10) What question did I not ask that you wish I had?

For students not registering for 2 or more semesters:

- 8) Why did you leave the university? Do you think you will return to finish?
- 9) Do you think studying abroad affected your path to graduation?
- 10) What question did I not ask that you wish I had?

Sampling Techniques: In working with IEC, student study abroad lists from 2010-2019 were collected and identified by student ID number. The IEC's database of student contact information was utilized to connect with study abroad participants. The participant database was divided into three categories: graduates, still enrolled, or stopped-out. All study abroad participants were contacted and given an opportunity to participate.

Study abroad participant email addresses were used to send instructions on how to complete the attached questionnaire. Some students were sent requests via social media platforms and instructed to be on the lookout for the email. One question in the questionnaire

allowed participants the option to leave their phone number if they choose to participate in focus group conversations.

Students who received the questionnaire were able to answer the questionnaire, participate in the focus group, participate in both options, or participate in neither option. Of the 206 study abroad participants from 2010-2019, 49 (23.79%) answered the questionnaire and 15 (7.28% of the full sample, 30.61% of the questionnaire respondents) participated in the focus group discussions.

The voluntary sampling technique while given to participant bias was the most effective method in which to obtain feedback on experiences. Former participants were reached on social media platforms, text messages, and group messaging platforms to obtain the necessary percentages of participants. More than the typical ten percent chose to participate in the questionnaire and of those questionnaire submissions, 30% participated in the focus group.

Data Collection Procedures: Students were categorized into one of three groups: graduated, enrolled, or stopped out. Emails and questionnaires targeted each of the categories of students. Each questionnaire gave the option for the student to participate in a focus group conversation by leaving a contact number, to participate in the survey, or to do both. Focus group conversations took place online for presumed ease of participation for students whose schedules and locations may not allow for in-person conversations. Focus groups were divided into the same three categories: graduate students who studied abroad, study abroad students who are on track for graduation, and study abroad students who did not graduate.

An online platform was used to create and send questionnaires to potential participants. All responses were collected on the platform. Names were not connected with the responses to maintain anonymity for the participants.

Students who chose to participate in the focus group were sent links to a virtual communication platform. All conversations were recorded in the virtual platform. The platform offered a downloadable transcription of the conversations. These transcriptions were monitored and corrected as needed. All student names were redacted to protect the participants.

Data Analysis Procedures: Analyses of the itemized rating scale questions were evaluated for mean, median, mode, and standard deviation as well as the percentage of responses in each category. Evaluating student responses to questions covering multiple subjects minimizes the appropriate data analysis. Because the questions referred specifically to multiple retention outcomes, and not to similar questions and responses, quantitative analysis such as Cronbach's alpha was not appropriate (Creswell & Plano Clarke, 2018). Students' response sections were also evaluated using thematic analysis similar to the themes identified for the focus group conversations (Creswell & Plano Clarke, 2018).

Focus group conversations were recorded and transcribed. Student names were redacted to protect the participants. Transcripts were uploaded into a thematic evaluation software package for coding identification. Identified themes were selected from retention outcomes and graduation learning objectives from the literature.

Because the questionnaire and focus group questions focused on students' interpretations of experiences, it is logical to assume more consensus was reached than discord. The intent was to identify how students value their individual study abroad experiences on their own graduation achievement (Creswell & Plano Clarke, 2018).

While students may not automatically make the connection, constructs identified in the literature such as international integration, global awareness, and student engagement will play an important role in the conversation. Students were asked directly whether they believe that

their study abroad program assisted them with getting to graduation. Their responses were key to determining how students view the relationship between study abroad experiences and program completion (Creswell & Plano Clarke, 2018).

Evaluating the data gathered through both research methodologies explained the relationship between studying abroad and graduation. The multiple regression analysis determined the likelihood ratio relationship between the variables. The discussion with students who identify as having combinations, if not all, researched variables filled the blanks between the numbers, describing how study abroad assisted students in matriculation to graduation (Creswell & Plano Clarke, 2018). One would also presume students would not identify study abroad as a reason for graduation, however, the qualitative research intended to determine if students who study abroad have stronger interactions with the retention outcomes and graduation learning objectives than their peers who chose not to travel abroad.

Chapter 4

RESULTS

This research study was conducted to gain a better understanding of study abroad and its effects on graduation. This explanatory sequential research design first gathered quantitative data to analyze how study abroad influenced graduation. The quantitative analysis examined the statistical data of students who chose to study abroad in comparison to those who did not. The supporting qualitative analysis, allowed students to describe their experience with study abroad using learning objectives and retention theory outcomes as defined in the literature. The holistic research approach intended to utilize study abroad participant feedback to answer the questions discovered in the regression analysis; how does participating in a study abroad program impact graduation? This chapter contains the results of both methods in relation to the research questions.

Data collection: Quantitative research

RQ1: How does studying abroad affect graduation for students at a public Historically Black College/University in the southeast? Student databases for the International Education Center (IEC) were used to obtain names and student identification numbers for all students who studied abroad during their time at the selected institution. The six years with the highest numbers of study abroad participation at the identified institution were the fall semesters of 2011-2016. Student IDs, Pell Grant eligibility, entrance exam scores, first-generation status, race, and ethnicity identified all students who enrolled in each of the years. Identifying each cohort as the target audience allows for the stratification of sample sizes for each year, which combats a low statistical power (Ary et al., 2014).

Although race was identified in the literature as an at-risk factor, the selected university, a Historically Black College or University, averages a majority of African American student body, 88.9% - 93.2% during the selected years. Identifying the race factors as a dichotomous, categorical variable was the best way to combat multicollinearity issues.

Once identified, the stratified cohort for the fall semester of 2011 included 304 total students, 23 of whom studied abroad prior to graduation. The first-generation statistic indicated only two students of the entire class for the self-identified category. For the entire cohort, only twelve students identified as first-generation students. The 2012 cohort included only 10 students out of 1,348 enrollees. The number increased drastically to 425 in 2014. Because of the undefined discrepancy, the variable was not included in the analysis for the 2011-2013 cohorts but will be included in the 2014-2016 cohort year. The full six-year analysis excluded the variable for the sake of consistency.

The binomial regression analysis was conducted to determine the predictability of the independent variables to the dependent variable. The dichotomous nature of the dependent variable, graduation (yes or no), indicated the best equation to determine the odds ratios existing between the dependent variables as:

$$\text{Odds } (Y=1) = P(Y=1)/1-P(Y=1)$$

Where the probability of graduation is represented by $Y=1$ and equates .50 odds ratio, and $1-P(Y=1)$ is not graduating and the odds ratio is equal to 1.00. Thereby integrating each of the variables to determine whether or not a student graduates, the equation becomes:

$$\ln[P(Y=1)/1-P(Y=1)] = \text{Logit}(Y) = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8$$

For this study, the categorical variables are study abroad (X_1), Pell eligibility (X_2), and race (X_7). Interval variables for the model include test scores (X_3), learning community proxy or number of semesters in on-campus housing (X_4), volunteer hours or experiential learning proxy (X_5), and number of semesters in student leadership or self-efficacy proxy (X_6). For cohorts 2014-2016, the categorical variable, first-generation (X_8) was included due to data available from the selected institution. For this model, α is the sample intercept and β represents the one unit change used to calculate the prediction (Hahs-Vaughn & Lomax, 2020).

The initial run of the stratified dataset led to continued low statistical power results ($R^2 = .148$) in the regression analysis. The number of students, who studied abroad and graduated, compared to those that did not study abroad and graduated, was not a large enough percentage of the successful graduates to state a significant statistical correlation.

Tinto's (1975) Retention Theory and Kuh's (2008) High-Impact Practice Theory along with Hedin's (2010) Experiential Learning Theory which were used as the basis for the theory guiding this study included additional formulaic reasoning for students completing their academic careers. Available data from the selected university included the number of semesters spent in on-campus housing (Proxy Learning Communities), number of volunteer hours (Proxy Experiential Learning), and number of semesters spent as executive board members for student clubs (Proxy Self-Efficacy) (Bonet & Walters, 2016; Millea et al., 2018; Sutter & Paulsen, 2016). Incorporating these variables added to the statistical power of the model (Ary et al., 2014).

Table 1

Assumption test outcomes for each cohort

	2011	2012	2013	2014	2015	2016
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Null prediction overall percentage	63%	67.6%	68%	68.7%	73.9%	75%
Model prediction overall percentage	85.10%	79.2%	87.6%	85.4%	85.1%	86.8%
Omnibus test	<.001	<.001	<.001	<.001	<.001	0.831
(-2 log likelihood)	238.448	251.277	197.822	204.784	185.601	168.672
Cox & Snell R-sq	0.412	0.252	0.414	0.381	0.332	0.396
Nagelkerke R-sq	0.562	0.351	0.579	0.535	0.486	0.587
Hosmer & Lemeshow	<.001	0.003	<.001	0.323	0.006	0.831
Constant only model	399.210	326.385	344.779	333.296	285.925	305.910
Critical value	12.592	12.592	12.592	14.067	14.067	14.067
Press's Q	149.733	39.472	102.049	55.42	44.590	82.051
White test	0.573	0.062	0.293	0.009	0.314	0.003
Durbin-Watson	1.985	2.135	2.133	2.073	1.828	1.969

The data added to the trial cohort (2011) increased the model's statistical power (R-squared) to a range of .412 - .562, or a maximized 56.2% variance, representing a stronger statistical relationship between the variables and therefore a better fit for the binomial regression model. The statistical power range dipped in 2012 and 2015 however the average range of R-squared for the 6 years is .365 - .517. The statistics reflect the low-end measurement as Cox and Snell R-squared test and Nagelkerke R-squared test respectively, indicating there are a number of unmeasurable factors assisting students to graduation however the model has strong statistical power for predicting graduation likelihood (see Table 1).

The assumption of independence is met with residual statistics as listed in Appendix A-F. Cook's Distance values within the recommended range of 1.0 indicate little to no influence of outliers. Because the dependent variable is binary as are three of the independent variables, some linearity is expected. This is also the reason for including the larger, combined datasets as a binary regression model when looking at the six years of cohorts as a whole. Examining the smaller datasets individually gives a greater understanding of the components of the larger analysis.

The Durbin-Watson (DW) test of independence of residuals indicated no statistical significance for any of the six-year cohort. With all levels measuring 1.828 – 2.135, no values less than one or greater than three, the assumption is met. Normality, reflected in Appendix G utilized the mathematical equation of adding the sum of the errors. As all numbers equal zero, normality is met. Finally, collinearity is measured by variance inflation factors (VIF). As all the values are between 1 and 10, the assumption of non-collinearity is met (see Tables 2 – 7).

Binary logistic regression analysis compared the likelihood of correctly predicting the outcomes of the dependent variable at random with the model to include the variables to discuss the model's fit. The average change between the cohorts is 15.5% increase, the highest being 2011 at 22.1% and the lowest being 2015 at 11.2%. One possible explanation for the decrease in prediction rate is the differentiation between four-year and six-year graduation rates (Doyle, 2010). The graduation rate in 2014 was 30.7% while the rate in 2015 was 25.7% and 21.35% in 2016, which may mean, as of this study, some students had not yet graduated due to the length of their program.

Unfortunately, Hosmer and Lemeshow (HL) results did not confirm the goodness-of-fit reflected in the predictability differential indicated between the null hypothesis and the model. Only the 2014 and 2016 tests were able to ascertain goodness of fit with HL. Heteroscedasticity occurs when the value of the independent variables is too closely related to the reaction of the dependent variable, which meant a binary dependent variable increased the likelihood (Ary et al., 2014). The White test indicated heteroscedasticity was present and therefore the robust standard errors adjustment was necessary (Hayes & Cai, 2007). While 2014 and 2016 reflected positive results, the robust measurement was included for all years for continuity (Hayes & Cai, 2007). Other goodness of fit tests, Press's Q and critical value comparison, are frequently used for

binomial regression analysis (Hahs-Vaughn & Lomax, 2020). Press's Q uses the equation $Q = \frac{[N-(nK)]^2}{N(K-1)}$ to determine statistical significance of the appropriate predictors (Hahs-Vaughn & Lomax, 2020). Tables 4.1, 4.2, and 4.3, reiterated the -2 Log Likelihood is larger than the critical value, and therefore the model is a better predictor of the outcome than the null hypothesis. The Critical Value measures the sample size and the number of correctly classified cases against the chi-square critical value, and in this model, the test indicates the predictions are statistically better than chance (Hahs-Vaughn & Lomax, 2020).

Table 2

Binomial analysis for cohort 2011

2011	B	S.E.	Wald	df	Sig.	Exp(B)	VIF
Pell eligibility	-0.066	0.056	1.390	1	0.244	0.627	1.065
National Test Scores	0.000	0.000	0.224	1	0.392	1.000	1.056
Race	-0.157	0.092	2.512	1	0.088	0.389	1.041
Study Abroad	0.377	0.081	0.000	1	<.001	950293474.1	1.198
Proxy Learning Community	0.071	0.007	46.471	1	<.001	1.493	1.112
Proxy Exp. Learning	0.004	0.002	2.514	1	0.015	1.131	1.114
Proxy Self-Efficacy	0.012	0.014	1.180	1	0.398	1.158	1.230

Evaluating each cohort independently gives an overall view of how each of the independent variables interacts with graduation. The Sig. statistic represents the p-value of the equation, meaning any value less than .05, the variable is statistically significant to graduation. The retention variables of Study Abroad, Proxy Learning Community, and Proxy Experiential Learning are statistically significant, increasing the likelihood of students getting to graduation.

The B coefficient Pell eligibility and Race are not statistically significant although the B coefficient indicates a negative impact as expected from the at-risk definition found in the literature. Exp(B) values represent odds ratios of the impact of the independent variable on the dependent variable. The odds of students graduating are nearly 1.5 times higher for students who

stay in on-campus housing (Proxy Learning Community) for an additional year than those who do not. Pell grant recipients are 62% less likely to graduate than those who do not receive federal financial aid. National testing scores, according to cohort data for 2011, do not affect graduation; they are neutral in their interaction with graduation.

Although, Study Abroad as a retention method is statistically significant, the high percentage points represented in the calculated Exp(B) reflect that 100% of the students who started courses in 2011, and studied abroad, all graduated. Expressing the likelihood in a larger dataset, either the three-year or the six-year cohorts, appears as an actual odds ratio as opposed to what is presented with this smaller dataset. Binomial regressions work best with larger datasets, the more cases that can be evaluated for probability, the higher the percentage of model predictability (Hahs-Vaughn & Lomax, 2020). While the individual cohorts meet the standard of cases per independent variable, the binary nature of the dependent variable means the more cases the more accurate the prediction model, which is why the 2011-13, 2014-16, and 2011-16 combined cohorts are more precise for analysis.

Table 3

Binomial analysis for cohort 2012

2012	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	0.006	0.062	0.040	1	0.929	1.087	1.066
National Test Scores	0.000	0.000	0.148	1	0.018	1.001	1.092
Race	-0.023	0.082	0.003	1	0.777	0.974	1.097
Study Abroad	0.231	0.119	3.657	1	0.053	3.258	1.120
Proxy Learning Community	0.044	0.01	16.019	1	<.001	1.238	1.238
Proxy Exp. Learning	0.003	0.001	3.52	1	0.003	1.018	1.442
Proxy Self-Efficacy	0.022	0.011	3.736	1	0.056	1.634	1.296

From the 2011 cohort to 2012, Proxy Learning Community and Proxy Experiential Learning remain significant with a p-value < .05. Both statistics increase the likelihood of students matriculating to graduation. National Test Scores are statistically significant to

graduation but are neutral B coefficient, meaning a one-unit change does not increase nor decrease the likelihood of graduating. Study Abroad and Proxy Self-efficacy are nearly significant, missing the .05 parameter by .003 and .006 respectively. Both B coefficients reflect an increase in the likelihood of students completing their college degrees. In this scenario, study abroad increases the odds ratio of graduating by 3.258. The B coefficient with a negative impact on graduation is race; however, the variable itself was not statistically significant to graduation.

Table 4

Binomial analysis for cohort 2013

2013	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	-0.007	0.049	0.113	1	0.894	0.860	1.068
National Test Scores	0.000	0.000	0.000	1	0.903	1.000	1.070
Race	-0.010	0.053	0.004	1	0.846	0.965	1.099
Study Abroad	0.364	0.090	11.242	1	<.001	11.036	1.047
Proxy Learning Community	0.076	0.008	48.919	1	<.001	1.608	1.344
Proxy Exp. Learning	0.001	0.000	4.087	1	0.006	1.016	1.315
Proxy Self-Efficacy	-0.002	0.007	0.062	1	0.833	1.043	1.218

For cohort 2013, Study Abroad, Proxy Learning Community, and Proxy Experiential Learning are statistically significant with Sig. or p-values equating < .05 at the 95% confidence interval. Study abroad again reflects a high impact with graduation with Exp(B) reflecting an odds ratio of 11.036 however 23 of the 27 study abroad participants in 2013 graduated equating a high probability ratio. Pell eligibility and Race do indicate lessening the odds of getting to graduation, as predicted in the literature; however, neither variable is statistically significant in its effect. Again, National Test Scores indicate a neutral interaction with graduation, which is outside the expected prediction based on the literature surrounding graduation at-risk factors.

Table 5

Binomial analysis for cohort 2014

2014	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
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Pell eligibility	-0.004	0.057	0.040	1	0.940	1.097	1.100
National Test Scores	0.000	0.000	0.002	1	0.961	1.000	1.106
First-Generation	-0.016	0.046	0.092	1	0.729	0.885	1.063
Race	-0.154	0.071	4.075	1	0.032	0.327	1.080
Study Abroad	0.418	0.101	10.293	1	<.001	11.126	1.008
Proxy Learning Community	0.066	0.009	49.312	1	<.001	1.469	1.166
Proxy Exp. Learning	0.003	0.001	7.803	1	<.001	1.017	1.292
Proxy Self-Efficacy	0.010	0.012	0.667	1	0.388	1.135	1.287

Cohort 2014 includes the at-risk, binomial variable First-Generation, as do cohorts 2015 and 2016. Recognizing the unreliable measure of the statistical data for First-Generation, it is a self-reported statistic and revealed a lack of consistency in the selected university's reporting structure, the option of removing it completely from the model was discussed. The decision to keep First-Generation as a statistic hindered on the federal funding appropriated to first-generation student success (U.S. Department of Education, 2021). Because the statistic is utilized to increase funding for various programs at higher education institutions, it felt necessary to include it, even with the varying dataset received from the chosen university (U.S. Department of Education, 2021). According to this model of the data, First-Generation status is not statistically significant to graduation, with a p-value $> .05$, however, the B coefficient reflects a negative interaction with graduation, as expected.

Retention variables Study Abroad, Proxy Learning Community, and Proxy Experiential Learning are statistically significant with the Sig. (p-value) $< .05$. Each variable interacts positively with graduation according to the B coefficient. Students participating in one hour of community service increase their likelihood of graduating by more than 100% according to Exp(B). Those remaining as on-campus residents for an additional semester, increase their likelihood of graduating by a ratio of 1.469. Study Abroad indicates an increased likelihood ratio of 11.126, however, the smaller cohort size makes this statistic more reliable with the larger,

combined datasets. Race is statistically significant. According to this cohort, African American students are less likely to matriculate to graduation. Race as binomial statistic will reflect more accurate likelihood ratios with the larger combined cohort data. Because the selected university averages 90% African American students and has a graduation rate of 40%, binomial data on smaller datasets will not be as accurate as with the larger datasets.

Table 6

Binomial analysis for cohort 2015

2015	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	-0.114	0.059	0.002	1	0.940	0.979	1.070
National Test Scores	0.000	0.000	0.586	1	0.510	1.001	1.094
First-Generation	0.005	0.045	0.749	1	0.913	1.421	1.045
Race	0.059	0.052	1.148	1	0.259	1.751	1.095
Study Abroad	0.047	0.121	0.645	1	0.697	1.836	1.241
Proxy Learning Community	0.067	7.524	35.867	1	<.001	1.446	1.140
Proxy Exp. Learning	0.002	2.299	6.059	1	0.022	0.947	2.654
Proxy Self-Efficacy	-0.003	-0.199	0.215	1	0.842	0.947	2.266

Cohort 2015 continues the trend of Proxy Learning Community and Proxy Experiential Learning as positive, statistically significant interactions with graduation. Students residing on campus for one additional semester increase their likelihood of graduating by a ratio of 1.446. Students participating in at least one hour of community service increased their likelihood of graduating by 97.7%. Pell eligibility, although not statically significant was the only at-risk variable with a negative impact on graduating. The surprising statistic from this cohort, although not statistically significant, was Proxy Self-Efficacy presenting with a negative impact on student graduation. This is the only cohort reflecting a negative impact on graduation from the variable Proxy Self Efficacy. Race and Study Abroad were not statistically significant, however; both B coefficients interacted positively with graduation. National test scores remained a neutral statistic.

Table 7

Binomial analysis for cohort 2016

2016	B	S.E.	Wald	df	Sig.	Exp(B)	VIF
Pell eligibility	-0.057	0.057	1.798	1	0.321	0.709	1.126
National Test Scores	0.000	0.000	0.515	1	0.465	1.000	1.057
First-Generation	-0.012	0.041	0.105	1	0.768	0.709	1.106
Race	-0.079	0.061	2.215	1	0.202	0.449	1.089
Study Abroad	0.611	0.084	0.000	1	<.001	8.704	1.042
Proxy Learning Community	0.042	0.009	24.930	1	<.001	1.415	1.298
Proxy Exp. Learning	0.003	0.001	13.443	1	<.001	1.018	1.260
Proxy Self-Efficacy	0.032	0.016	2.918	1	0.043	1.147	1.183

Statistical significance in 2016 mirrored all the retention variables with p-values (Sig.) <.05, Study Abroad, Proxy Learning Community, Proxy Experiential Learning, and Proxy Self-Efficacy. Each B coefficient for the variables indicated a positive influence on graduation for participating students. Although at-risk variables Race, First-Generation, and Pell eligibility were not statistically significant, the B coefficient for each reflected a negative effect on graduation. National test scores remained neutral in the B coefficient.

Statistical significance between Graduation and Study Abroad exists independently in cohorts 2011, 2013, 2014, and 2016. The Study Abroad variable only misses the significance parameter by .007 in 2012. The only variable more statistically significant to Graduation is Proxy Learning Community, which indicated statistical significance for every cohort. The need to reflect the cohorts independently allowed for a closer examination of the data, with more than 300 students per cohort and less than 30 study abroad students in each (Qualtrics, 2020). It is interesting to note that with the cohort disaggregation, at-risk variables of Pell eligibility, National Test Entrance Exam Scores, First-Generation status, and Race are not statistically significant to graduation. The effect indicator (B) does reflect negative likelihood effects on graduation, but the variables are not statistically significant in the overall outcome.

Binomial regression analysis requires larger datasets because the more cases used to determine predictability, the more accurate the prediction (Frey, 2016). To increase the dataset size, the analysis was divided into two subsets, 2011 – 2013 to exclude the at-risk variable of self-identified, first-generation familial status and the second set, 2014 – 2016 to include the self-identified, first-generation variable. The selected university's reporting of the variable was drastically different between the two years, for example in 2013 only 22 students identified as first-generation, in 2014, 425 students identified as first-generation on the university's application. To maintain accuracy with evaluating the statistical significance of the First-Generation variable, it is necessary to separate the years before evaluating the full six years together.

Table 8

Assumption test outcomes for combined cohorts

	2011-2013	2014-2016	2011-2016
Null overall percentage	65.9	72.5	69.2
Model overall percentage	84.3	84.3	83.3
Omnibus test	<.001	<.001	<.001
(-2 log likelihood)	693.17	592.260	1329.754
Cox & Snell R-sq	0.347	0.347	0.341
Nagelkerke R-sq	0.481	0.501	0.481
Hosmer & Lemeshow	<.001	<.001	<.001
Constant only model	1071.493	928.179	2007.655
Critical value	12.592	14.067	14.067
Press's Q	225.257	176.259	414.153
White Test	0.062	<.001	<.001
Durbin Watson	2.084	1.92	1.995

As the assumptions for binomial regression were met with the individual cohorts and continue with the culmination of the years (Hahs-Vaughn & Lomax, 2020). Goodness of fit described by Hosmer & Lemeshow with a p-value less than 0.05 indicates the assumption is not met for all three combined cohorts. To combat the analysis of Hosmer & Lemeshow, Press's Q

and critical value comparison were once again utilized (Hahs-Vaughn & Lomax, 2020). As indicated in Figure 4.3, Press's Q and critical value measures reflect the goodness of fit for the model.

The R-squared values, considering both Cox & Snell and Nagelkerke analyses, indicate similar statistical power to the individual cohort regressions. The overall model predictability is higher than 80% for all three cohorts. The Omnibus test, with a p-value of less than 0.05 indicates the model coefficient test is met. Also taking advantage of the knowledge of the previous cohorts, robust standard errors were again used to offset the assumed error of heteroscedasticity prior to analysis. All Durbin Watson measures are between 1 and 3 indicating the test for independence of residuals is met. All original results for the larger datasets are located in appendices H, I, and J.

Table 9

Binomial analysis for combined cohorts, 2011-2013

	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	-0.028	0.034	0.910	1	0.403	0.793	1.040
National Test Scores	0.000	0.000	1.187	1	0.209	0.999	1.030
Race	-0.007	0.054	0.016	1	0.899	0.959	1.018
Study Abroad	0.338	0.055	23.408	1	<.001	7.785	1.076
Proxy Learning Community	0.065	0.055	118.352	1	<.001	1.438	1.201
Proxy Exp. Learning	0.002	0.000	15.110	1	<.001	1.022	1.212
Proxy Self-Efficacy	0.014	0.006	5.333	1	0.025	1.222	1.183

Utilizing the measures indicated by the three-year cohort model, only Study Abroad, Proxy Learning Communities, Proxy Experiential Learning, and Proxy Self-Efficacy are statistically significant to Graduation at the p-value (Sig) < 0.05 measure. Odds ratios with the larger datasets are more relevant than with the individual years. One additional semester in Proxy Learning Community (on-campus housing) increases the likelihood ratio of students graduating by 1.438. One hour of volunteer service (Proxy Experiential Learning) increases the likelihood

of students graduating by a ratio of 1.022. Students participating in one position of leadership in a student organization (Proxy Self-Efficacy) increase their graduation likelihood by 122.2%. Study abroad participants are the most likely to graduate, increasing the likelihood ratio by 7.785, more than the combination of the other retention variables.

Pell eligibility and Race as dichotomous variables have negative impacts on student graduation but are not statistically significant. This reflects the literature regarding at-risk variables and the impact on graduation. National test scores do not indicate an impact on graduation, nor are scores statistically significant to graduation even when supported by the larger dataset, which is not an expected finding.

Table 10

Binomial analysis for combined cohorts 2014-2016

	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	-0.027	0.032	0.330	1	0.400	0.858	1.082
National Test Scores	0.000	0.000	0.030	1	0.901	1.000	1.066
First-Generation	-0.017	0.027	0.016	1	0.527	0.971	1.055
Race	-0.044	0.035	0.882	1	0.211	0.756	1.068
Study Abroad	0.340	0.067	24.572	1	<.001	9.977	1.045
Proxy Learning Community	0.060	0.005	112.846	1	<.001	1.406	1.165
Proxy Exp. Learning	0.002	0.000	25.419	1	<.001	1.019	1.455
Proxy Self-Efficacy	0.006	0.009	1.034	1	0.503	1.076	1.374

The combined cohort of 2014-2016 reflects much of the same results as the 2011-2013 cohort, Study Abroad, Proxy Learning Community, and Proxy Experiential Learning as statistically significant to Graduation on the p-value (Sig.) <.05. The three retention variables increased the likelihood of the participants matriculating to Graduation. Proxy Self-Efficacy was not statistically significant by .003.

The First-Generation statistic was not statistically significant as the p-value (Sig.) >.05. The B coefficient indicates a negative interaction with Graduation in agreement with the

graduation at-risk literature; however, the statistical insignificance was notable. This statistic was discussed previously as being unreliable as it is self-reported and with the unexplained error in data from 2013 to 2014 at the selected university, the model may have left out the measure. The importance behind First-Generation is the federal funding used at universities across the country to assist students who identify themselves (U.S. Department of Education, 2021). Because the funding is granted federally, it is worth noting that the statistic is not significant in this model.

Pell eligibility and Race were identified as having negative relationships to graduation however not statistically significant. National test scores remained neutral as patterned from previous analysis of the data.

Table 11

Binomial analysis for all cohorts, 2011-2016

	B	S.E.	Wald	df	Sig.	Exp (B)	VIF
Pell eligibility	-0.026	0.023	0.872	1	0.336	0.851	1.038
National Test Scores	0	0.000	0.000	1	0.830	1.000	1.062
Race	-0.04	0.028	1.292	1	0.158	0.789	1.062
Study Abroad	0.346	0.041	49.846	1	<.001	8.900	1.058
Proxy Learning Community	0.063	0.004	238.332	1	<.001	1.416	1.182
Proxy Exper. Learn.	0.002	0	35.856	1	<.001	1.018	1.291
Proxy Self-Efficacy	0.011	0.005	6.326	1	0.015	1.154	1.250

When comparing all six-year cohorts, which has the most cases and should give the most accurate likelihood ratios, Study Abroad, Proxy Learning Community, Proxy Experiential Learning, and Proxy Self-Efficacy are statistically significant to Graduation. Participating in a study abroad program increases a student's likelihood of matriculating to graduation by a factor of 8.900. The proxy variables for other retentions efforts such as Learning Communities and Experiential Learning are statistically significant but increase graduation likelihood by a combined factor of 1.300.

Pell eligibility, Race, and National Test Scores, evaluated in this study as at-risk factors as reflected in the literature, are not statistically significant to graduation. All Sig. or p-values < .05. Pell eligibility and Race do have negative factor indicators reflected in the B statistic however the data is not significant to the graduation outcome. National Test Scores continue to reflect as neutral, not increasing or decreasing the likelihood of graduation.

Although at-risk variables and retention variables provide some information regarding students' abilities to matriculate to graduation, it would be impossible to measure all factors students possess in achieving student success. What information from the literature identifies the underlying factors students embrace to surpass barriers and matriculate to graduation? Incorporating a questionnaire and focus group discussions gave study abroad participants an opportunity to discuss their experiences in terms of the retention outcomes and graduation learning objectives reflected in the literature.

Data collection: Qualitative research

RQ2: How do students who have studied abroad relate their experience in terms of retention outcomes and graduation learning objectives? Interviewing students who had direct interaction with the learning objectives and retention outcomes during their study abroad experiences expounds upon the statistical data identified by the cohorts. The retention outcomes and learning objectives, identified in the literature, reflect the successful outcome of the retention theory. To obtain an overall perspective of how study abroad affects graduation, a two-pronged approach was utilized incorporating a questionnaire and in focus groups. Questionnaires and focus groups were divided into three groups, study abroad participants who graduated, study abroad students who are still taking classes, and study abroad students who left the university for two or more semesters.

Of the 200 students contacted for the questionnaire, 49 submitted responses (24.5%) and 15 (30.6% of questionnaire respondents, 7.5% total) participated in the focus groups (Appendix K, L, and M). Questions in both the questionnaire and the focus groups were based in the literature in one of three categories: learning objectives, retention outcomes, or at-risk factors. Respondents in the three groups all answered the same six questions with the last one or two questions varying depending on the group.

Questionnaire responses. 1) On a scale of 1 to 10 with 10 being the highest score, would you say you made friendships in the country you visited that changed the way you thought about the country's culture prior to the trip? (Learning objectives – international interaction and global awareness (Chang et al, 2013; Crowne, 2013; Pashby, 2011))

Of the 49 responses, 23 indicated the highest score (10), 8 indicated a nine, 4 marked an eight ranking, 10 marked a seven, 1 response each for six and five, and 2 participants indicating the least score (1). The descriptive statistics show a low standard deviation of 2.083, with a mean score of 8.510, a median of 9, and a mode of 10. The majority of the students (45 out of 49 or 91.8%) said the friendships they made changed the way they thought about the country's culture. In the comments section, students reflected on their experiences with people in-country and how many of them are still in contact years after the experience. One student did indicate that they "did not have a negative view of the country prior to traveling" but they made close friendships while they were there. This may have been the same perception of the four students who scored lower on the scale than others.

This question is important as it reflects on global awareness and international interactions, two of the learning objectives identified as study abroad outcomes from the Cross-Cultural Adaptability Inventory or CCAI (Bonenfant, 2013). The student's ability to make

connections in another country assists them in making the kinesthetic connection that people from other cultures, while having their differences, are extremely similar (Chang et al, 2013; Crowne, 2013; Pashby, 2011). This connection empowers students to embrace diversity while exploring where they want to make their mark on the globe (Walsh & Walsh, 2018). While international interactions can take place virtually or with on-campus international students, the impact of making personal connections outside of one's own comfort zone allows students to become more familiar with the culture (Nguyen et al., 2010).

2) Did studying abroad encourage you to consider working overseas after graduation? (Learning objective: global awareness (Ballam, 2014; Bonet & Walters, 2016; Molony et al., 2011))

Overwhelmingly, students indicated study abroad encouraged them to work overseas. Thirty-seven (75.5%) of respondents said yes, with an additional six (12.2%) saying maybe. Only six students (12.2%) selected no. None of the options for feedback were negative to this question, however, one respondent mentioned life factors that deterred a possible international career, "...had two daughters within three years of graduating..." One respondent mentioned that study abroad encouraged them "to travel more," not mentioning work. This could be a larger reflection on why students indicated maybe or no for this question.

The learning objective of global awareness evaluated in this question highlights the students' abilities to see their international experience as career experience (Ballam, 2014). The need for students to make connections between career work and coursework is necessary for students to see education as an investment in themselves and their futures (Bonet & Walters, 2016). Understanding the necessity for global employment and allowing students to see

themselves in international occupations, increases career possibilities in the eyes of the students (Ballam, 2014; Bonet & Walters, 2016).

3) Would you say the study abroad professor was someone you would reach out to after graduation, more so than your other professors? (Student engagement and learning communities (Landcaster & Lundberg, 2019; Lei et al., 2011; Ruth et al., 2019))

Making connections with professors empowers students to engage more with the coursework (Landcaster & Lundberg, 2019). Professors associated with learning communities become the driving forces behind the connections students make with one another in regards to the curriculum materials (Lei et al., 2011). Professor connections are many times the connections students associate with the university, lending students to have a better collegiate experience and wanting to stay until graduations (Ruth et al., 2019).

The majority of respondents (75.5%) indicated the connection made with the study abroad professor was stronger than any one they made with other professors. Only 8.2% said the connection was less than the connection with other professors and 16.3% indicated maybe. In the response answer to the question, the majority of the related stories discussed the positives with the professors. One in particular noted, “When you’re studying abroad with your professor, you tend to bond more with everyone especially the professor because they kind of take on that “guardian” role and it’s amazing.” One student did mention, “mass disappointment among a large group of us with the individual.”

4) Would your peers from your study abroad trip be people you would reach out to after graduation, more so than other classmates? (Student engagement and learning communities (Landcaster & Lindberg, 2019; Lei et al., 2011; Ruth et al., 2019))

Lei et al. (2011) discussed the need for learning communities to form strong connections among students. The peer-to-peer connection gives students a support network when they start to question their ability to graduate (Lei et al., 2011). Adding “after graduation” to the question, investigates the type of connections students made within the group with which they were traveling.

This question received the most divided answers. Twenty-four (49%) said yes, fourteen (28.6%) answered maybe, and eleven (22.4%) said they would not reach out to the friends they made on the trip, more so than other friends they made in college. One respondent referenced their answer, “I chose maybe because I not only keep in touch with students from my study abroad trip, but I also keep in touch with other students who I did not study abroad with. However, I do feel like I’ve made a life long bond with my study abroad peers.”

Most graduates referred to social media and keeping connected through online platforms. One student remarked, “I have graduated and I have not been in contact with any of them.” Another student responded, “There are a select few that I still talk to, but usually I did my own thing while in country.”

5) On a scale of 1-10 with 10 being the most, how independent did you have to be while traveling overseas as compared to when you are in the United States? (Self-efficacy (Museus, 2011; Sutter & Paulsen, 2016; Young et al., 2011))

Self-efficacy, defined as a student’s drive to be successful, is the essence of this question intended to understand how students related their independence in unfamiliar territory as compared to their comfort zone of home (Bartimote-Aufflicka et al., 2016). The divided response skewed to the positive but had the most not-at-all responses of the entire questionnaire, ten students gave a 1 ranking to the question (20.4%), with a mean score of 6.71 and the lowest of

the score scales. The standard deviation was the highest of the itemized ranking questions at 3.25, a median of 8 and a mode of 10. Adjusting for the positively skewed results, twenty-eight (57.1%) scored the question from 8 – 10 while eleven ranked the answer between 5 – 7 (22.4%).

Two student responses reflect the lower end of the scoring scale. One student stated, “I’m already a very independent person, so nothing really changed for me.” “I felt at home,” remarked one graduate. These comments reveal student perceptions of independence, indicating how they define self-reliance. Although the question did not dwell on respondents’ motivation, it does ask one to compare the experiences of abroad to home.

Another response reflected, “It’s what you make of it.” This sentiment echoed in one student’s admittance to changing the score, “...I had to live in the city (going back to change my answer from an 8 to a 10).” These comments indicate more about the trip function itself rather than on self-efficacy. In this particular retention outcome, students who study abroad see themselves as somewhat independent before travel however, students did identify as gaining additional independence when it came to international interactions. Several responses mentioned language barriers and planning their extra-curricular activities.

6) On a scale of 1-10 with 10 being the most, how much more do you think you learned about your class subject matter while being in another country than you would have learned in a classroom on campus? (Experiential learning (Hedin, 2010; Kuh, 2008; Millea et al., 2018)

Responses to this question varied more in comparison to the other questions. The majority skewing positive, thirty-eight (77.6) scored 8 -10, seven (14.3%) indicated 5 – 7, and four (8.2%) scored 1 – 4, giving a mean score of 8.57. The standard deviation was 2.380 with both median and mean scores of 10. Study abroad as both a high-impact practice and an experiential learning modality, due to the interactive nature of the program (Hedin, 2010; Kuh,

2008). Both models discuss the need for students to have their own interactions with the learning objectives of the program (Hedin, 2010; Kuh, 2008). Unfortunately, study abroad has received a bad reputation in that intentional international interactions are not included as part of the curriculum (Gmelch, 1997). Studying abroad should be no different from classes taught in the United States, requiring learning objectives that integrate the location and culture as part of the evaluated outcome (Chang et al., 2013).

Students commented most on language skills, which touches on the interaction with the information as well as the effectiveness of full language immersion (Clarke et al., 2009). Questionnaire respondents also mentioned intercultural soft skills as takeaways outside of the classroom, as well as additional skills they would not have experienced in-country. Responses also indicate students' recognition of the importance of the experience outside of academic endeavors (Crowne, 2013).

7) Think about a friend who struggled or failed to graduate. Do you think if they had participated in a study abroad it would have helped them succeed?

The last question of the questionnaire, other than asking about their willingness to participate in a focus group, changed wording depending on the group, currently enrolled, stopped out, or graduated. For currently enrolled students, the question read, "Think of a friend who struggled or is struggling to graduate. Do you think if they participated in a study abroad it would help them succeed?" For the students who have stopped out, the question read, "As a student who did not complete classes at (university), do you intend to finish your classes at another university?"

Although worded differently, the question allowed students to state whether or not study abroad helps students matriculate to graduation. Of all respondents, twenty-six (53.1%) stated

yes, five (10.2%) selected no, and eighteen (36.7%) stated maybe. Students who stopped out and students who are still enrolled all indicated yes in response to this question. Only graduated students selected no or maybe.

The original intent of this study was to glean if students identified more with the retention objectives through the lens of their study abroad experience. The curiosity to determine if students made a correlation to the variables was the driving force behind adding the last question. This question received more follow-up responses than the other questions. Thirty-two students responded, with more than half (14) reflecting on what study abroad did for them as to whether or not it could help someone else. Eleven students believed studying abroad would not help their friend while eight said it would. One comment enveloped the duality in responses, “Studying abroad does expand the understanding and knowledge one can receive, however, there is also a great dependence on the student’s focus. A new environment may help to keep a student reinvigorated or it may present far too many distractions.”

The focus group conversations rephrased the questions and intended to fill the gaps not satisfied by the questionnaire. Adding thematic evaluation that utilized retention outcomes and graduation learning objectives as themes in the conversations allowed for the evaluation of study abroad as a potential retention methodology. While considering study abroad for retention, one student said it best, “I think study abroad, it can definitely have a lot of positives, but for some people you can create additional stressors.”

Focus group responses. Recordings of the focus group conversations were transcribed and uploaded into a coding software for ease of identification (Appendices N, O, P, Q, and R). Coding of the transcripts reflected retention outcomes, learning objectives, or at-risk variables to align with the intention of the study. Focus group questions reflected the questionnaire questions

while asking pointedly about the students' experiences. Four focus group discussions took place, two for study abroad participants who graduated, one for currently enrolled students, and one for students who have been unenrolled at the university for two or more semesters. Similar to the questionnaire, only one question was different, specifically addressing how study abroad affected their graduation status. The beginning two questions asked about students' university experiences. The next set of questions focused on retention outcomes and study abroad learning objectives. Finally, students were asked to reflect on their experience and how it affected graduation.

Trying to get students to self-identify in an at-risk category, the introduction questions ask students about their decision to attend the university and to study abroad. The first question is, "Tell me about your academic background and your decision to go to college." The second question, "What were some of your biggest influences in deciding to study abroad?" Only three students (Student B, Student J, and Student E) identified their academic pathways in areas that would define them as at-risk. This does not indicate that only those students were in at-risk categories, but the intention of interviews was anonymity, thus self-identification was the selected method for at-risk variables. Students did discuss self-efficacy in their determination to go to college as well as to study abroad. Interviewees also recognized global awareness before getting to college as a reason to go overseas. Seven panelists (Students A, B, C, E, J, L, and O) recognized campus connections as reasons they decided to study abroad, which does reflect Tinto's (1975) Retention Theory for student interaction.

The third question to all groups, "Tell me about a time that you interacted with a native from the country you were visiting and you realized you had more in common than you did not. Begin the description with how the two of you met." Intentional international interactions lead

students to global awareness, identifying the similarities of cultures and location empowers students to expand their understanding of career opportunities (Bonet & Walters, 2016; Molony et al., 2011). All interviewees reflected on interactions from a cab ride conversation (Student I) to exchanging cell phone numbers for an assignment (Student G) highlighting the impact that international interactions have on study abroad participants. One student (Student O) remarked on the ability to influence perceptions through unplanned interaction. The story was about playing a pick-up basketball game after class with students from the university in the United States and the international campus. One child, who was watching the game approached the student and was excited because, “you’re a girl and you play basketball?”

Two students (Student E and H) reminisced about a time in Japan when they met a group of study abroad students from Africa. The two students attended the same trip but were in different focus groups as Student H has graduated and Student E is currently enrolled. Both students remarked on how the first meeting made them cognizant of the fact that students everywhere study abroad. Both students noted that the reason they connected so quickly with the African student was that neither had, “seen a lot of people that looked like them.” Student H noted that she and another African-American student she met while in Japan were able to have a conversation about race, “that would never happen in America.” Global awareness as an understanding of humanity and intentional interaction encourages the growth of emotional intelligence (Crowne, 2013). Identification of race and culture especially in another country combats the fear of stereotyping outside of the United States (Mattai & Ohiwerei, 1989).

Another student (Student F) recalled a moment of attending a middle school graduation in Liberia. Because of the civil war, a number of students were older than what is considered middle school age in the United States as they had been soldiers in their formative years. Student

F remarked on the welcoming reception he and his teammates experienced. The act of caring for the Liberian students and encouraging them to continue their education was an emotional experience for the university students. The recollection of that moment was moving for the students on the panel as well as the students with whom Student F traveled. The international interaction and global awareness pieces of this particular story go beyond this or any research.

Question 4 centered on global awareness asking the panelists, “Had you considered working overseas before your study abroad experience? What about after your experience?” Highlighting international career pathways is a global awareness piece empowering students to see their potential beyond everyday career exposure. Responses were mixed. Eight students (G, F, H, K, M, O, C, E) had considered working abroad prior to travel, seven (I, B, A, J, L, N, D) had not. Students discussed some of the options they had explored including Peace Corps, Fulbright, teaching English overseas companies, Foreign Service, and others. Getting students to understand the global marketplace is necessary for the continued expansion of the global economy (Ballam, 2014). Introducing students to the opportunities overseas may be as effective as studying abroad for career exploration. One student (Student E) discussed the decision to attend graduate school overseas.

To investigate the relationships formed by study abroad, question five, “Describe the relationships you built on your study abroad program specifically with your peers and classmates as well as your study abroad program manager.” Understanding the relationships students have among their peers correlates with the intention of learning communities and shared learning experiences (Kampfe et al., 2016; Lei et al., 2011). Thirteen (Students B, C, D, E, F, G, H, I, J, L, M, N, O) out of fifteen students discussed bonding with their classmates more when they were overseas together. Although five (Students B, C, D, N, O) of the thirteen admitted to traveling

with friends, they discussed bonding with other students they did not know until the study abroad experience. Five (Students F, G, H, I, N) of the thirteen students related the bonds they made during their trip as family.

One particular trip to Ghana led Student M and some of her classmates to continue to serve the visited community. Student M commented of the trip connections, “For many of us that were there, we made ongoing projects and actually went back a 2nd at a 3rd year. And I think that's something great that came out of our trip together. We found our passion together, and we connected. We stayed connected. And so we were able to kind of build a relationship within a community as the team. So. They know, hey, here's SSU students that our social workers that are doing an annual project.” Student M also mentioned students from their trip split into two smaller groups, graduate students and undergraduate students. The comment did not indicate the students did not get along or did not bond, but that groups of students would get into smaller groups to do things outside of coursework.

In discussing the bond with the professor, eight (Students F, G, H, I, K, N, O) discussed forming a closer relationship with the professor or program manager. Students G and H referred to playing “Cards Against Humanity” for the first time with the program manager on the trip. Student I commented, “It felt family game night, but like, every night all the time.” The two reminisced about the game and both mentioned how they now play it with their friends. Student G stated, “We had really fun times with that game and I still play it to this day.”

Some students (Students B, E, J, M) mentioned not bonding as well with the professor. Student M mentioned the size of the group being tough to manage so the professors gave more attention to other students. Student B stated the professor relationship was “more so like normal,” and not someone with whom they connected. Student J said the students felt,

“abandoned,” on the trip. Student E stated the professor’s lack of knowledge led to overall disappointment with the relationship.

The question intended to investigate self-efficacy was, “What, if anything, did study abroad teach you about yourself?” Self-efficacy, defined by Museus (2011) in four identifiers, empowers students to see themselves as successful, which gives them an extra push to get to graduation. The identifier most recognized in this question is humanizing the educational experience. Self-efficacy defined as an experience allowing students to find confidence enough to break through the barriers between themselves and graduation.

The most repeated theme from this question was adaptability. Only four students (Students D, K, M, N) said the word adaptability however three (Student F, L, O) referred to it without using the word. Student F recognized their ability to, “go anywhere, and be OK.” Student L stated their trip allowed them to, “morph into whatever I needed.” Student O said, “life is whatever you choose,” and recognized they, “can make it wherever.” Redefining oneself and recognizing the ability to make changes when necessary is a direct reflection of the self-efficacy Museus (2011) and Young, Johnson, Hawthorne, and Pugh (2011) discuss as part of retention theory. Other skills students recognized in themselves upon completing their study abroad program included language acquisition (Student E, B, O), career confirmation (Student I, G, M, D), and independence (Student J, C, A, G, H). Studying abroad takes students outside of their comfort zone and empowers them to learn about themselves. Students becoming aware of their skillsets and passions define why self-efficacy is essential to graduation and future successes.

According to Hedin (2010) experiential learning allows students to have their own experiences with the information as presented. To determine the interaction study abroad participants have with information in comparison to classroom sessions, the question, “What

takeaways did you have from your experience that you could not have gotten in a classroom?”

Experiential learning, as a retention method, empowers students to be active participants in their education thereby encouraging them toward graduation (Millea et al., 2018; Young et al., 2011).

Focus group participants split their answers between the classroom setting (5), career experience (5), and hands-on experience (4). The distinction between career and hands-on experiences was necessary because of how respondents answered the question. Student H reflected on interactions with the tour guides as having experiences with the information presented on the tours; whereas, Student F discussed the need to set a classroom designed personnel protection plan into action during their trip. These experiences, while both substantial within the experiential learning construct, are different in how the students translate the information toward their knowledge base (Hedin, 2010; Millea et al., 2018; Young et al., 2011).

In describing the setting, Students B, C, D, E, and I discussed the difference between going to a classroom and living where your classes happen. Student B mentioned the arrangements made the class more comfortable so students felt less intimidated when interacting with one another. Student I reflected on the atmosphere created by the living situation that made individuals feel as though they were part of the experience. Students C, D, and E reminisced about the garden behind their classroom and the relaxed setting put them more at ease than a traditional classroom.

Career experiences, described by participants as real-world experiences by Students A, K, G, I, and F, allowed students to interact similar to what they would experience on the job. Students G and I acted as foreign correspondents during their study abroad program. Student K conducted research during an overseas internship. Student F's class was a higher-level course in their major. Student A recognized personal traits that would benefit them in their career field.

Students A, B, H, and N, spoke about experiences that were more than what a classroom setting typically offers. Specifically, each of the students (A, B, H, and N) talked about the importance of cultural immersion. The themes of their responses correlate to outside classroom activities where they gained more information versus inside the classroom. Student A remarked on both career and cultural experiences as part of their lessons learned.

The last three questions were not reflections of the retention learning objectives and were different depending on whether the participant was currently enrolled, graduated, or had not been enrolled in classes for two or more semesters. Currently enrolled students were asked, “think of a student who started classes with you who are struggling to finish classes. Do you think studying abroad would have helped them?” Graduate students were asked, “think of a friend who started classes with you who failed to graduate. Do you think studying abroad would have helped them finish?” And the students who have not been registered for two or more semesters were asked, “talk about your pathway to leave the university and if you plan to finish your academic work.”

Most participants (Students C, D, E, F, G, H, I, K, and N) agreed that study abroad allowed the participants to gain something that could help graduate, such as mindset changes, self-esteem, change of perspective, or adaptability; however, each struggled to state it could help anyone. Student M was the most explicit in their description, they stated, “it’s hard to identify a direct correlation between the two (study abroad and graduation).” Student M discussed a particular student that attended her trip that failed to graduate and Student M said study abroad was difficult for this student. A few students (Students J and O) had no opinions at all. Students A and B, who had not been enrolled for two or more semesters, stated they intended to finish their collegiate work but did not think study abroad was what encouraged them to finish.

All students, regardless of enrollment status, were asked, “Do you think studying abroad had an effect on your graduation path?” Although outside of the learning objectives portion of the research, gaining an understanding of how students describe study abroad as part of their collegiate path is important to understanding the effects.

Students A and B, who have not been enrolled for two or more semesters, stated study abroad gave them both new career pathways that include international opportunities. Six other students (Students D, E, G, H, M, and O) stated the overseas experience encouraged them to look for international careers. Others (Students C, F, I, J, K, N, and M) discussed how their international experience gave them a glimpse into how their intended careers had global impacts. Participants discussed their individual experiences in terms of perspectives and career paths but did not address if studying abroad affected graduation. Students having the ability to see themselves succeed, or student self-efficacy, is seen in these responses. Because the reflections are more career than academically driven, students’ descriptions reflect their desire to work abroad or to have a global impact in the work that they do.

The intent of the last question was to determine what pieces of study abroad students wanted to discuss. Most participants wanted to talk about their experiences, such as housing, food, location, and cultural experiences such as dancing, karaoke, and nightlife. Lessons learned from these responses are that students remember experiences and it is through those experiences that retention outcomes and learning objectives are realized.

Table 12

Thematic evaluation of focus group transcripts

Themes	Number of times identified	Percent of total transcripts	Number of transcripts theme appeared
Learning Objectives			
- International interactions	68	15.50%	4
- Global Awareness	119	27.10%	4

- Student engagement	19	4.30%	4
- Soft skills	10	2.30%	3
Retention			
- High-impact practice	51	11.60%	4
- Self-efficacy	79	18.00%	4
- Learning communities	42	9.60%	4
- Campus relationships	42	9.60%	4
At-risk variables			
- Low income	6	1.40%	2
- First-generation	1	0.20%	1
- Entry exam scores	2	0.50%	2
- Minority race	2	0.50%	2

Students identified most with retention outcomes. Each outcome identified by the literature, high-impact practice, self-efficacy, learning communities, and campus relationships reflected in participants' answers. High-impact practice coding identified conversation related to students having their own interaction with a learning objective. Codes for self-efficacy were used for segments of conversations when students recognized something in themselves. The learning communities' code highlighted the bonds among peers on the trip. Campus relationships related to student interaction with campus staff.

During the conversations, 18% of all the conversations turned to students recognizing something in themselves, they did not know until they studied abroad; 11.6% of the conversation reflected on high-impact practices or students having real-world experiences with the curriculum. Learning communities were mentioned 9.6% and campus relationships were mentioned 9.8% of the transcriptions. Students recognized global awareness as a learning objective most often among all the variables. Global awareness indicated students' recognition of similarities and differences between the United States and the country to which they traveled. In the transcript evaluation, global awareness was recognized in 27% of the conversations.

In the learning objectives category, international interactions highlighted 15.5% of the transcript. International interactions identified small moments within the conversation where the

study abroad participant made a connection with an in-country resident. Student engagement as a code identified students' connections with study abroad professors, which was identified in only 4.1% of the conversation but did occur in every conversation. Soft skills, a code used when students self-identified as gaining employability skills not associated with the classroom, such as personality traits, empathy, or flexibility. Although one focus group did not relate their programs in terms of soft skill attainment, 2.3% of the conversations discussed the skill set.

Student engagement as a code identified both good and bad professor interaction with students. As mentioned in questionnaire responses, and outside of the scope of this study, the need for professors to understand study abroad and its larger implications for students is integral to the retention success of study abroad. Tinto (1975) identified professor engagement as an important factor when students are deciding to finish or leave the university. Study abroad is a direct reflection of this notion.

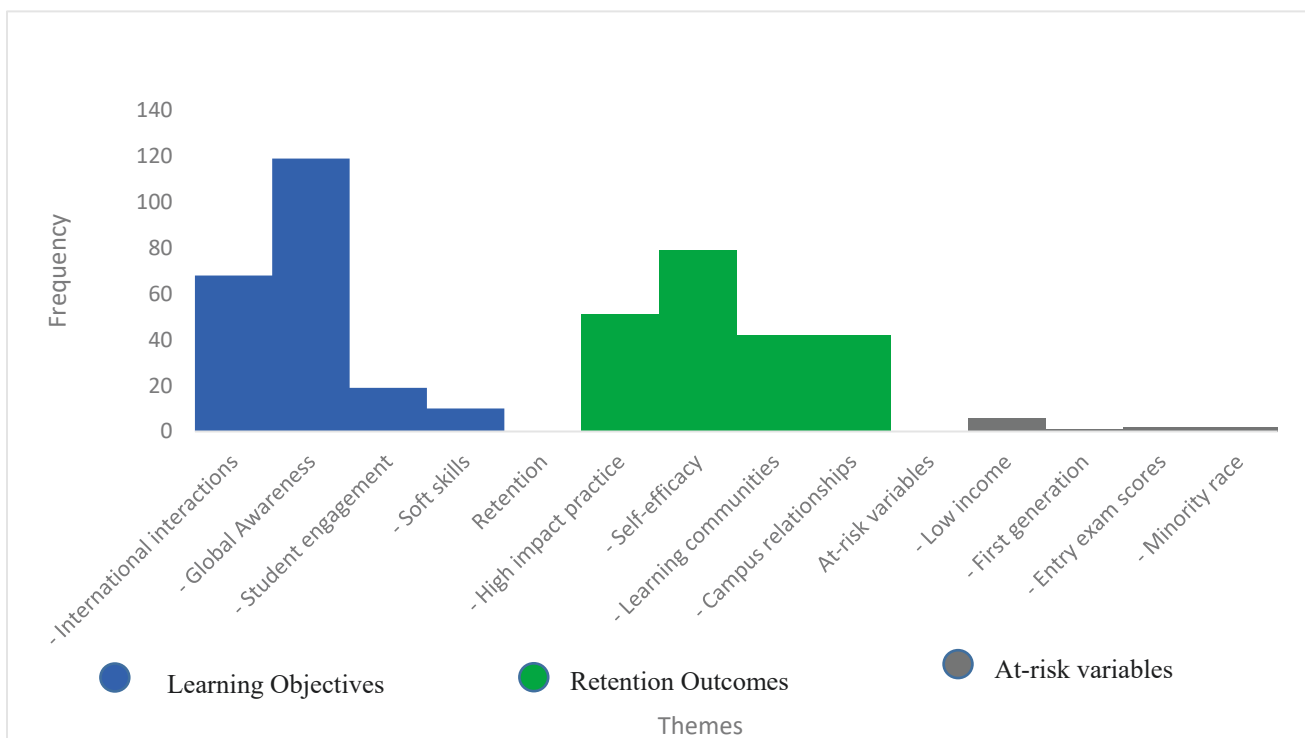


Figure 2. Frequency of themes in focus group conversation

Summary of findings

Studying abroad gave participants a unique opportunity to interact with the retention outcomes defined as successful in the literature as well as with the learning objectives defined as graduation necessities. Statistically, students who study abroad are more likely to graduate than their university peers who do not travel. Anecdotally, the study abroad participants' inclusion of necessary retention objectives and learning outcomes encourages students to finish their program of study. While students who study abroad do not identify graduation as a direct correlation of their overseas experience, they recognized retention theory outcomes as takeaways from their international courses. Understanding the relationship of study abroad to graduation, one can conclude the singular event of studying abroad allows students to interact with the retention theory outcomes and the graduation learning objectives, which encourages students to complete their programs of study.

Students who do not study abroad do come into contact with retention objectives and learning outcomes as reflected in the quantitative variables of number of semesters in housing, and number of volunteer hours. However, study abroad emboldens students to have those same experiences in a shorter period. These students then identify their international experience in terms of retention outcomes without defining those experiences in terms of graduation.

Not every student who studies abroad will graduate. Not every student who participates in other retention theory-based modalities such as learning communities, High-Impact Practices, or self-efficacy will graduate. However, the increased likelihood of students graduating after participating in study abroad is higher than other retention programs identified on the selected campus. Defining study abroad as an academic modality rather than a luxury available to the affluent may increase the likelihood that students, who identify in at-risk categories, graduate.

Chapter 5

CONCLUSION

Overview

Retention, defined as students enrolling in a university and staying until graduation, continues to affect universities' bottom lines (Sutter & Paulsen, 2016; Undergraduate Graduation, 2018). The intent of this study was to use an explanatory sequential research method to investigate study abroad and its effects on graduation. Identifying graduation learning objectives as well as retention theory outcomes as intersecting measures that encourage students to complete their program, redefines the overseas experience as a necessary academic endeavor.

Retention theorist Vincent Tinto (1975) discussed students' decisions of whether to continue their studies or to stop-out of the university as points when students' social integration and academic interactions combine. The intersection of social and academic systems becomes crucial when barriers to graduation are present. If a student determines that social integration or academic interactions can be met through other means; attending another institution, getting a job, or needing to leave for other obligations, the student may not complete the original journey (Tinto, 1975). Understanding these decision points as "Institution Experiences," acknowledges the need for universities to ensure students receive opportunities in which to have enriching experiences that are both academic and social (Tinto, 1975).

Numerous methods have been studied to increase students' desire to stay through program completion such as experiential learning (Hedin, 2010), learning communities (Lei et al., 2011), High Impact Practices (Kuh, 2008), and self-efficacy (Museus, 2011). While mentioned as part of experiential learning and High Impact Practices, study abroad has not

received the same consideration for the impact on student retention to graduation. Study abroad exposes students to multiple retention outcomes as part of the program design whereas students participating in other retention programs require multiple modalities in order to achieve the same results.

The conceptual framework for this study incorporated Tinto's (1975, 1982, 1993, 2012) theories regarding student decision points as well as the learning objectives identified in previous retention delivery methods to ascertain study abroad programming's effectiveness. Kuh's (2008) High Impact Practices (HIPs) and Hedin's (2010) Experiential Learning methodologies are two retention modalities reflected in the measures for retention outcomes and graduation learning objectives. Two research questions guided the study through a multi-method approach:

RQ1: How does studying abroad affect graduation for students at a public Historically Black College/University in the southeast?

RQ2: How do students who have studied abroad describe their experience in terms of retention outcomes and graduation learning objectives?

Conclusions of the study

To investigate multiple factors effects on graduation, data regarding students' university entry cohort, Pell eligibility, race, entrance exam scores, first generation status, number of semesters in student housing, number of volunteer hours, number of semesters in student organizational leadership, study abroad program participation, and graduation status was collected. The best evaluation for a dichotomous dependent variable with multiple variables is a binary regression analysis. The equation used in the evaluation was:

$$\ln\left[\frac{P(Y=1)}{1-P(Y=1)}\right] = \text{Logit}(Y) = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8$$

where $X_{(i)}$ is equal to a variable and, a is the sample intercept and $\beta_{(i)}$ represents the one unit change used to calculate the prediction. $\ln[P(Y=1)/1-P(Y=1)]$ represented the probability of the student graduating or not (Hahs-Vaughn & Lomax, 2020).

Six cohort years were selected (2011-2016) to ascertain potential trends through individual year analysis prior to examining the culmination of the cohorts giving the research model the largest sampling of cases from which to assess probability. Cohorts, defined as first year freshmen enrollees, represented the largest number of study abroad participants from selected university. The stratified sample for each cohort consisted of both dependent and independent variable data for each student. Individually analyzed, each samples' data was evaluated and cohorts were combined to increase the model's probability factors.

Regression Findings. Considering the measured variables as two categories when discussing this study; at-risk variables: Pell eligibility, First-Generation, National Entrance Exam Scores, and Race (minority); and retention variables: Study Abroad, Proxy Learning Communities (number of semesters in on-campus housing), Proxy Experiential Learning (number of community service hours), and Proxy Self-Efficacy (number of semesters in student leadership). The independent variables representing retention are more statistically significant in the interaction with graduation than the independent variables representing at-risk factors. The at-risk factors while having a negative effect are not statistically significant when discussing the likelihood of graduation. The Proxy Learning Community variable, or number of semesters in housing, is the most consistent statistically significant variable in the model, increasing the likelihood of graduating in each cohort. The Study Abroad variable is statistically significant in the largest datasets and it increases the likelihood of graduation by a higher ratio than the other retention variables combined.

These findings indicate that students who participate in the retention variables increase their likelihood of graduating. The retention variables increase the likelihood of graduating at a higher probability factor than the at-risk variables decrease the likelihood of graduating. Although the correlation is not a direct one, there are two distinct and important inferences. The relationship between graduation and the retention variables is constant. The relationship between graduation and the at-risk variables is negative but not statistically significant. These two findings indicate that the retention variables' positive influence outweighs the at-risk variables' negative influence.

While the intention of the study was not to show causation, study abroad does increase the likelihood of graduation, at a larger ratio than other measured retention modalities. Students identify the learning outcomes within their experiences through expressions of connections with students and professors, identifying the intersection of coursework and job scenarios, and understanding international potential for their career outlook. These reactions while not being identified as predictors of one's ability to graduate do indicate that study abroad participants understand the value that travel brings to individual perspectives.

Quantitatively, students who participate in study abroad, community service, and on-campus housing are more likely to graduate even when faced with historically defined at-risk variables such as first-generation, low entrance exam scores, low income, and minority race. Recognizing statistically that study abroad combats factors historically seen as barriers to graduation, gaining insight from students who participated in the programs gave an overview of why traveling during college is effective. Study abroad, when assessing the full six-year cohort, increased the likelihood of graduation by a ratio of 8.9 and was statistically significant at the 95% confidence level.

Questionnaire and Focus Group Findings. To investigate RQ2, study abroad participants were contacted to answer a questionnaire, to participate in a focus group, or to do both. Questions formulated from the literature defined retention objectives and learning outcomes from previous research regarding methodology efficacy. Sending the questionnaire first via email, responding study abroad participants reflected on their overseas experience through the lens of the literature. Students had options to expound upon their initial reactions as well as to participate in the discussions. Those students participating in the discussions had opportunities to elaborate on the questions from the questionnaire and from the focus group.

Supporting the regression analysis, formulated questions intended to determine if study abroad participants defined their overseas experience as part of their graduation success. Additional analysis on student feedback, specifically in terms of the experience, was necessary for direct comparisons. Evaluation for scaled questionnaire responses calculated mean, median, mode, and standard deviation results. Other questions were evaluated for percentages of respondents answering yes, no, or maybe. All questions included a section where students could give additional information. Investigating responses for retention outcomes explained student interactions during their experiences.

Student engagement with professors. Tinto (1975) described one of the important decision points for students becomes the connections made between professors and students. Seventy-five percent of questionnaire respondents indicated they were more likely to reach out to their study abroad professor before other professors they had during their time at the university. Only 8% said the connections with other professors were stronger and 16% said maybe. These responses reflect the bonds formed by traveling overseas together are stronger connections than those made in the classroom. According to Tinto (1975), when students make connections with

professors, students become more aware of coursework to career connections and begin seeing themselves as part of their career pathway.

Delving into comments given for professor and student connections, for question 3 of the questionnaire one student responded, "...mass disappointment among a large group of us with the individual." The student gave insight to the need for the professors to receive training, support, and professional development before leading a study abroad program with students (NAFSA, 2021). Although outside of the scope of this study, the comment reflects upon the need to have passionate professors leading study abroad trips to ensure learning objectives and retention outcomes achieve the desired result.

Learning communities. The outcome for learning communities is that students make connections with one another, making positive changes, and interact with the new academic information (Lei et al., 2011). The questionnaire responses regarding peer-to-peer connections were divided with 49% indicating they were closer to the students with whom they traveled while 24% said maybe and 28% said no. Thirteen of the fifteen students interviewed however discussed the bonds they created during travel. Five even used the word "family" to describe the connections made during travel.

It is important to note that students are different and not all students will interact with one another whether traveling abroad or not. One student responded to questionnaire question five, "There are a select few that I still talk to, but usually I did my own thing while in country." Students will have different agendas and while peer-to-peer connections are important, some find those connections to be less important than others (Lei et al., 2011). However, the majority of the student respondents indicated the connections made on the trip were ones they relied on even

after graduation, indicating that travel enhances bonds that students have with one another, more than shared academic experiences expressed as outcomes for learning communities.

Self-efficacy. Identified in the literature as a student's ability to conquer barriers to goal achievement, students seeing themselves as self-sufficient, especially in a university setting, is not a typical way for them to explain their academic progress (Museus, 2011; Sutter & Paulsen, 2016; Young et al., 2011). An important aspect of students' persistence to conquer barriers, self-efficacy reflects students' resilience to the pressures around them.

Fifty-seven percent of questionnaire respondents reflected a greater need for independence abroad when compared to their time in the U.S. This was the only question to receive a response of 1, giving the greatest variance in standard deviation. Independence was not an area most students felt was lacking prior to departure according to the questionnaire's follow up question.

In the focus group conversations, students did relate self-efficacy in terms of adaptability, self-confidence, and self-reliance. Although students see studying abroad as enhancing and reconfirming these skills, participants do not describe trait achievement through traveling internationally. Studying abroad empowers students to see themselves successful outside of their comfort zones.

International interactions. Study abroad programming's place in academia has been defined as the global outreach component of higher education, a bonus for students who can afford it, but not a necessity for all college graduates (Gmelch, 1997). The importance of relating learning objectives to course work should not be different whether a student studies in the United States or overseas (Chang et al., 2013). Integrating the location within those objectives means the outcome has a cultural competency component added to it, and it is up to the professor leading

the course to make the connection (Brown & Green, 2016). These interactions encourage students to have their own interactions with the information presented within the classroom (Brown & Green, 2016; Chang et al., 2013).

The questionnaire asked about continued friendships in the visited country. Of the respondents, 35% indicated they continued friendships made with in-country contacts during their trip. The focus group discussed individual interactions, specifically a time when the student recognized them and the person with whom they connected “had more in common than they did not.” Most participants reflected on meaningful moments such as attending a middle school graduation or having a conversation with a cab driver. Empathy develops when one can see oneself in the story of others, and studying abroad allowed students to experience life outside of their comforted norms (Crowne, 2013).

Global awareness. Recognition of career potential overseas brings an amalgamation of coursework and occupational pathways during students’ in-country interactions. Ballam (2014) recognized the need of businesses to recruit those with international experiences. For study abroad participants to see themselves as having opportunities for work outside of the United States expands their horizons post-graduation.

Through the questionnaire, 75% of participants admitted to thinking of working overseas. The focus group discussions expanded this part of the conversation to those who thought of working internationally before study abroad and afterward. While half stated they thought of working overseas prior to travel, they also admitted researching opportunities to do so increased after returning to the United States. Seeing this connection as part of High Impact Practices, students reflected on language immersion and intercultural soft skills as outcomes they would not have received had they remained on campus (Clarke et al., 2009; Crowne, 2013).

Graduation. Both the questionnaire and the focus groups had questions regarding whether or not studying abroad would have helped a friend who struggled to graduate. The question required study abroad participants to reflect on their experience and determine if the experience would help someone else graduate. From the questionnaire, over half indicated studying abroad would help their friend. Only students who had graduated stated no or maybe as a response to this question. Currently enrolled and stopped-out students indicated that studying abroad would help a student graduate. The focus group conversations reflected on what tangible takeaways could assist struggling students but fell short of stating the experience would help a student graduate.

Qualitatively, students who study abroad identify as having more impactful interactions with retention outcomes and learning objectives than had they selected to stay at their home campus. Interviewed students defined their study abroad experience in terms of retention theory outcomes thus recognizing the matrices of getting to graduation without stating the certainty of the intervention equating to graduation. The study abroad experience reframed the student experience within the context of retention outcomes without the burden of forced programming.

Recommendations for stakeholders

Although the students did not make direct connections of study abroad to graduation, they did make the connection of study abroad to the learning objectives and retention theory outcomes recognized in the literature. While study abroad participants understood the relevance the experience had on their college career, the experience did not define their goal of graduation. The experience of studying overseas acted as a memorable modality for outcomes such as self-efficacy, global awareness, international interactions, and student engagement. Years after studying overseas, students define their experiences in terms of building relationships,

remembering curriculum, and developing self-confidence to make a difference in the world around them.

Study abroad may not assist every student to graduate but the experience allows students the opportunity to engage with graduation learning objectives and retention outcomes in a more impactful way than other retention modalities. These interactions encourage students to connect with their individual goals and matriculate to complete their education. No retention modality works for all students; however, if all students have equal access to experiences, perhaps more students will overcome the barriers to their success.

In a perfect world, study abroad would receive the same financial support as other retention modalities; study abroad would become a requirement within all academic majors; and study abroad would be defined as academic rigor, with learning objectives that incorporated the location as a part of the outcomes. If study abroad programs were defined as a retention modality geared specifically toward those who struggle in college, then maybe at-risk factors would not have as strong of a negative impact on student graduation. Students represented in the researched cohort faced at-risk factors, however, those predisposed at-risk areas were not statistically significant, meaning unaccounted for factors become the barriers that need different responses allowing students to achieve.

Students. For students, study abroad develops connections with coursework, with self-reliance, and with career development, that empowers students long after graduation. For students who face traditionally defined at-risk barriers, study abroad brings multiple retention outcomes incorporated into one experience that can motivate students to graduation. Students who participate in study abroad programs recognize the adaptability and resilience needed to supersede barriers to graduation as well as throughout their lifetimes. Connections with peers,

professors, and international contacts, last far beyond graduation and may assist participants in multiple facets. For students facing at-risk factors, studying abroad increases their likelihood to graduate by a larger percentage than the at-risk factors detract from their goal attainment.

Faculty. For faculty, global awareness measured as career connections and cultural competence, are necessary outcomes for collegiate coursework. Developing study abroad programming integrating the learning objectives make efficient and effective delivery methods for measurement of student outcomes. When study abroad is not feasible, virtual options are much more viable than before the pandemic. Co-teaching digitally with international partners, assigning student partnerships for coursework and presentations, and giving students opportunities to identify with other nationalities encourages curiosity and awakens cultural awareness when travel is not applicable. Allowing students the opportunity to have their own experiences with the class material gives them a greater understanding leading to greater chances of completing their college programs.

Colleges and Universities. While several colleges and universities continue to make commitments in globalization and international integration, it is imperative that an emphasis on study abroad curriculum and professor development be an integral part of the plan. Incorporating the location as well as graduation learning objectives and retention outcomes into each overseas course makes study abroad programming a stronger retention modality than many other methods currently happening nationwide. Reflecting on the need for global citizens in mission and vision statements is a first step to embracing the work necessary to fill the gaps in the economy and in public policy. Employers unable to expand globally and international communications around global pandemics indicate a need for stronger commitments in order to support worldwide growth and change (Ballam, 2014; Fisher & Wilder-Smith, 2020).

Defining global citizens may mean integrating the learning objectives and outcomes as part of the graduate expectation. Investing in study abroad programs, expanding international connections, and encouraging students to participate in study abroad empowers students to have their own interactions with the retention outcomes. Study abroad participants define their time overseas in terms of retention outcomes, reflected in the literature, as the extra support at-risk students need to attain the goal of graduation. Recognizing the lasting impact studying abroad has on participants and the increased likelihood of participants graduating indicates the need for additional investment as part of student success.

University systems. Federal, state, and local finances used to increase retention may see a better return on the investment through investment in study abroad programs. Universities in the United States fall behind international universities when it comes to encouragement to study abroad (UNESCO, 2021). According to UNESCO (2021), prior to the pandemic, which grounded many study abroad outlets, China led the world for the most students studying in foreign countries followed by India, Germany, and South Korea. The U.S. ranks seventh behind France and ahead of Nigeria. For the U.S. to remain competitive on the international stage, investing in study abroad promotion in college and earlier becomes a necessity. Retention methodology received \$62 billion federal investment under the Biden administration, and while international travel faces a global pandemic, a fraction of these funds could substantially increase availability for student travel (Gravelly, 2021).

Study limitations

The university selected for the study limited the data and the results of the research in four areas. First, during focus group conversations interviewed students' strong connection to the researcher became clear. While researcher bias was mentioned at the beginning of the study, the

researcher did not recognize subject bias of those being researched. The intent in using the selected college was that more feedback from the students would be available because of the relationship of the researcher to the students. However, the students' biases toward the researcher skewed the results from a standpoint of the majority of those agreeing to participate in a focus group, were students who had traveled with the interviewer. This important note does not reflect on the quantitative data nor the questionnaire but specifically on the focus group interviews. That said this bias is identified as one of the learning community outcomes. The bonds students form with fellow students and instructors as part of what encourages students to maintain their pathway to graduation reflected in focus group participation. Identified here as a limitation under the auspices of full disclosure, the bonds formed between students and faculty/staff are defined as retention outcomes in the literature inferring not so much a limitation as a factor of retention at the selected university.

The second limitation of the study was the availability of data. One of the reasons for selecting the university was the reliability of the study abroad data as known to the researcher. Unfortunately, the additional information needed for a complete examination of the retention theory outcomes was not available. All additional retention variables as aligned from the literature review could only be deducted from the information that was available from various campus departments.

A third limitation of the study was the availability of study abroad students who studied abroad and were currently enrolled or had stopped out. COVID-19 stopped all international travel from 2020-2021 meaning a potential loss of forty or more participants. Ten students had intended to travel for alternative spring break in March 2020 when the global pandemic canceled the trip. While safety should always be the top priority, the number of participants dropped to

zero for the first time in the history of the program. This decline happened for every university and would not have changed had another institution been selected but was a limitation in the expectations in terms of participants.

Lastly, the researcher also recognized bias of passion for the research topic. Study abroad is not only the researcher's job but as a study abroad participant, they are passionate about what the experience gives to students who take advantage of the opportunity. This in no way skewed any of the results however, the transcripts of the focus group conversations do reflect subject to researcher familiarity.

Recommendations for future research

This sequential exploratory research design examined study abroad as a potential retention modality. The quantitative analysis, through a binary regression model, determined an increased likelihood of student graduation when the students participated in a study abroad program. The qualitative questionnaire and focus group discussions centered on student experiences giving direct attention to the intended learning objectives and retention outcomes.

Although the research questions guiding the study were answered, new questions arose during the investigation of the data. Retention is an important issue facing universities and additional research is necessary in order to gain a full picture of the available solutions. Additional information discovered in both the regression analysis and the thematic evaluation, while interesting, were outside of the scope of this particular topic. In understanding these findings, the researcher recommends additional research in the following areas:

- 1) One area for further research that arose from this project includes defining at-risk factors in higher education. Although only one institution was utilized for this study, a public

Historically Black College or University (HBCU), the at-risk factors for graduation as identified in the literature were not statistically significant, as the literature would suggest. Possibly because Predominantly White Institutions (PWIs) experience higher drop-out rates with students who are of minority race, low income, inefficient academic backgrounds, and first-generation and why the literature reflects these particular variables. However, the at-risk factors, while indicating negative interaction with graduation, were not statistically significant in the model. While outside the scope of this particular study, the diminishing returns expected from the at-risk factors could be a result of only one institution being involved in the study. The binary regression model used in this study could be duplicated for further investigation into this area.

2) Another recommendation to add to this study would be the direct comparison of other retention modalities to study abroad. This study was limited to the data that was available from the selected university therefore proxy learning community, proxy experiential learning, and proxy self-efficacy were used in place of planned and executed retention methods. Finding universities intentionally incorporating different retention methods, including universities that encourage study abroad would give a clearer quantitative comparison of each program's efficacy. A larger study, including universities investing additional funds into separate retention categories for direct comparison to study abroad retention, could utilize the binary regression model of this study and would give the researcher the best percentages of student success focusing on combatting at-risk factors.

3) One future research recommendation would be to examine multiple universities and only collect data on students who studied abroad and who meet one or more of the at-risk factor criteria. A direct comparison of those who studied abroad and graduated to those who studied abroad and did not graduate would give a closer look into how studying abroad acts as a

retention factor. Utilizing a larger dataset for a quantitative model, meaning the multiple university populations, would give a large enough sample that a direct comparison would be sufficient for evaluation.

4) Another option, also including investigating multiple universities for the study, would be to determine whether the length of time abroad changes the student's graduation trajectory. Typically, universities offer multiple opportunities for studying overseas. For example, the university selected for this study offered short term, faculty led, study abroad opportunities that take place during the summer semester. This is the most popular version of study abroad. There is also alternative spring break, which is an opportunity for students to volunteer overseas without receiving course credit. The university offered exchange options for students wanting to travel for a full semester to another country. There are also international options for internships, research, Maymester courses, or courses that take place between spring and summer courses. If a quantitative analysis indicated shorter-term study abroad program was as effective as a longer-term study abroad program for retention outcome delivery, then integrating shorter travel options into courses becomes more affordable for the university-sponsored program.

5) An additional recommended study would be to incorporate study abroad for freshmen and follow those students through to graduation, especially if the study could incorporate the at-risk factors as part of the quantitative research model. Although a program to send all freshmen overseas would be an investment by the university, the implications of maintaining enrollment through sophomore and junior year could pay for itself. The largest matriculation issues for most universities occur between the freshman and sophomore years in

college, which means increasing retention early in a collegiate career would translate into tuition dollars within two or three years.

Should findings for freshman matriculation to graduation indicate larger completion percentages, the opportunity to build entire blocks of academic curriculum could become part of the conversation. Contextualizing general education requirements for cultural comparisons, contextualizing entry-level major courses for volunteer opportunities abroad, and traveling with freshmen as a class during their first semester, could give students an overall awakening to college expectations. Although not ideal for continued research, the plan could expand the global awareness conversation into a full academic change centered on at-risk student comprehension. A less expensive, first step option could include international integration using virtual delivery methods and local volunteerism emphasized by entry-level coursework connections.

6) Other recommendations for further research are determining quality study abroad programming and quality study abroad professors. NAFSA has training and checklists available for program development however understanding the difference between the programs could increase efficacy for future international programs. Recognizing the importance of the study abroad program leader and how effective trips interact with the retention outcomes and graduation learning objectives is key to study abroad being recognized for its retention modality potential. The emphasis placed on retention models includes professor engagement with students, students' international interactions, students' academic outcomes, as well as soft skills that harness cultural competencies. Preparing and assisting faculty to incorporate these outcomes into a study abroad program is key to participant retention. A qualitative investigation utilizing the retention outcomes identified in this study and study abroad participants' interactions with the learning objectives would allow the researcher insight to student engagement with the course

and the instructor. A quantitative measure could also be used with potential test scores of the students, either with those who took the class and did not study abroad or of students pre- and post-trip.

7) An investigation into institutions incorporating global citizenry into its vision and mission could assist in the definition and expectations of becoming a global citizen. Traveling internationally without structured learning objectives does not carry the same retention outcomes as well structured study abroad programming does. Holding true to the idea of global citizenry is the institutions' mission to fill the gaps seen within the workforce and within the issues facing a global society (Ballam, 2014; Fisher & Wilder-Smith, 2020). When students graduate from universities as a global citizen, are the aforementioned voids filled by graduates? Are institutional centers focusing on foreign policy goals able to make necessary contributions toward global solutions? What changes are needed to ensure the academia becomes an active part of the progress for the international community? The qualitative investigation of these questions, as asked of study abroad participants, would give the researcher an understanding of how the university's commitment to global citizenry made an impact for the students.

Significance of the study

Studying abroad increases the likelihood of students graduating more so than at-risk factors deter student successes. The increase in the likelihood of graduation happens most regularly when students participate in study abroad, volunteer hours, and on-campus housing. Although the at-risk variables decrease the likelihood of graduating, they were not statistically significant in the regression model. Students who participate in study abroad programs identify their experiences in terms of the retention outcomes and learning objectives associated with graduation. Program graduates see themselves from a global perspective and actively engage in

international opportunities when they are available. Study abroad could be a crucial factor in academic programming and student retention if it were to be equitably available to all students.

As retention continues to plague universities across the United States, studying abroad continues to check global boxes rather than receiving identification as a retention modality incorporating multiple retention outcomes. Typically seen as an option for the privileged, studying abroad levels the collegiate academic playing field more than other retention modalities combined. Because of the increased likelihood of matriculating to graduation, all students deserve the opportunity to participate.

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APPENDIX A: 2011 Regression results

Logistic Regression

[DataSet12]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	303	100.0
	Missing Cases	0	.0
	Total	303	100.0
Unselected Cases		0	.0
Total		303	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	20	.000
	1	283	1.000
Study Abroad	0	281	.000
	1	22	1.000
Pell	0	57	.000
	1	246	1.000

Block 0: Beginning Block

Classification Table^{a,b}

	Observed		Predicted		Percentage Correct
			Graduated 0	1	
Step 0	Graduated	0	191	0	100.0
		1	112	0	.0
		Overall Percentage			63.0

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.534	.119	20.115	1	<.001	.586

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Pell(1)	.000	1	.983
		Natl Test eval	.002	1	.961
		Study Abroad(1)	40.455	1	<.001
		Black(1)	.085	1	.771
		Housing sem	97.315	1	<.001
		Comm Serv	27.127	1	<.001
		Stu Leader	22.637	1	<.001
Overall Statistics			125.706	7	<.001

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	160.762	7	<.001
	Block	160.762	7	<.001
	Model	160.762	7	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	238.448 ^a	.412	.562

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	58.358	8	<.001

Contingency Table for Hosmer and Lemeshow Test

		Graduated = 0		Graduated = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	23	28.505	7	1.495	30
	2	28	27.805	2	2.195	30
	3	30	26.902	0	3.098	30
	4	30	25.966	0	4.034	30
	5	24	24.540	6	5.460	30
	6	24	22.588	6	7.412	30
	7	20	18.038	10	11.962	30
	8	7	11.565	23	18.435	30
	9	4	5.055	26	24.945	30
	10	1	.038	32	32.962	33

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduated 0	Graduated 1	
Step 1	Graduated 0	177	14	92.7
	Graduated 1	31	81	72.3
Overall Percentage				85.1

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Pell(1)	-.468	.405	1.333	1	.248	.627
	Natl Test eval	.000	.001	.120	1	.729	1.000
	Study Abroad(1)	20.672	7209.586	.000	1	.998	950293474.1
	Black(1)	-.945	.600	2.480	1	.115	.389
	Housing sem	.401	.059	46.409	1	<.001	1.493
	Comm Serv	.123	.077	2.552	1	.110	1.131
	Stu Leader	.147	.136	1.160	1	.281	1.158
	Constant	-1.174	1.351	.756	1	.385	.309

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Pell(1)	.283	1.385
	Natl Test eval	.997	1.002
	Study Abroad(1)	.000	.
	Black(1)	.120	1.260
	Housing sem	1.330	1.675
	Comm Serv	.972	1.316
	Stu Leader	.887	1.513
	Constant		

a. Variable(s) entered on step 1: Pell, Natl Test eval, Study Abroad, Black, Housing sem, Comm Serv, Stu Leader.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
28.936	31	.573

a. Dependent variable: Graduated

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + Pell + NatlTesteval + StudyAbroad + Black + Housingsem + CommServ + StuLeader + Pell * Pell + Pell * NatlTesteval + Pell * StudyAbroad + Pell * Black + Pell * Housingsem + Pell * CommServ + Pell * StuLeader + NatlTesteval * NatlTesteval + NatlTesteval * StudyAbroad + NatlTesteval * Black + NatlTesteval * Housingsem + NatlTesteval * CommServ + NatlTesteval * StuLeader + StudyAbroad * StudyAbroad + StudyAbroad * Black + StudyAbroad * Housingsem + StudyAbroad * CommServ + StudyAbroad * StuLeader + Black * Black + Black * Housingsem + Black * CommServ + Black * StuLeader + Housingsem * Housingsem + Housingsem * CommServ + Housingsem * StuLeader + CommServ * CommServ + CommServ * StuLeader + StuLeader * StuLeader

Tests of Between-Subjects Effects

Dependent Variable: Graduated

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	29.290 ^a	7	4.184	29.880	<.001
Intercept	.516	1	.516	3.687	.056
Pell	.187	1	.187	1.335	.249
NatlTesteval	.123	1	.123	.876	.350
StudyAbroad	2.426	1	2.426	17.327	<.001
Black	.443	1	.443	3.161	.076
Housingsem	15.063	1	15.063	107.562	<.001
CommServ	1.686	1	1.686	12.037	<.001
StuLeader	.167	1	.167	1.196	.275
Error	41.310	295	.140		
Total	112.000	303			
Corrected Total	70.601	302			

a. R Squared = .415 (Adjusted R Squared = .401)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduated

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.355	.199	1.786	.075	-.036	.747
Pell	-.066	.056	-1.167	.244	-.176	.045
NatlTesteval	.000	.000	-.857	.392	-.001	.000
StudyAbroad	.377	.081	4.649	<.001	.218	.537
Black	-.157	.092	-1.713	.088	-.337	.023
Housingsem	.071	.007	9.893	<.001	.057	.086
CommServ	.004	.002	2.457	.015	.001	.007
StuLeader	.012	.014	.846	.398	-.015	.039

a. HC4 method

Regression

[DataSet2]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Leader, Black, Natl Test eval, Pell, Housing sem, Comm Serv, Study Abroad ^b	.	Enter

a. Dependent Variable: Graduated

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.644 ^a	.415	.401	.374	1.985

a. Predictors: (Constant), Stu Leader, Black, Natl Test eval, Pell, Housing sem, Comm Serv, Study Abroad

b. Dependent Variable: Graduated

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.290	7	4.184	29.880	<.001 ^b
	Residual	41.310	295	.140		
	Total	70.601	302			

a. Dependent Variable: Graduated

b. Predictors: (Constant), Stu Leader, Black, Natl Test eval, Pell, Housing sem, Comm Serv, Study Abroad

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.355	.185		1.920	.056
	Pell	-.066	.057	-.053	-1.156	.249
	Natl Test eval	.000	.000	-.043	-.936	.350
	Study Abroad	.377	.091	.203	4.163	<.001
	Black	-.157	.088	-.081	-1.778	.076
	Housing sem	.071	.007	.487	10.371	<.001
	Comm Serv	.004	.001	.163	3.469	<.001
	Stu Leader	.012	.011	.054	1.094	.275

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Pell	.939	1.065
	Natl Test eval	.947	1.056
	Study Abroad	.835	1.198
	Black	.960	1.041
	Housing sem	.899	1.112
	Comm Serv	.898	1.114
	Stu Leader	.813	1.230

a. Dependent Variable: Graduated

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Pell	Natl Test eval
1	1	4.807	1.000	.00	.01	.00
	2	1.332	1.900	.00	.00	.00
	3	.750	2.531	.00	.00	.00
	4	.601	2.829	.00	.00	.00
	5	.304	3.979	.00	.06	.00
	6	.146	5.744	.01	.85	.02
	7	.053	9.558	.02	.01	.11
	8	.009	23.624	.98	.08	.87

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Study Abroad	Black	Housing sem	Comm Serv	Stu Leader
1	1	.01	.00	.01	.00	.01
	2	.17	.00	.00	.15	.19
	3	.23	.00	.00	.80	.07
	4	.55	.00	.00	.03	.70
	5	.03	.01	.94	.00	.02
	6	.00	.03	.05	.01	.00
	7	.00	.80	.00	.00	.00
	8	.00	.16	.00	.00	.01

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.04	1.65	.37	.311	303
Residual	-.781	1.039	.000	.370	303
Std. Predicted Value	-1.312	4.107	.000	1.000	303
Std. Residual	-2.088	2.777	.000	.988	303

a. Dependent Variable: Graduated

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.03	1.64	.37	.309	303
Std. Predicted Value	-1.277	4.117	.000	1.000	303
Standard Error of Predicted Value	.026	.203	.051	.026	303
Adjusted Predicted Value	-.05	1.78	.37	.313	303
Residual	-.798	1.025	.000	.372	303
Std. Residual	-2.126	2.731	.000	.990	303
Stud. Residual	-2.162	2.761	.000	1.002	303
Deleted Residual	-.825	1.048	.000	.381	303
Stud. Deleted Residual	-2.175	2.792	.001	1.005	303
Mahal. Distance	.413	87.497	5.980	9.512	303
Cook's Distance	.000	.109	.004	.009	303
Centered Leverage Value	.001	.290	.020	.031	303

a. Dependent Variable: Graduated

APPENDIX B: 2012 Regression results

Logistic Regression

[DataSet13]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	259	86.0
	Missing Cases	42	14.0
	Total	301	100.0
Unselected Cases		0	.0
Total		301	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	39	.000
	1	220	1.000
Pell	0	52	.000
	1	207	1.000
Study Abroad	0	240	.000
	1	19	1.000

Block 0: Beginning Block

Classification Table^{a,b}

Observed			Predicted		Percentage Correct
			Graduated 0	1	
Step 0	Graduated	0	175	0	100.0
		1	84	0	.0
Overall Percentage					67.6

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.734	.133	30.575	1	<.001	.480

Variables not in the Equation

		Score	df	Sig.	
Step 0	Variables	Study Abroad(1)	15.922	1	<.001
		Pell(1)	.082	1	.774
		Natl test scores	.033	1	.856
		Black(1)	.966	1	.326
		Housing	46.156	1	<.001
		Comm Service	35.902	1	<.001
		Stu Leader	19.154	1	<.001
Overall Statistics		66.649	7	<.001	

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	75.108	7	<.001
	Block	75.108	7	<.001
	Model	75.108	7	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	251.277 ^a	.252	.351

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	23.154	8	.003

Contingency Table for Hosmer and Lemeshow Test

		Graduated = 0		Graduated = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	20	23.008	6	2.992	26
	2	19	22.562	7	3.438	26
	3	27	22.569	0	4.431	27
	4	25	21.525	1	4.475	26
	5	21	20.947	5	5.053	26
	6	22	19.770	4	6.230	26
	7	20	18.339	6	7.661	26
	8	11	15.215	15	10.785	26
	9	7	9.530	19	16.470	26
	10	3	1.537	21	22.463	24

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduated 0	Graduated 1	
Step 1	Graduated 0	164	11	93.7
	Graduated 1	43	41	48.8
Overall Percentage				79.2

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study Abroad(1)	1.172	.617	3.604	1	.058	3.228
	Pell(1)	.084	.420	.040	1	.841	1.088
	Natl test scores	.000	.002	.032	1	.857	1.000
	Black(1)	-.037	.456	.007	1	.935	.963
	Housing	.215	.054	16.080	1	<.001	1.240
	Comm Service	.018	.009	3.642	1	.056	1.018
	Stu Leader	.498	.256	3.792	1	.051	1.645
	Constant	-2.311	1.595	2.099	1	.147	.099

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study Abroad(1)	.963	10.821
	Pell(1)	.477	2.480
	Natl test scores	.997	1.003
	Black(1)	.394	2.356
	Housing	1.116	1.377
	Comm Service	1.000	1.037
	Stu Leader	.997	2.714
	Constant		

a. Variable(s) entered on step 1: Study Abroad, Pell, Natl test scores, Black, Housing, Comm Service, Stu Leader.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
43.934	31	.062

a. Dependent variable: Graduated

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + StudyAbroad + Pell + Natltestscores + Black + Housing + CommService + StuLeader + StudyAbroad * StudyAbroad + StudyAbroad * Pell + StudyAbroad * Natltestscores + StudyAbroad * Black + StudyAbroad * Housing + StudyAbroad * CommService + StudyAbroad * StuLeader + Pell * Pell + Pell * Natltestscores + Pell * Black + Pell * Housing + Pell * CommService + Pell * StuLeader + Natltestscores * Natltestscores + Natltestscores * Black + Natltestscores * Housing + Natltestscores * CommService + Natltestscores * StuLeader + Black * Black + Black * Housing + Black * CommService + Black * StuLeader + Housing * Housing + Housing * CommService + Housing * StuLeader + CommService * CommService + CommService * StuLeader + StuLeader * StuLeader

Tests of Between-Subjects Effects

Dependent Variable: Graduated

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14.605 ^a	7	2.086	12.424	<.001
Intercept	.027	1	.027	.161	.688
StudyAbroad	.805	1	.805	4.794	.029
Pell	.002	1	.002	.013	.908
Natltestscores	.000	1	.000	.001	.975
Black	.018	1	.018	.107	.744
Housing	4.131	1	4.131	24.596	<.001
CommService	1.484	1	1.484	8.838	.003
StuLeader	.467	1	.467	2.778	.097
Error	42.151	251	.168		
Total	84.000	259			
Corrected Total	56.757	258			

a. R Squared = .257 (Adjusted R Squared = .237)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduated

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.103	.253	.405	.686	-.397	.602
StudyAbroad	.226	.119	1.899	.059	-.008	.461
Pell	.008	.063	.121	.904	-.116	.131
Natltestscores	7.868E-6	.000	.032	.975	.000	.000
Black	-.024	.083	-.295	.768	-.187	.139
Housing	.044	.010	4.453	<.001	.025	.064
CommService	.003	.001	3.221	.001	.001	.005
StuLeader	.022	.012	1.889	.060	-.001	.045

a. HC0 method

Regression

[DataSet3]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Leader, Pell, Black, Study Abroad, Natl test scores, Housing, Comm Service ^b	.	Enter

a. Dependent Variable: Graduated

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.507 ^a	.257	.237	.410	2.135

a. Predictors: (Constant), Stu Leader, Pell, Black, Study Abroad, Natl test scores, Housing, Comm Service

b. Dependent Variable: Graduated

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.605	7	2.086	12.424	<.001 ^b
	Residual	42.151	251	.168		
	Total	56.757	258			

a. Dependent Variable: Graduated

b. Predictors: (Constant), Stu Leader, Pell, Black, Study Abroad, Natl test scores, Housing, Comm Service

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.103	.255		.402	.688
	Study Abroad	.226	.103	.126	2.189	.029
	Pell	.008	.066	.007	.116	.908
	Natl test scores	7.868E-6	.000	.002	.032	.975
	Black	-.024	.075	-.019	-.327	.744
	Housing	.044	.009	.300	4.959	<.001
	Comm Service	.003	.001	.194	2.973	.003
	Stu Leader	.022	.013	.103	1.667	.097

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study Abroad	.893	1.120
	Pell	.938	1.066
	Natl test scores	.916	1.092
	Black	.912	1.097
	Housing	.808	1.238
	Comm Service	.693	1.442
	Stu Leader	.772	1.296

a. Dependent Variable: Graduated

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Study Abroad	Pell
1	1	4.769	1.000	.00	.01	.01
	2	1.321	1.900	.00	.03	.01
	3	.885	2.322	.00	.77	.00
	4	.475	3.167	.00	.14	.00
	5	.275	4.167	.00	.03	.04
	6	.162	5.427	.00	.01	.75
	7	.107	6.665	.01	.02	.13
	8	.006	28.809	.98	.00	.07

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl test scores	Black	Housing	Comm Service	Stu Leader
1	1	.00	.01	.01	.01	.00
	2	.00	.00	.00	.18	.24
	3	.00	.00	.00	.00	.13
	4	.00	.00	.01	.65	.62
	5	.00	.01	.96	.13	.00
	6	.00	.24	.02	.02	.00
	7	.04	.62	.00	.01	.00
	8	.96	.12	.00	.01	.01

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.09	1.48	.32	.238	259
Residual	-1.040	.915	.000	.404	259
Std. Predicted Value	-1.005	4.858	.000	1.000	259
Std. Residual	-2.538	2.232	.000	.986	259

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.09	1.46	.32	.238	259
Std. Predicted Value	-.989	4.749	.000	1.000	259
Standard Error of Predicted Value	.030	.397	.055	.039	259
Adjusted Predicted Value	.07	2.22	.33	.264	259
Residual	-1.035	.911	.000	.404	259
Std. Residual	-2.532	2.229	.000	.988	259
Stud. Residual	-2.626	2.246	-.003	1.004	259
Deleted Residual	-1.221	.929	-.004	.420	259
Stud. Deleted Residual	-2.657	2.265	-.001	1.007	259
Mahal. Distance	.427	242.742	5.977	19.710	259
Cook's Distance	.000	.911	.007	.057	259
Centered Leverage Value	.002	.941	.023	.076	259

a. Dependent Variable: Graduated

APPENDIX C: 2013 Regression results

Logistic Regression

[DataSet16]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	275	89.6
	Missing Cases	32	10.4
	Total	307	100.0
Unselected Cases		0	.0
Total		307	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	35	.000
	1	240	1.000
Pell	0	66	.000
	1	209	1.000
Study Abroad	0	252	.000
	1	23	1.000

Block 0: Beginning Block

Classification Table^{a,b}

	Observed		Predicted		Percentage Correct
			Graduation 0	1	
Step 0	Graduation	0	187	0	100.0
		1	88	0	.0
Overall Percentage					68.0

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.754	.129	33.999	1	<.001	.471

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Study Abroad(1)	29.543	1	<.001
		Pell(1)	.324	1	.569
		Natl test score	.000	1	.995
		Black(1)	2.654	1	.103
		Housing	111.060	1	<.001
		Community Service	40.975	1	<.001
		Stu Lead	17.443	1	<.001
Overall Statistics			128.265	7	<.001

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	146.957	7	<.001
	Block	146.957	7	<.001
	Model	146.957	7	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	197.822 ^a	.414	.579

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	48.197	8	<.001

Contingency Table for Hosmer and Lemeshow Test

		Graduation = 0		Graduation = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	21	27.049	7	.951	28
	2	28	26.708	0	1.292	28
	3	28	25.845	0	2.155	28
	4	27	25.493	1	2.507	28
	5	27	24.532	1	3.468	28
	6	24	22.808	4	5.192	28
	7	19	18.956	9	9.044	28
	8	8	10.447	20	17.553	28
	9	5	4.769	23	23.231	28
	10	0	.393	23	22.607	23

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduation 0	Graduation 1	
Step 1	Graduation 0	176	11	94.1
	Graduation 1	23	65	73.9
Overall Percentage				87.6

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study Abroad(1)	2.401	.716	11.242	1	<.001	11.036
	Pell(1)	-.150	.447	.113	1	.737	.860
	Natl test score	.000	.002	.000	1	.985	1.000
	Black(1)	-.036	.595	.004	1	.952	.965
	Housing	.475	.068	48.919	1	<.001	1.608
	Community Service	.016	.008	4.087	1	.043	1.016
	Stu Lead	.042	.167	.062	1	.803	1.043
	Constant	-3.146	1.684	3.491	1	.062	.043

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study Abroad(1)	2.712	44.912
	Pell(1)	.359	2.065
	Natl test score	.997	1.003
	Black(1)	.300	3.100
	Housing	1.408	1.838
	Community Service	1.000	1.031
	Stu Lead	.751	1.447
	Constant		

a. Variable(s) entered on step 1: Study Abroad, Pell, Natl test score, Black, Housing, Community Service, Stu Lead.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
35.831	32	.293

a. Dependent variable: Graduation

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + StudyAbroad + Pell + Natltestscore + Black + Housing + CommunityService + StuLead + StudyAbroad * StudyAbroad + StudyAbroad * Pell + StudyAbroad * Natltestscore + StudyAbroad * Black + StudyAbroad * Housing + StudyAbroad * CommunityService + StudyAbroad * StuLead + Pell * Pell + Pell * Natltestscore + Pell * Black + Pell * Housing + Pell * CommunityService + Pell * StuLead + Natltestscore * Natltestscore + Natltestscore * Black + Natltestscore * Housing + Natltestscore * CommunityService + Natltestscore * StuLead + Black * Black + Black * Housing + Black * CommunityService + Black * StuLead + Housing * Housing + Housing * CommunityService + Housing * StuLead + CommunityService * CommunityService + CommunityService * StuLead + StuLead * StuLead

Tests of Between-Subjects Effects

Dependent Variable: Graduation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	27.910 ^a	7	3.987	33.342	<.001
Intercept	4.167E-5	1	4.167E-5	.000	.985
StudyAbroad	2.660	1	2.660	22.242	<.001
Pell	.002	1	.002	.017	.897
Natltestscore	.002	1	.002	.018	.895
Black	.003	1	.003	.025	.874
Housing	13.155	1	13.155	110.008	<.001
CommunityService	.848	1	.848	7.088	.008
StuLead	.003	1	.003	.024	.876
Error	31.930	267	.120		
Total	88.000	275			
Corrected Total	59.840	274			

a. R Squared = .466 (Adjusted R Squared = .452)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduation

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.004	.192	.018	.985	-.375	.382
StudyAbroad	.364	.090	4.043	<.001	.187	.541
Pell	-.007	.049	-.133	.894	-.103	.090
Natltestscore	-2.370E-5	.000	-.122	.903	.000	.000
Black	-.010	.053	-.195	.846	-.116	.095
Housing	.076	.008	9.156	<.001	.060	.093
CommunityService	.001	.000	2.779	.006	.000	.002
StuLead	-.002	.007	-.212	.833	-.016	.013

a. HC3 method

Regression

[DataSet4]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Lead, Pell, Study Abroad, Black, Natl test score, Community Service, Housing ^b	.	Enter

a. Dependent Variable: Graduation

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.683 ^a	.466	.452	.346	2.133

a. Predictors: (Constant), Stu Lead, Pell, Study Abroad, Black, Natl test score, Community Service, Housing

b. Dependent Variable: Graduation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.910	7	3.987	33.342	<.001 ^b
	Residual	31.930	267	.120		
	Total	59.840	274			

a. Dependent Variable: Graduation

b. Predictors: (Constant), Stu Lead, Pell, Study Abroad, Black, Natl test score, Community Service, Housing

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.004	.188		.019	.985
	Study Abroad	.364	.077	.216	4.716	<.001
	Pell	-.007	.050	-.006	-.129	.897
	Natl test score	-2.370E-5	.000	-.006	-.132	.895
	Black	-.010	.066	-.007	-.159	.874
	Housing	.076	.007	.544	10.488	<.001
	Community Service	.001	.000	.136	2.662	.008
	Stu Lead	-.002	.010	-.008	-.156	.876

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study Abroad	.955	1.047
	Pell	.936	1.068
	Natl test score	.934	1.070
	Black	.910	1.099
	Housing	.744	1.344
	Community Service	.761	1.315
	Stu Lead	.821	1.218

a. Dependent Variable: Graduation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Study Abroad	Pell
1	1	4.728	1.000	.00	.01	.01
	2	1.248	1.946	.00	.02	.01
	3	.866	2.337	.00	.94	.00
	4	.612	2.780	.00	.01	.01
	5	.273	4.163	.00	.01	.15
	6	.169	5.293	.01	.02	.78
	7	.097	6.969	.01	.00	.00
	8	.007	25.524	.98	.00	.05

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl test score	Black	Housing	Community Service	Stu Lead
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.01	.21	.26
	3	.00	.00	.00	.01	.04
	4	.00	.00	.00	.55	.62
	5	.00	.00	.80	.23	.04
	6	.01	.08	.18	.00	.03
	7	.04	.78	.00	.00	.00
	8	.95	.13	.00	.00	.00

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.04	1.25	.32	.319	275
Residual	-.811	1.033	.000	.341	275
Std. Predicted Value	-1.123	2.900	.000	1.000	275
Std. Residual	-2.345	2.986	.000	.987	275

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.04	1.24	.32	.319	274
Std. Predicted Value	-1.119	2.894	.000	1.000	274
Standard Error of Predicted Value	.026	.227	.049	.026	274
Adjusted Predicted Value	-.05	1.36	.32	.323	274
Residual	-.812	1.031	.000	.342	274
Std. Residual	-2.348	2.983	.000	.989	274
Stud. Residual	-2.399	3.006	.000	1.001	274
Deleted Residual	-.847	1.050	.000	.350	274
Stud. Deleted Residual	-2.420	3.053	.002	1.007	274
Mahal. Distance	.496	116.399	5.978	11.759	274
Cook's Distance	.000	.062	.004	.008	274
Centered Leverage Value	.002	.426	.022	.043	274

a. Dependent Variable: Graduation

APPENDIX D: 2014 Regression results

Logistic Regression

[DataSet17]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	268	82.7
	Missing Cases	56	17.3
	Total	324	100.0
Unselected Cases		0	.0
Total		324	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	33	.000
	1	235	1.000
First Gen	0	189	.000
	1	79	1.000
Pell	0	57	.000
	1	211	1.000
Study abroad	0	254	.000
	1	14	1.000

Block 0: Beginning Block

Classification Table^{a,b}

	Observed		Predicted		Percentage Correct
			Graduation 0	1	
Step 0	Graduation	0	184	0	100.0
		1	84	0	.0
Overall Percentage					68.7

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.784	.132	35.459	1	<.001	.457

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Study abroad(1)	15.311	1	<.001
		First Gen(1)	.048	1	.826
		Pell(1)	.850	1	.356
		Natl test score	.337	1	.562
		Black(1)	.441	1	.507
		Housing	87.412	1	<.001
		Community Service	44.320	1	<.001
		Stu Lead	22.128	1	<.001
Overall Statistics			118.363	8	<.001

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	128.512	8	<.001
	Block	128.512	8	<.001
	Model	128.512	8	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	204.784 ^a	.381	.535

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	9.233	8	.323

Contingency Table for Hosmer and Lemeshow Test

		Graduation = 0		Graduation = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	24	25.887	3	1.113	27
	2	25	25.340	2	1.660	27
	3	26	24.684	1	2.316	27
	4	23	24.436	4	2.564	27
	5	25	23.736	2	3.264	27
	6	26	22.786	1	4.214	27
	7	18	18.483	9	8.517	27
	8	9	10.851	18	16.149	27
	9	7	6.559	20	20.441	27
	10	1	1.239	24	23.761	25

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduation 0	Graduation 1	
Step 1	Graduation 0	167	17	90.8
	Graduation 1	22	62	73.8
Overall Percentage				85.4

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study abroad(1)	2.409	.751	10.293	1	.001	11.126
	First Gen(1)	-.123	.404	.092	1	.762	.885
	Pell(1)	.093	.464	.040	1	.842	1.097
	Natl test score	.000	.002	.002	1	.965	1.000
	Black(1)	-1.118	.554	4.075	1	.044	.327
	Housing	.385	.055	49.312	1	<.001	1.469
	Community Service	.017	.006	7.803	1	.005	1.017
	Stu Lead	.127	.155	.667	1	.414	1.135
	Constant	-2.125	1.805	1.386	1	.239	.119

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study abroad(1)	2.553	48.482
	First Gen(1)	.400	1.954
	Pell(1)	.442	2.723
	Natl test score	.997	1.003
	Black(1)	.110	.968
	Housing	1.320	1.636
	Community Service	1.005	1.030
	Stu Lead	.838	1.538
	Constant		

a. Variable(s) entered on step 1: Study abroad, First Gen, Pell, Natl test score, Black, Housing, Community Service, Stu Lead.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
63.003	39	.009

a. Dependent variable: Graduation

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + Studyabroad + FirstGen + Pell + Natltestscore + Black + Housing + CommunityService + StuLead + Studyabroad * Studyabroad + Studyabroad * FirstGen + Studyabroad * Pell + Studyabroad * Natltestscore + Studyabroad * Black + Studyabroad * Housing + Studyabroad * CommunityService + Studyabroad * StuLead + FirstGen * FirstGen + FirstGen * Pell + FirstGen * Natltestscore + FirstGen * Black + FirstGen * Housing + FirstGen * CommunityService + FirstGen * StuLead + Pell * Pell + Pell * Natltestscore + Pell * Black + Pell * Housing + Pell * CommunityService + Pell * StuLead + Natltestscore * Natltestscore + Natltestscore * Black + Natltestscore * Housing + Natltestscore * CommunityService + Natltestscore * StuLead + Black * Black + Black * Housing + Black * CommunityService + Black * StuLead + Housing * Housing + Housing * CommunityService + Housing * StuLead + CommunityService * CommunityService + CommunityService * StuLead + StuLead * StuLead

Tests of Between-Subjects Effects

Dependent Variable: Graduation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	25.471 ^a	8	3.184	25.609	<.001
Intercept	.044	1	.044	.352	.553
Studyabroad	2.298	1	2.298	18.482	<.001
FirstGen	.013	1	.013	.107	.744
Pell	.001	1	.001	.006	.938
Natltestscore	.000	1	.000	.003	.956
Black	.635	1	.635	5.111	.025
Housing	11.831	1	11.831	95.163	<.001
CommunityService	2.564	1	2.564	20.625	<.001
StuLead	.086	1	.086	.689	.407
Error	32.201	259	.124		
Total	84.000	268			
Corrected Total	57.672	267			

a. R Squared = .442 (Adjusted R Squared = .424)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduation

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.123	.241	.512	.609	-.351	.597
Studyabroad	.418	.101	4.157	<.001	.220	.616
FirstGen	-.016	.046	-.347	.729	-.106	.075
Pell	-.004	.057	-.075	.940	-.117	.109
Natltestscore	1.089E-5	.000	.049	.961	.000	.000
Black	-.154	.071	-2.154	.032	-.295	-.013
Housing	.066	.009	7.675	<.001	.049	.083
CommunityService	.003	.001	3.462	<.001	.001	.004
StuLead	.010	.012	.866	.388	-.013	.033

a. HC3 method

Regression

[DataSet5]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Lead, First Gen, Study abroad, Black, Natl test score, Pell, Housing, Community Service ^b	.	Enter

a. Dependent Variable: Graduation

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.665 ^a	.442	.424	.353	2.073

a. Predictors: (Constant), Stu Lead, First Gen, Study abroad, Black, Natl test score, Pell, Housing, Community Service

b. Dependent Variable: Graduation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.471	8	3.184	25.609	<.001 ^b
	Residual	32.201	259	.124		
	Total	57.672	267			

a. Dependent Variable: Graduation

b. Predictors: (Constant), Stu Lead, First Gen, Study abroad, Black, Natl test score, Pell, Housing, Community Service

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.123	.207		.594	.553
	Study abroad	.418	.097	.200	4.299	<.001
	First Gen	-.016	.049	-.016	-.327	.744
	Pell	-.004	.055	-.004	-.078	.938
	Natl test score	1.089E-5	.000	.003	.056	.956
	Black	-.154	.068	-.109	-2.261	.025
	Housing	.066	.007	.489	9.755	<.001
	Community Service	.003	.001	.240	4.541	<.001
	Stu Lead	.010	.012	.044	.830	.407

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study abroad	.992	1.008
	First Gen	.941	1.063
	Pell	.909	1.100
	Natl test score	.904	1.106
	Black	.926	1.080
	Housing	.857	1.166
	Community Service	.774	1.292
	Stu Lead	.777	1.287

a. Dependent Variable: Graduation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions		
					Study abroad	First Gen	Pell
1	1	5.058	1.000	.00	.00	.01	.01
	2	1.249	2.012	.00	.00	.02	.00
	3	.936	2.324	.00	.98	.01	.00
	4	.650	2.789	.00	.01	.80	.00
	5	.512	3.143	.00	.00	.07	.00
	6	.329	3.919	.00	.00	.02	.03
	7	.168	5.495	.00	.00	.06	.85
	8	.091	7.453	.01	.00	.00	.04
	9	.006	27.915	.98	.00	.00	.06

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl test score	Black	Housing	Community Service	Stu Lead
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.00	.20	.29
	3	.00	.00	.00	.00	.00
	4	.00	.01	.02	.01	.09
	5	.00	.00	.00	.71	.55
	6	.00	.01	.93	.07	.02
	7	.00	.10	.02	.00	.02
	8	.05	.73	.00	.00	.01
	9	.94	.14	.02	.00	.01

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.04	1.20	.31	.309	268
Residual	-1.019	1.027	.000	.347	268
Std. Predicted Value	-1.155	2.878	.000	1.000	268
Std. Residual	-2.891	2.913	.000	.985	268

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.03	1.17	.31	.305	268
Std. Predicted Value	-1.128	2.824	.000	1.000	268
Standard Error of Predicted Value	.032	.238	.056	.024	268
Adjusted Predicted Value	-.05	1.22	.31	.308	268
Residual	-.995	1.023	.000	.351	268
Std. Residual	-2.799	2.878	.000	.987	268
Stud. Residual	-3.020	2.910	.000	1.003	268
Deleted Residual	-1.158	1.053	.000	.363	268
Stud. Deleted Residual	-3.068	2.953	.001	1.009	268
Mahal. Distance	1.236	119.078	6.974	9.855	268
Cook's Distance	.000	.187	.004	.013	268
Centered Leverage Value	.005	.446	.026	.037	268

a. Dependent Variable: Graduation

APPENDIX E: 2015 Regression results

Logistic Regression

[DataSet18]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	249	81.1
	Missing Cases	58	18.9
	Total	307	100.0
Unselected Cases		0	.0
Total		307	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	49	.000
	1	200	1.000
First Gen	0	165	.000
	1	84	1.000
Pell	0	55	.000
	1	194	1.000
Study abroad	0	235	.000
	1	14	1.000

Block 0: Beginning Block

Classification Table^{a,b}

	Observed		Predicted		Percentage Correct
			Graduation 0	1	
Step 0	Graduation	0	184	0	100.0
		1	65	0	.0
Overall Percentage					73.9

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-1.041	.144	52.006	1	<.001	.353

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Study abroad(1)	11.211	1	<.001
		First Gen(1)	.107	1	.743
		Pell(1)	.015	1	.901
		Natl test score	1.423	1	.233
		Black(1)	1.026	1	.311
		Housing	81.166	1	<.001
		Comm Service	35.970	1	<.001
		Stu Lead	17.259	1	<.001
Overall Statistics			92.350	8	<.001

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	100.324	8	<.001
	Block	100.324	8	<.001
	Model	100.324	8	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	185.601 ^a	.332	.486

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	21.377	8	.006

Contingency Table for Hosmer and Lemeshow Test

		Graduation = 0		Graduation = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	23	25.101	3	.899	26
	2	22	23.704	3	1.296	25
	3	24	23.243	1	1.757	25
	4	25	23.647	1	2.353	26
	5	25	22.210	0	2.790	25
	6	25	21.379	0	3.621	25
	7	19	19.457	6	5.543	25
	8	10	14.927	15	10.073	25
	9	8	8.676	17	16.324	25
	10	3	1.655	19	20.345	22

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduation 0	Graduation 1	
Step 1	Graduation 0	173	11	94.0
	Graduation 1	26	39	60.0
Overall Percentage				85.1

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study abroad(1)	.608	.757	.645	1	.422	1.836
	First Gen(1)	.351	.406	.749	1	.387	1.421
	Pell(1)	-.022	.473	.002	1	.963	.979
	Natl test score	.001	.002	.586	1	.444	1.001
	Black(1)	.560	.523	1.148	1	.284	1.751
	Housing	.369	.062	35.867	1	<.001	1.446
	Comm Service	.033	.013	6.059	1	.014	1.034
	Stu Lead	-.054	.117	.215	1	.643	.947
	Constant	-4.640	1.613	8.278	1	.004	.010

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study abroad(1)	.417	8.089
	First Gen(1)	.642	3.145
	Pell(1)	.388	2.471
	Natl test score	.998	1.004
	Black(1)	.628	4.880
	Housing	1.282	1.632
	Comm Service	1.007	1.061
	Stu Lead	.754	1.190
	Constant		

a. Variable(s) entered on step 1: Study abroad, First Gen, Pell, Natl test score, Black, Housing, Comm Service, Stu Lead.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
43.774	40	.314

a. Dependent variable: Graduation

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + Studyabroad + FirstGen + Pell + Natltestscore + Black + Housing + CommService + StuLead + Studyabroad * Studyabroad + Studyabroad * FirstGen + Studyabroad * Pell + Studyabroad * Natltestscore + Studyabroad * Black + Studyabroad * Housing + Studyabroad * CommService + Studyabroad * StuLead + FirstGen * FirstGen + FirstGen * Pell + FirstGen * Natltestscore + FirstGen * Black + FirstGen * Housing + FirstGen * CommService + FirstGen * StuLead + Pell * Pell + Pell * Natltestscore + Pell * Black + Pell * Housing + Pell * CommService + Pell * StuLead + Natltestscore * Natltestscore + Natltestscore * Black + Natltestscore * Housing + Natltestscore * CommService + Natltestscore * StuLead + Black * Black + Black * Housing + Black * CommService + Black * StuLead + Housing * Housing + Housing * CommService + Housing * StuLead + CommService * CommService + CommService * StuLead + StuLead * StuLead

Tests of Between-Subjects Effects

Dependent Variable: Graduation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.814 ^a	8	2.227	17.686	<.001
Intercept	.093	1	.093	.739	.391
Studyabroad	.024	1	.024	.190	.663
FirstGen	.001	1	.001	.010	.919
Pell	.001	1	.001	.006	.936
Natltestscore	.057	1	.057	.453	.501
Black	.123	1	.123	.981	.323
Housing	10.373	1	10.373	82.384	<.001
CommService	.825	1	.825	6.556	.011
StuLead	.008	1	.008	.062	.804
Error	30.218	240	.126		
Total	65.000	249			
Corrected Total	48.032	248			

a. R Squared = .371 (Adjusted R Squared = .350)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduation

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	-.166	.201	-.825	.410	-.563	.231
Studyabroad	.047	.121	.390	.697	-.192	.287
FirstGen	.005	.045	.110	.913	-.084	.094
Pell	-.004	.059	-.076	.940	-.121	.112
Natltestscore	.000	.000	.660	.510	.000	.001
Black	.059	.052	1.130	.259	-.044	.161
Housing	.067	.009	7.524	<.001	.049	.084
CommService	.002	.001	2.299	.022	.000	.004
StuLead	-.003	.016	-.199	.842	-.036	.029

a. HC0 method

Regression

[DataSet6]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Lead, Pell, Black, First Gen, Housing, Natl test score, Study abroad, Comm Service ^b	.	Enter

a. Dependent Variable: Graduation

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.609 ^a	.371	.350	.355	1.828

a. Predictors: (Constant), Stu Lead, Pell, Black, First Gen, Housing, Natl test score, Study abroad, Comm Service

b. Dependent Variable: Graduation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.814	8	2.227	17.686	<.001 ^b
	Residual	30.218	240	.126		
	Total	48.032	248			

a. Dependent Variable: Graduation

b. Predictors: (Constant), Stu Lead, Pell, Black, First Gen, Housing, Natl test score, Study abroad, Comm Service

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.166	.193		-.860	.391
	Study abroad	.047	.109	.025	.436	.663
	First Gen	.005	.049	.005	.102	.919
	Pell	-.004	.056	-.004	-.080	.936
	Natl test score	.000	.000	.036	.673	.501
	Black	.059	.059	.053	.990	.323
	Housing	.067	.007	.496	9.077	<.001
	Comm Service	.002	.001	.214	2.561	.011
	Stu Lead	-.003	.013	-.019	-.249	.804

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study abroad	.806	1.241
	First Gen	.957	1.045
	Pell	.934	1.070
	Natl test score	.914	1.094
	Black	.913	1.095
	Housing	.877	1.140
	Comm Service	.377	2.654
	Stu Lead	.441	2.266

a. Dependent Variable: Graduation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions		
					Study abroad	First Gen	Pell
1	1	5.003	1.000	.00	.00	.01	.01
	2	1.744	1.694	.00	.07	.01	.00
	3	.729	2.620	.00	.76	.04	.00
	4	.604	2.878	.00	.06	.87	.00
	5	.366	3.698	.00	.01	.00	.05
	6	.247	4.497	.00	.09	.00	.00
	7	.181	5.258	.00	.01	.04	.75
	8	.118	6.524	.02	.01	.01	.12
	9	.008	25.101	.98	.00	.02	.07

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl test score	Black	Housing	Comm Service	Stu Lead
1	1	.00	.01	.01	.00	.00
	2	.00	.00	.00	.07	.09
	3	.00	.00	.00	.01	.12
	4	.00	.01	.02	.00	.00
	5	.00	.03	.86	.00	.04
	6	.00	.07	.01	.70	.56
	7	.00	.27	.02	.01	.02
	8	.04	.52	.09	.20	.17
	9	.95	.09	.00	.00	.00

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.07	1.41	.26	.268	249
Residual	-.868	1.054	.000	.349	249
Std. Predicted Value	-1.235	4.274	.000	1.000	249
Std. Residual	-2.447	2.969	.000	.984	249

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.08	1.46	.29	.261	307
Std. Predicted Value	-1.410	4.467	.000	1.000	307
Standard Error of Predicted Value	.032	.235	.055	.026	307
Adjusted Predicted Value	-.08	1.73	.29	.269	307
Residual	-.801	1.033	.000	.374	307
Std. Residual	-2.118	2.734	.000	.988	307
Stud. Residual	-2.211	2.751	.000	1.006	307
Deleted Residual	-.872	1.046	.000	.388	307
Stud. Deleted Residual	-2.225	2.782	.001	1.010	307
Mahal. Distance	1.260	117.330	6.977	12.380	307
Cook's Distance	.000	.175	.005	.018	307
Centered Leverage Value	.004	.383	.023	.040	307

a. Dependent Variable: Graduation

APPENDIX F: 2016 Regression results

Logistic Regression

[DataSet19]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	272	87.2
	Missing Cases	40	12.8
	Total	312	100.0
Unselected Cases		0	.0
Total		312	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	41	.000
	1	231	1.000
First Gen	0	178	.000
	1	94	1.000
Pell	0	61	.000
	1	211	1.000
Study abroad	0	259	.000
	1	13	1.000

Block 0: Beginning Block

Classification Table^{a,b}

	Observed		Predicted		Percentage Correct
			Graduation 0	1	
Step 0	Graduation	0	204	0	100.0
		1	68	0	.0
		Overall Percentage			75.0

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-1.099	.140	61.554	1	<.001	.333

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Study abroad(1)	40.958	1	<.001
		First Gen(1)	1.062	1	.303
		Pell(1)	.852	1	.356
		Natl test score	.031	1	.861
		Black(1)	.239	1	.625
		Housing	71.454	1	<.001
		Comm Service	63.007	1	<.001
		Stu Lead	28.692	1	<.001
Overall Statistics			126.734	8	<.001

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	137.238	8	<.001
	Block	137.238	8	<.001
	Model	137.238	8	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	168.672 ^a	.396	.587

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	4.280	8	.831

Contingency Table for Hosmer and Lemeshow Test

		Graduation = 0		Graduation = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	26	26.312	1	.688	27
	2	27	26.010	0	.990	27
	3	25	25.787	2	1.213	27
	4	25	25.479	2	1.521	27
	5	25	24.927	2	2.073	27
	6	26	24.271	1	2.729	27
	7	22	22.061	5	4.939	27
	8	17	18.121	10	8.879	27
	9	9	9.960	18	17.040	27
	10	2	1.073	27	27.927	29

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduation 0	Graduation 1	
Step 1	Graduation 0	194	10	95.1
	Graduation 1	26	42	61.8
Overall Percentage				86.8

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study abroad(1)	22.643	9690.698	.000	1	.998	6820543732
	First Gen(1)	-.145	.447	.105	1	.745	.865
	Pell(1)	-.657	.490	1.798	1	.180	.518
	Natl test score	-.001	.002	.515	1	.473	.999
	Black(1)	-.801	.538	2.215	1	.137	.449
	Housing	.317	.063	24.930	1	<.001	1.373
	Comm Service	.020	.005	13.443	1	<.001	1.020
	Stu Lead	.244	.143	2.918	1	.088	1.276
	Constant	-1.075	1.727	.388	1	.534	.341

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study abroad(1)	.000	.
	First Gen(1)	.360	2.077
	Pell(1)	.198	1.354
	Natl test score	.995	1.002
	Black(1)	.156	1.289
	Housing	1.212	1.555
	Comm Service	1.009	1.031
	Stu Lead	.965	1.688
	Constant		

a. Variable(s) entered on step 1: Study abroad, First Gen, Pell, Natl test score, Black, Housing, Comm Service, Stu Lead.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
69.540	40	.003

a. Dependent variable: Graduation

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + Studyabroad + FirstGen + Pell + Natltestscore + Black + Housing + CommService + StuLead + Studyabroad * Studyabroad + Studyabroad * FirstGen + Studyabroad * Pell + Studyabroad * Natltestscore + Studyabroad * Black + Studyabroad * Housing + Studyabroad * CommService + Studyabroad * StuLead + FirstGen * FirstGen + FirstGen * Pell + FirstGen * Natltestscore + FirstGen * Black + FirstGen * Housing + FirstGen * CommService + FirstGen * StuLead + Pell * Pell + Pell * Natltestscore + Pell * Black + Pell * Housing + Pell * CommService + Pell * StuLead + Natltestscore * Natltestscore + Natltestscore * Black + Natltestscore * Housing + Natltestscore * CommService + Natltestscore * StuLead + Black * Black + Black * Housing + Black * CommService + Black * StuLead + Housing * Housing + Housing * CommService + Housing * StuLead + CommService * CommService + CommService * StuLead + StuLead * StuLead

Tests of Between-Subjects Effects

Dependent Variable: Graduation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.763 ^a	8	2.970	28.681	<.001
Intercept	.165	1	.165	1.595	.208
Studyabroad	4.430	1	4.430	42.778	<.001
FirstGen	.008	1	.008	.080	.778
Pell	.134	1	.134	1.295	.256
Natltestscore	.052	1	.052	.504	.478
Black	.197	1	.197	1.907	.168
Housing	4.034	1	4.034	38.948	<.001
CommService	3.637	1	3.637	35.114	<.001
StuLead	.626	1	.626	6.041	.015
Error	27.237	263	.104		
Total	68.000	272			
Corrected Total	51.000	271			

a. R Squared = .466 (Adjusted R Squared = .450)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduation

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.216	.160	1.347	.179	-.100	.531
Studyabroad	.611	.084	7.257	<.001	.445	.776
FirstGen	-.012	.041	-.296	.768	-.093	.069
Pell	-.057	.057	-.994	.321	-.168	.055
Natltestscore	.000	.000	-.731	.465	.000	.000
Black	-.079	.061	-1.279	.202	-.200	.042
Housing	.042	.009	4.649	<.001	.024	.060
CommService	.003	.001	4.510	<.001	.001	.004
StuLead	.032	.016	2.029	.043	.001	.063

a. HC4 method

Regression

[DataSet7]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Lead, Study abroad, Natl test score, Pell, Black, First Gen, Comm Service, Housing ^b	.	Enter

a. Dependent Variable: Graduation

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.683 ^a	.466	.450	.322	1.969

a. Predictors: (Constant), Stu Lead, Study abroad, Natl test score, Pell, Black, First Gen, Comm Service, Housing

b. Dependent Variable: Graduation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.763	8	2.970	28.681	<.001 ^b
	Residual	27.237	263	.104		
	Total	51.000	271			

a. Dependent Variable: Graduation

b. Predictors: (Constant), Stu Lead, Study abroad, Natl test score, Pell, Black, First Gen, Comm Service, Housing

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.216	.171		1.263	.208
	Study abroad	.611	.093	.301	6.540	<.001
	First Gen	-.012	.043	-.013	-.282	.778
	Pell	-.057	.050	-.054	-1.138	.256
	Natl test score	.000	.000	-.033	-.710	.478
	Black	-.079	.057	-.065	-1.381	.168
	Housing	.042	.007	.320	6.241	<.001
	Comm Service	.003	.000	.300	5.926	<.001
	Stu Lead	.032	.013	.120	2.458	.015

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study abroad	.960	1.042
	First Gen	.904	1.106
	Pell	.888	1.126
	Natl test score	.946	1.057
	Black	.918	1.089
	Housing	.770	1.298
	Comm Service	.794	1.260
	Stu Lead	.846	1.183

a. Dependent Variable: Graduation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Study abroad	First Gen	Pell
1	1	5.140	1.000	.00	.00	.01	.01
	2	1.239	2.036	.00	.02	.06	.01
	3	.929	2.352	.00	.92	.00	.00
	4	.617	2.885	.00	.02	.09	.00
	5	.517	3.152	.00	.00	.79	.00
	6	.273	4.337	.00	.04	.00	.01
	7	.164	5.601	.00	.00	.04	.94
	8	.113	6.739	.01	.00	.00	.00
	9	.007	26.236	.98	.00	.01	.03

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl test score	Black	Housing	Comm Service	Stu Lead
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.01	.18	.26
	3	.00	.00	.00	.00	.04
	4	.00	.00	.00	.44	.62
	5	.00	.01	.00	.21	.00
	6	.00	.02	.98	.14	.05
	7	.01	.07	.00	.01	.01
	8	.03	.79	.00	.00	.00
	9	.95	.10	.00	.00	.00

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.05	1.45	.25	.296	272
Residual	-.698	1.036	.000	.317	272
Std. Predicted Value	-1.026	4.040	.000	1.000	272
Std. Residual	-2.169	3.218	.000	.985	272

a. Dependent Variable: Graduation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.03	1.45	.25	.295	272
Std. Predicted Value	-.961	4.086	.000	1.000	272
Standard Error of Predicted Value	.030	.204	.051	.022	272
Adjusted Predicted Value	-.05	1.51	.25	.298	272
Residual	-.707	1.026	.000	.318	272
Std. Residual	-2.192	3.182	.000	.987	272
Stud. Residual	-2.241	3.221	.000	1.003	272
Deleted Residual	-.739	1.051	.000	.329	272
Stud. Deleted Residual	-2.258	3.280	.002	1.009	272
Mahal. Distance	1.368	107.444	6.974	9.637	272
Cook's Distance	.000	.051	.004	.008	272
Centered Leverage Value	.005	.396	.026	.036	272

a. Dependent Variable: Graduation

APPENDIX G: Sum of square assumptions

Sum of expected mean error = normality for binomial regression

201108	201208	201308	201408	201508	201608
0.20024	0.36276	0.35666		0.39597	0.39379
0.16725	0.36898		0.26055	0.39597	-0.01148
-0.03082	0.26962	-0.64141	-0.5465	-0.80055	0.05165
-0.03646	-0.50777	0.05505	0.47495	-0.41054	0.24033
-0.00512	0.0895	-0.02758	-0.56376	0.35755	-0.45489
-0.06417	0.32715	-0.09606		0.35755	0.24033
-0.3882	0.12563	-0.07389	-0.61195	0.10492	
-0.02814	0.21631	-0.22298		0.35755	0.06144
0.31967	0.20466	-0.0388		0.35755	0.07747
-0.009	-0.45664	0.66404		0.41707	-0.22154
-0.64295	0.28495		0.06367	0.15948	-0.25867
-0.20966	-1.03479	-0.72689	0.36685	-0.69457	0.0677
-0.24374	-0.63797		-0.07572	-0.65087	-0.21936
0.02794	0.54139	0.12162	-0.08246	0.10685	0.03324
0.05331	0.36424	-0.0928	0.00987	-0.4605	0.32357
-0.0814	0.29673	-0.33268	0.05896	-0.01655	-0.04582
-0.20903	-0.90296	-0.04496	0.3983	-0.11018	0.00994
0.06413	-0.59398	0.66197	0.29859	-0.44345	-0.07569
0.41684		0.20573	-0.05136	-0.03795	-0.02179
0.10265	0.68219	0.20801	1.00509	0.5044	-0.16381
0.12007	0.55353	0.05414	-0.26489	0.04736	
0.4766	-0.22844	-0.13036	0.4169	0.41105	0.40357
-0.05481		-0.7171	0.40771	0.118	1.02023
-0.15337	-0.18274	0.34915	-0.11127	-0.46611	-0.02632
-0.03937		0.35734	-0.05741	0.03809	0.0319
-0.17219	0.86579	0.1118	-0.24789	-0.01736	0.02715
0.84086	-0.24411	-0.19639	-0.12349	-0.03826	0.69345
0.16729	0.89836	-0.19805	-0.12397	-0.07924	-0.06719
-0.22539	0.5212	-0.812		-0.24433	
-0.43421	-0.10314	-0.34773	0.42619	-0.30837	-0.05986
-0.75036	-0.27772	1.03143	-0.14388	0.94346	0.5251
-0.26942	0.5477	-0.1276		-0.35909	-0.33049
-0.36075		-0.19566		-0.12193	
0.28838		0.68413	-0.00754	0.03371	1.02222
-0.02236	-0.27733	0.35121	-0.12622	0.35296	
-0.14903	-0.18347	-0.20553	-0.12389	-0.24763	0.01519
-0.63724	0.62728	-0.19805	0.00109	-0.62596	0.00915
-0.14324	-0.39917	-0.34883	-0.10601	-0.09893	-0.14025
-0.27859		0.42184	-0.16689	0.7662	-0.14998
0.32362		-0.27721	-0.00733	0.48042	-0.01863
-0.29162	0.12468	-0.03615	0.98551	0.50376	-0.61981
-0.14324	-0.09762	0.42168	0.29146	0.82503	-0.30656
-0.40816	-0.19377		0.02399	-0.05364	0.69097
-0.09149	0.44057	-0.19179	0.42308	0.73306	-0.05281
-0.0881	0.32017	0.0318	0.00881	-0.1168	0.42697

-0.23987	-0.17968			0.72215	-0.02939
-0.43952	-0.19368	-0.12192	-0.27861	0.40977	
-0.13166	0.91076	-0.11824	0.53313	-0.49696	-0.09303
-0.2196	-0.09981	-0.27399	-0.12074	-0.11702	0.63029
-0.07267		0.03199	-0.09213	-0.14497	-0.03287
0.58026	-0.18347	-0.1164	-0.04667	-0.30536	0.39536
-0.12587	0.82015	-0.26939	-0.17061	-0.28518	-0.32855
0.7272	0.90689	-0.4837	-0.13442	0.20357	-0.07042
0.18819	-0.14203	1.03015		-0.05535	0.10669
-0.26701	-0.25746	-0.27418	-0.20006	0.73155	
-0.12008	-0.2777		-0.17427	0.6181	-0.08318
0.70757	-0.09507	0.16496		-0.24433	-0.04758
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-0.07267	-0.27223	-0.27381	-0.14809	-0.24293	-0.16336
0.05545	-0.27154	-0.27271	0.36786	0.3556	
-0.35157	-0.22151	-0.1503	-0.13905	-0.16182	-0.35131
0.64264	-0.17691	-0.19847	-0.12832	-0.43857	-0.37107
0.95677	-0.0969		-0.63048	0.04513	-0.15032
-0.28438		-0.12852	-0.07424	0.88578	-0.04411
-0.06929	0.63799	-0.12784	-0.07613	0.47893	
-0.0635	-0.37386	-0.04451	-0.0107	0.06925	-0.15816
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-0.06253	0.59484	0.18928	-0.06122	0.01419	-0.49658
-0.36654	-0.13749	0.03309	0.48432	-0.30536	-0.33461
0.53287	-0.14128	-0.42672		-0.00585	-0.11491
-0.35496	0.62652	-0.04046		0.18593	
0.37053	-0.22931		-0.29651	-0.03572	
0.28639	0.63388	-0.12192	0.55153	-0.17868	-0.05848
0.62623	-0.18529	-0.50343	-0.06656	-0.0426	-0.2463
-0.28438	-0.18784	-0.45839	-0.18119	-0.24584	0.40923
-0.02091	0.41966	-0.35286	-0.05088	-0.0929	-0.08044
-0.07846	-0.40355	0.80876		-0.12558	0.00994
0.42711				-0.11038	-0.6394
-0.07267	0.89946	0.02263	0.99162	-0.24433	-0.16854
-0.10162	0.9042	0.55892	-0.00733	0.69464	0.01232
-0.4961	-0.09106	0.516	0.00951	-0.12897	
0.42754	-0.13435	-0.20078		-0.09719	0.47333
0.53142	-0.22785	-0.20335	-0.13653	-0.12325	0.65921
0.26034	-0.50179	0.03511	-0.14094	-0.13324	-0.16204
-0.47873	-0.50916	-0.30583	-0.14075	0.03191	-0.07793
-0.136	0.0332	-0.42422	-0.2542	0.69464	-0.16775
-0.05771	-0.09311	-0.12008		0.93017	-0.08238
-0.17858	0.50587	-0.19529	-0.2573	-0.13941	0.31951
-0.26069	-0.18711	0.03364		-0.20555	-0.03699
-0.21622	-0.10883	-0.27455		-0.31121	-0.2867
0.10122	-0.1831	-0.42569	-0.13007	-0.78023	-0.14831
0.74746	-0.26858	0.4226	-0.2169	-0.0701	

-0.07846			1.00586	0.69219	-0.04582
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-0.395	-0.18602	-0.12815	1.01687	-0.02411	
0.27337		-0.12045	0.49125	-0.23893	-0.20205
0.60128	0.77142	-0.04488	-0.24053	-0.0686	-0.08132
-0.15144	-0.18237	0.33842	0.14171	0.44109	-0.0544
-0.13021	-0.14128	-0.04193	0.82366	-0.22667	-0.16391
0.55276	-0.32171	-0.19805		-0.30536	0.5896
-0.43719	0.39104	-0.19529	-0.1517	-0.06901	-0.70667
-0.43132	0.354	-0.42777	0.46045	-0.62328	
0.5039	-0.49362	1.02978	-0.11232	-0.05857	0.5918
-0.09534	-0.27332	0.02557	0.25828	-0.55463	-0.08049
-0.07701	-0.18369	-0.11843	-0.01325	-0.13344	
-0.03973		-0.11	-0.0673	0.48042	-0.0544
0.40668	-0.0907		0.25513	0.57227	-0.09088
-0.18232	-0.40282	-0.43172	0.41004	-0.15434	
-0.43566	-0.27259	-0.12198	0.48172	-0.07326	-0.05677
-0.31714	0.02766	-0.12156	-0.78036	-0.24139	-0.14817
0.64794	-0.18748	0.33379	-0.07214	-0.30536	
-0.11416		0.8806	0.36889	-0.18296	0.87412
0.41043	-0.09361	0.02888	-0.14515	-0.23267	-0.2199
-0.15916	-0.08851	-0.12593	-0.15234	-0.09441	-0.05669
-0.42794	-0.22566	-0.27276	-0.13547	-0.09441	-0.15183
-0.15578	0.5888	0.02996	0.0053	-0.28962	0.00994
-0.30175	-0.22858	0.02627	0.28198	-0.48167	-0.39329
-0.34137	-0.40573	0.26394	0.80813	-0.27132	-0.3932
0.41065	-0.13603	-0.04635	0.59283	0.50007	-0.03762
-0.33131		-0.12687	0.285	0.00225	-0.0933
-0.18088	-0.2777	0.72015	-0.13717	-0.17043	
-0.14565	-0.18602	-0.12082	0.32201	-0.05707	0.01628
0.47254		-0.12014	0.17847	0.82963	-0.03129
0.40666	0.41196		-0.11232	-0.15434	-0.10139
-0.14469	0.72668	-0.12521	0.36653	-0.05185	0.0129
-0.29017	-0.0969	-0.27436	-0.13652	0.00967	0.84738
0.63448	0.40683		0.16057	-0.08096	-0.16595
-0.17617	-0.18675	-0.12595	0.00846	-0.19873	-0.06549
0.65663	-0.27259	-0.12687	0.00824	-0.30536	0.93434
-0.04263	0.88581	0.42226	0.00839	-0.02164	0.24131
-0.14324	-0.27077	-0.12045	-0.06041	0.20141	-0.15755
-0.06688	-0.18602	0.42076	-0.12284	0.55902	
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0.23849	-0.17786	0.46793	0.03049	-0.11552	-0.05145
-0.10126	-0.23004	0.03585	-0.27014	0.60346	-0.05462
-0.10403	0.56672	0.41955	0.56108	0.00952	-0.6818
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0.03567	-0.10368	0.03364	-0.11765	-0.32797	0.01132

-0.67633		0.43519	-0.11423	-0.30536	0.6795
0.31601	0.7081	0.26632	0.31276	0.75416	-0.1608
0.41451	0.9042	-0.12944	-0.04358	-0.08992	-0.04569
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0.21341		0.42071	-0.1281	-0.32699	-0.31312
0.02541	-0.5407	-0.68065	-0.04707	-0.29433	
0.06667	-0.18383	-0.12027	-0.64194	-0.25293	-0.20652
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-0.15482	0.72668			-0.39326	0.15373
0.92733	-0.27929	0.70801	-0.11765	-0.69527	-0.16494
0.55278	0.55413	0.03243	-0.126	-0.16757	0.68197
-0.23987	-0.14711	0.03364	0.15501	0.3555	-0.42668
0.68286	-0.35807	-0.35336	-0.25	0.94849	-0.35424
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0.44491		-0.04835	-0.09998	-0.16629	-0.04316
-0.1693		-0.12082	0.00142	-0.03878	-0.13924
0.38766	-0.18821	-0.11751	0.00425	0.02147	-0.13617
0.23716			0.27258	0.18093	
-0.40237	-0.66556	1.03088	-0.04821	-0.02592	-0.00351
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-0.12008	-0.18602	-0.49906	-0.65479	-0.32797	-0.13868
0.26983		-0.1975	-0.04779	-0.24433	-0.13075
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0.38411	-0.09179	0.08232		-0.03828	-0.26711
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0.42079	-0.18128	-0.04341	-0.27834	0.69464	-0.10007
-0.23697	0.49006	0.423	-0.14184	-0.24433	-0.14505
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0.66404	0.63607	-0.05115	0.46169	-0.0835	
0.37193	-0.10565	0.03364	-0.23359	-0.07608	-0.07411
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0.01528	-0.14273	-0.19829	0.86093	-0.26694	-0.09088
0.35118	0.63243	-0.2812	-0.1286	-0.34601	
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1.02541	0.24498		1.01561	-0.01567	-0.05442
0.97619	-0.13895	0.57959		0.53708	-0.05848
0.33579	0.46878	0.03254	-0.04015	-0.07241	-0.07657
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-0.395	-0.19625	0.63907	-0.16741	-0.32797	-0.1814
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0.9704	-0.63278	0.26353	-0.05094	-0.16933	-0.42889
0.6635	-0.15088	-0.11972	-0.45804	-0.00541	-0.07182
0.13199	-0.35283	-0.12282	-0.17945	-0.12601	-0.0768
-0.18956	-0.18165	-0.11972	0.62249	0.50587	-0.04246
0.49522	0.76753	0.02959	0.38724	-0.0929	-0.07745
0.23319	-0.18967	-0.11935	-0.12011	-0.11682	-0.37268
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0.18725	-0.18529	-0.27478		-0.16782	-0.36737
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0.67722	-0.01152	0.03364	-0.07192	0.39242	-0.06391
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0.35448	-0.10405		-0.13336	-0.30536	-0.11464
-0.07508	0.52503	-0.12742	0.00509	-0.32957	-0.04899
-0.52121		-0.21233	0.28768	-0.7903	-0.0997
0.13347	-0.09434	-0.04561	-0.25204	-0.28794	-0.01655
0.40582	-0.2777	0.02815	-0.11659	0.04087	0.6692
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0.37579	-0.32025	-0.32916	-0.02753	-0.06901	0.45559
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-0.03684	0.31323	-0.23168	-0.1357	0.00952	0.17861
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0.36855	0.72374		0.40267	-0.02632	-0.11306
-0.28873	0.45201	-0.34791	-0.00733	-0.24021	
0.42513	-0.13314	-0.10831	0.4239	-0.12323	-0.07199
-0.0553	0.4405	0.26391	-0.04253	0.50517	
0.00948			1.0227	0.48254	-0.06402
-0.15193	-0.31406	-0.11972	-0.17692	-0.02802	-0.04648
0.48798	-0.26844	0.01295	-0.12389	0.75219	0.03348
0.00369	0.76778	0.03107	-0.10917	-0.34372	-0.14953
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-0.01657	-0.22896	0.39249	-0.1103	-0.03826	-0.05532
-0.14903	0.66464	0.02741	-0.04716	0.3524	-0.22026
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0.15006	-0.09434	0.03585	-0.4255	-0.1424	-0.37102

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-0.24083		0.79517		-0.12746	-0.62311
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-0.34917	-0.08887			-0.3165	-0.06244
-0.18811	-0.31588	-0.123	-0.05193	-0.33544	0.28606
-0.22491	-0.1004		-0.12116	-0.17953	-0.00318
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-0.15916	-0.1831	0.0276	0.48621	-0.23397	0.66915
-0.50431	-0.3572	-0.11548	-0.20133	-0.63575	-0.053
0.28978	-0.27259	0.40717	-0.24467	-0.12129	-0.06429
-0.50372	-0.41457		-0.03449	-0.12746	-0.14417
0.21003	-0.18661	-0.04561		-0.0929	-0.14764
-0.62566	-0.22479	0.41295	-0.01596	-0.07625	0.42663
-0.21381	-0.31192	-0.12008	-0.11758	-0.0306	-0.06174
-0.01368	-0.23368	-0.27941	-0.12123	-0.55519	-0.11376
-0.16297	-0.27993	0.03511	0.01792	-0.11724	-0.37647
-0.3061	0.68448	1.03101	0.11554	-0.38418	-0.28392
-0.52307		-0.03899		-0.30536	-0.06737
0.72141	-0.18456	-0.04745		-0.18107	0.52322
0.30445	-0.27296	-0.11898	-0.12832	-0.17388	
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-0.23408	0.85872	-0.12248		0.04536	-0.06619
-0.06688	-0.27442	-0.11824	-0.26593	-0.36943	0.48593
-0.07942	0.63605	0.02539	-0.052	-0.10485	-0.07252
-0.79817	-0.18456	0.33848	-0.12937	-0.11313	-0.02812
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0.49059	-0.31333	-0.19603	-0.20112	0.7074	0.00097
-0.23842		-0.04506	-0.21627	-0.0748	0.01865
-0.0021	-0.29577	0.31238	-0.06484	-0.18122	-0.35976
-0.52126	0.90784	0.10046	0.87167	0.63148	
-0.23987	-0.19062	-0.1681	-0.16962	0.07522	-0.04648
0.01528	-0.09908	-0.27234	-0.4589	-0.07351	-0.12005
-0.02526	-0.18821	-0.19676	0.42943	0.56268	-0.38917
-0.1693	0.15294	0.33811	-0.3205	-0.37065	0.49274
-0.1664	-0.18092	-0.1234	-0.17271	0.03341	0.68394
0.00369	-0.14237	-0.121	-0.24046	-0.11168	0.00639
0.14284	-0.10164	-0.04414	-0.11238	-0.30749	-0.31126
-0.01368	-0.17873	-0.27326	-0.27498	0.4814	
-0.51728	-0.26771	-0.12852	-0.03384	0.44779	
0.00948	-0.22807	-0.11972	0.05135	-0.43282	0.74513
0.00369	-0.19477	-0.12027	-0.72154	-0.44417	-0.19309

0.27926	-0.0907	0.49061	-0.17067	0.36978	-0.12579
-0.01368	-0.14004	0.4143	-0.11344	0.64885	-0.14518
-0.28728	-0.10565	-0.34442	-0.19291	-0.35835	
0.67973	-0.18274	0.08122	-0.11028	0.01695	-0.40873
0.5715	-0.19112	-0.11953	0.00425	-0.14666	-0.10038
-0.13745	-0.18165	0.42076	0.38125	0.16475	0.79664
-0.17364	0.46769	0.57431	-0.27021	-0.19533	-0.07181
0.34921	-0.18821	0.45533	-0.14914	0.3272	0.00282
-0.27172	-0.3599	0.02484	-0.51507	0.46088	0.01619
0.88729	0.29203	-0.12521	0.0126	-0.24433	-0.20568
-0.57391		0.18057	0.74143	-0.37696	
0.02107	-0.09325	0.02502	-0.57992	-0.18849	-0.06303
0.5347	-0.18383		-0.24931	-0.35203	-0.06796
0.99211	0.86975	0.03364	0.4626	0.63626	0.59188
0.9704	-0.18383	0.03419	-0.26172	-0.42407	0.62024
-0.15916	-0.56209	-0.12777	-0.63863	-0.05961	
0.96171	0.703	0.49726	0.38829	-0.10485	-0.07252
-0.15916	-0.1842	-0.50482	-0.00207	-0.05364	1.02577
0.4232	-0.18551	-0.19603	0.1785	-0.37065	-0.02279
0.7272	-0.45273	0.03327	-0.26912	-0.17823	-0.05462
-0.76181	-0.18114	0.72755	0.42538	0.06925	-0.32104
0.97185		-0.20005	0.02108	0.71378	-0.171
-0.19789		-0.11953	0.00846	0.42379	-0.25864
		0.02815	-0.70316	-0.16289	-0.05955
		-0.19903	0.99014	0.78031	0.44751
		-0.04469		0.31044	-0.05281
				1.03341	-0.04316
					-0.12658
					0.00599
					-0.07508
					0.4955
0.00	0.00	0.00	0.00	0.00	0.00

APPENDIX H: 2011-2013 Regression results

Logistic Regression

[DataSet20]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	809	88.8
	Missing Cases	102	11.2
	Total	911	100.0
Unselected Cases		0	.0
Total		911	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	67	.000
	1	742	1.000
Pell	0	161	.000
	1	648	1.000
Study Abroad	0	745	.000
	1	64	1.000

Block 0: Beginning Block

Classification Table^{a,b}

Observed		Predicted		Percentage Correct	
		Graduated 0	1		
Step 0	Graduated	0	533	0	100.0
		1	276	0	.0
Overall Percentage					65.9

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.658	.074	78.759	1	<.001	.518

Variables not in the Equation

		Score	df	Sig.	
Step 0	Variables	Study Abroad(1)	83.033	1	<.001
		Pell(1)	.148	1	.700
		Natl Test eval	.001	1	.976
		Black(1)	2.484	1	.115
		Housing sem	242.424	1	<.001
		Comm Serv	86.997	1	<.001
		Stu Leader	58.790	1	<.001
Overall Statistics		298.141	7	<.001	

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	345.266	7	<.001
	Block	345.266	7	<.001
	Model	345.266	7	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	693.172 ^a	.347	.481

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	62.122	8	<.001

Contingency Table for Hosmer and Lemeshow Test

		Graduated = 0		Graduated = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	63	75.972	18	5.028	81
	2	73	74.283	8	6.717	81
	3	78	72.665	4	9.335	82
	4	80	70.099	1	10.901	81
	5	70	67.438	12	14.562	82
	6	68	61.957	13	19.043	81
	7	54	52.901	28	29.099	82
	8	24	36.687	57	44.313	81
	9	18	17.887	63	63.113	81
	10	5	3.110	72	73.890	77

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduated 0	Graduated 1	
Step 1	Graduated 0	501	32	94.0
	Graduated 1	95	181	65.6
Overall Percentage				84.3

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study Abroad(1)	2.052	.424	23.408	1	<.001	7.785
	Pell(1)	-.231	.243	.910	1	.340	.793
	Natl Test eval	-.001	.001	1.187	1	.276	.999
	Black(1)	-.042	.338	.016	1	.900	.959
	Housing sem	.363	.033	118.352	1	<.001	1.438
	Comm Serv	.022	.006	15.110	1	<.001	1.022
	Stu Leader	.201	.087	5.333	1	.021	1.222
	Constant	-1.673	.847	3.897	1	.048	.188

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study Abroad(1)	3.390	17.878
	Pell(1)	.493	1.276
	Natl Test eval	.997	1.001
	Black(1)	.494	1.860
	Housing sem	1.347	1.535
	Comm Serv	1.011	1.033
	Stu Leader	1.031	1.449
	Constant		

a. Variable(s) entered on step 1: Study Abroad, Pell, Natl Test eval, Black, Housing sem, Comm Serv, Stu Leader.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
45.110	32	.062

a. Dependent variable: Graduated

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + StudyAbroad + Pell + NatlTesteval + Black + Housingsem + CommServ + StuLeader + StudyAbroad * StudyAbroad + StudyAbroad * Pell + StudyAbroad * NatlTesteval + StudyAbroad * Black + StudyAbroad * Housingsem + StudyAbroad * CommServ + StudyAbroad * StuLeader + Pell * Pell + Pell * NatlTesteval + Pell * Black + Pell * Housingsem + Pell * CommServ + Pell * StuLeader + NatlTesteval * NatlTesteval + NatlTesteval * Black + NatlTesteval * Housingsem + NatlTesteval * CommServ + NatlTesteval * StuLeader + Black * Black + Black * Housingsem + Black * CommServ + Black * StuLeader + Housingsem * Housingsem + Housingsem * CommServ + Housingsem * StuLeader + CommServ * CommServ + CommServ * StuLeader + StuLeader * StuLeader

Tests of Between-Subjects Effects

Dependent Variable: Graduated

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	67.013 ^a	7	9.573	66.781	<.001
Intercept	.342	1	.342	2.384	.123
StudyAbroad	6.255	1	6.255	43.635	<.001
Pell	.097	1	.097	.680	.410
NatlTesteval	.248	1	.248	1.733	.188
Black	.003	1	.003	.019	.889
Housingsem	30.123	1	30.123	210.129	<.001
CommServ	2.679	1	2.679	18.687	<.001
StuLeader	.746	1	.746	5.202	.023
Error	114.826	801	.143		
Total	276.000	809			
Corrected Total	181.839	808			

a. R Squared = .369 (Adjusted R Squared = .363)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduated

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.184	.125	1.471	.142	-.062	.430
StudyAbroad	.338	.055	6.190	<.001	.231	.445
Pell	-.028	.034	-.836	.403	-.094	.038
NatlTesteval	.000	.000	-1.258	.209	.000	8.445E-5
Black	-.007	.054	-.127	.899	-.112	.099
Housingsem	.065	.005	12.927	<.001	.055	.075
CommServ	.002	.000	3.560	<.001	.001	.003
StuLeader	.014	.006	2.240	.025	.002	.027

a. HC3 method

APPENDIX I: 2014-2016 Regression results

Regression**Variables Entered/Removed^a**

Model	Variables Entered	Variables Removed	Method
1	Stu Leader, Pell, Black, Natl Test eval, Study Abroad, Housing sem, Comm Serv ^b	.	Enter

a. Dependent Variable: Graduated

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.607 ^a	.369	.363	.379	2.084

a. Predictors: (Constant), Stu Leader, Pell, Black, Natl Test eval, Study Abroad, Housing sem, Comm Serv

b. Dependent Variable: Graduated

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.013	7	9.573	66.781	<.001 ^b
	Residual	114.826	801	.143		
	Total	181.839	808			

a. Dependent Variable: Graduated

b. Predictors: (Constant), Stu Leader, Pell, Black, Natl Test eval, Study Abroad, Housing sem, Comm Serv

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.184	.119		1.544	.123
	Study Abroad	.338	.051	.192	6.606	<.001
	Pell	-.028	.034	-.024	-.825	.410
	Natl Test eval	.000	.000	-.038	-1.316	.188
	Black	-.007	.049	-.004	-.139	.889
	Housing sem	.065	.004	.446	14.496	<.001
	Comm Serv	.002	.000	.134	4.323	<.001
	Stu Leader	.014	.006	.070	2.281	.023

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study Abroad	.930	1.076
	Pell	.961	1.040
	Natl Test eval	.971	1.030
	Black	.983	1.018
	Housing sem	.833	1.201
	Comm Serv	.825	1.212
	Stu Leader	.846	1.183

a. Dependent Variable: Graduated

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Study Abroad	Pell
1	1	4.792	1.000	.00	.01	.01
	2	1.259	1.951	.00	.08	.01
	3	.815	2.424	.00	.88	.00
	4	.632	2.753	.00	.00	.00
	5	.280	4.134	.00	.02	.07
	6	.153	5.587	.00	.01	.84
	7	.061	8.878	.02	.00	.01
	8	.008	25.252	.97	.00	.06

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl Test eval	Black	Housing sem	Comm Serv	Stu Leader
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.00	.21	.24
	3	.00	.00	.00	.08	.07
	4	.00	.00	.00	.58	.64
	5	.00	.00	.92	.11	.03
	6	.01	.07	.07	.01	.01
	7	.07	.83	.00	.00	.00
	8	.91	.09	.00	.00	.00

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.02	1.50	.34	.288	809
Residual	-1.236	1.019	.000	.377	809
Std. Predicted Value	-1.252	4.011	.000	1.000	809
Std. Residual	-3.265	2.693	.000	.996	809

a. Dependent Variable: Graduated

Logistic Regression

[DataSet21]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	789	85.2
	Missing Cases	137	14.8
	Total	926	100.0
Unselected Cases		0	.0
Total		926	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	123	.000
	1	666	1.000
First Gen	0	532	.000
	1	257	1.000
Pell	0	173	.000
	1	616	1.000
Study Abroad	0	748	.000
	1	41	1.000

Block 0: Beginning Block

Classification Table^{a,b}

Observed		Predicted		Percentage Correct	
		Graduated 0	1		
Step 0	Graduated	0	572	0	100.0
		1	217	0	.0
Overall Percentage					72.5

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.969	.080	147.789	1	<.001	.379

Variables not in the Equation

		Score	df	Sig.	
Step 0	Variables	Study Abroad(1)	60.892	1	<.001
		First Gen(1)	.393	1	.531
		Pell(1)	.013	1	.911
		Natl Test eval	.231	1	.631
		Black(1)	.387	1	.534
		Housing sem	239.318	1	<.001
		Comm Serv	139.712	1	<.001
		Stu Leader	62.915	1	<.001
Overall Statistics		312.518	8	<.001	

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	335.919	8	<.001
	Block	335.919	8	<.001
	Model	335.919	8	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	592.260 ^a	.347	.501

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	46.633	8	<.001

Contingency Table for Hosmer and Lemeshow Test

		Graduated = 0		Graduated = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	67	75.466	12	3.534	79
	2	72	74.477	7	4.523	79
	3	80	74.106	0	5.894	80
	4	77	72.426	2	6.574	79
	5	75	71.134	4	7.866	79
	6	73	68.287	6	10.713	79
	7	60	61.213	19	17.787	79
	8	31	42.273	48	36.727	79
	9	27	26.694	52	52.306	79
	10	10	5.923	67	71.077	77

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduated 0	Graduated 1	
Step 1	Graduated 0	527	45	92.1
	Graduated 1	79	138	63.6
Overall Percentage				84.3

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study Abroad(1)	2.300	.464	24.572	1	<.001	9.977
	First Gen(1)	-.029	.230	.016	1	.899	.971
	Pell(1)	-.153	.266	.330	1	.566	.858
	Natl Test eval	.000	.001	.030	1	.862	1.000
	Black(1)	-.280	.298	.882	1	.348	.756
	Housing sem	.341	.032	112.846	1	<.001	1.406
	Comm Serv	.019	.004	25.419	1	<.001	1.019
	Stu Leader	.073	.072	1.034	1	.309	1.076
	Constant	-2.805	.939	8.918	1	.003	.060

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study Abroad(1)	4.018	24.772
	First Gen(1)	.619	1.524
	Pell(1)	.509	1.446
	Natl Test eval	.998	1.002
	Black(1)	.422	1.355
	Housing sem	1.321	1.498
	Comm Serv	1.012	1.027
	Stu Leader	.934	1.239
	Constant		

a. Variable(s) entered on step 1: Study Abroad, First Gen, Pell, Natl Test eval, Black, Housing sem, Comm Serv, Stu Leader.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
141.229	40	<.001

a. Dependent variable: Graduated

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + StudyAbroad + FirstGen + Pell + NatlTesteval + Black + Housingsem + CommServ + StuLeader + StudyAbroad * StudyAbroad + StudyAbroad * FirstGen + StudyAbroad * Pell + StudyAbroad * NatlTesteval + StudyAbroad * Black + StudyAbroad * Housingsem + StudyAbroad * CommServ + StudyAbroad * StuLeader + FirstGen * FirstGen + FirstGen * Pell + FirstGen * NatlTesteval + FirstGen * Black + FirstGen * Housingsem + FirstGen * CommServ + FirstGen * StuLeader + Pell * Pell + Pell * NatlTesteval + Pell * Black + Pell * Housingsem + Pell * CommServ + Pell * StuLeader + NatlTesteval * NatlTesteval + NatlTesteval * Black + NatlTesteval * Housingsem + NatlTesteval * CommServ + NatlTesteval * StuLeader + Black * Black + Black * Housingsem + Black * CommServ + Black * StuLeader + Housingsem * Housingsem + Housingsem * CommServ + Housingsem * StuLeader + CommServ * CommServ + CommServ * StuLeader + StuLeader * StuLeader

Tests of Between-Subjects Effects

Dependent Variable: Graduated

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	62.313 ^a	8	7.789	63.949	<.001
Intercept	.020	1	.020	.162	.687
StudyAbroad	4.295	1	4.295	35.264	<.001
FirstGen	.047	1	.047	.388	.534
Pell	.092	1	.092	.756	.385
NatlTesteval	.002	1	.002	.017	.897
Black	.191	1	.191	1.572	.210
Housingsem	26.929	1	26.929	221.092	<.001
CommServ	5.625	1	5.625	46.185	<.001
StuLeader	.084	1	.084	.688	.407
Error	95.005	780	.122		
Total	217.000	789			
Corrected Total	157.318	788			

a. R Squared = .396 (Adjusted R Squared = .390)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduated

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.044	.115	.386	.699	-.181	.270
StudyAbroad	.340	.067	5.095	<.001	.209	.471
FirstGen	-.017	.027	-.632	.527	-.070	.036
Pell	-.027	.032	-.843	.400	-.090	.036
NatlTesteval	1.386E-5	.000	.124	.901	.000	.000
Black	-.044	.035	-1.252	.211	-.114	.025
Housingsem	.060	.005	11.385	<.001	.049	.070
CommServ	.002	.000	5.465	<.001	.001	.003
StuLeader	.006	.009	.670	.503	-.011	.023

a. HC3 method

APPENDIX J: 2011-2016 Regression results

Regression

[DataSet2]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Leader, Pell, Black, Study Abroad, First Gen, Natl Test eval, Housing sem, Comm Serv ^b	.	Enter

a. Dependent Variable: Graduated

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.629 ^a	.396	.390	.349	1.920

a. Predictors: (Constant), Stu Leader, Pell, Black, Study Abroad, First Gen, Natl Test eval, Housing sem, Comm Serv

b. Dependent Variable: Graduated

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62.313	8	7.789	63.949	<.001 ^b
	Residual	95.005	780	.122		
	Total	157.318	788			

a. Dependent Variable: Graduated

b. Predictors: (Constant), Stu Leader, Pell, Black, Study Abroad, First Gen, Natl Test eval, Housing sem, Comm Serv

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.044	.110		.403	.687
	Study Abroad	.340	.057	.169	5.938	<.001
	First Gen	-.017	.027	-.018	-.623	.534
	Pell	-.027	.031	-.025	-.870	.385
	Natl Test eval	1.386E-5	.000	.004	.129	.897
	Black	-.044	.035	-.036	-1.254	.210
	Housing sem	.060	.004	.447	14.869	<.001
	Comm Serv	.002	.000	.228	6.796	<.001
	Stu Leader	.006	.007	.027	.829	.407

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study Abroad	.957	1.045
	First Gen	.948	1.055
	Pell	.924	1.082
	Natl Test eval	.938	1.066
	Black	.936	1.068
	Housing sem	.858	1.165
	Comm Serv	.687	1.455
	Stu Leader	.728	1.374

a. Dependent Variable: Graduated

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions		
					Study Abroad	First Gen	Pell
1	1	5.062	1.000	.00	.00	.01	.01
	2	1.395	1.905	.00	.06	.02	.00
	3	.870	2.412	.00	.92	.00	.00
	4	.605	2.892	.00	.01	.87	.00
	5	.453	3.343	.00	.01	.04	.00
	6	.322	3.967	.00	.00	.01	.03
	7	.171	5.437	.00	.00	.05	.86
	8	.114	6.672	.02	.00	.00	.04
	9	.007	26.060	.98	.00	.00	.05

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl Test eval	Black	Housing sem	Comm Serv	Stu Leader
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.00	.15	.20
	3	.00	.00	.00	.02	.07
	4	.00	.01	.02	.00	.06
	5	.00	.00	.01	.68	.64
	6	.00	.02	.94	.12	.00
	7	.00	.15	.01	.00	.00
	8	.04	.71	.00	.01	.01
	9	.95	.11	.00	.00	.00

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-.03	1.78	.28	.281	789
Residual	-.866	1.035	.000	.347	789
Std. Predicted Value	-1.102	5.366	.000	1.000	789
Std. Residual	-2.480	2.966	.000	.995	789

a. Dependent Variable: Graduated

Logistic Regression

[DataSet22]

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	1625	88.5
	Missing Cases	211	11.5
	Total	1836	100.0
Unselected Cases		0	.0
Total		1836	100.0

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable
Encoding**

Original Value	Internal Value
0	0
1	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Black	0	217	.000
	1	1408	1.000
Pell	0	347	.000
	1	1278	1.000
Study Abroad	0	1520	.000
	1	105	1.000

Block 0: Beginning Block

Classification Table^{a,b}

Observed		Predicted		Percentage Correct	
		Graduated 0	1		
Step 0	Graduated	0	1124	0	100.0
		1	501	0	.0
Overall Percentage					69.2

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.808	.054	226.266	1	<.001	.446

Variables not in the Equation

		Score	df	Sig.	
Step 0	Variables	Study Abroad(1)	147.742	1	<.001
		Pell(1)	.000	1	.998
		Natl Test eval	.278	1	.598
		Black(1)	2.965	1	.085
		Housing sem	489.627	1	<.001
		Comm Serv	215.197	1	<.001
		Stu Leader	121.540	1	<.001
Overall Statistics		612.820	7	<.001	

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	677.901	7	<.001
	Block	677.901	7	<.001
	Model	677.901	7	<.001

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1329.754 ^a	.341	.481

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	106.412	8	<.001

Contingency Table for Hosmer and Lemeshow Test

		Graduated = 0		Graduated = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	132	153.808	31	9.192	163
	2	148	152.090	16	11.910	164
	3	163	148.894	2	16.106	165
	4	156	145.395	7	17.605	163
	5	156	140.805	7	22.195	163
	6	138	132.154	25	30.846	163
	7	112	115.572	51	47.428	163
	8	59	80.793	104	82.207	163
	9	45	45.217	118	117.783	163
	10	15	9.272	140	145.728	155

Classification Table^a

	Observed	Predicted		Percentage Correct
		Graduated 0	Graduated 1	
Step 1	Graduated 0	1038	86	92.3
	Graduated 1	185	316	63.1
Overall Percentage				83.3

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Study Abroad(1)	2.186	.310	49.846	1	<.001	8.900
	Pell(1)	-.162	.173	.872	1	.351	.851
	Natl Test eval	.000	.001	.000	1	.989	1.000
	Black(1)	-.237	.208	1.292	1	.256	.789
	Housing sem	.348	.023	238.332	1	<.001	1.416
	Comm Serv	.018	.003	35.856	1	<.001	1.018
	Stu Leader	.143	.057	6.326	1	.012	1.154
	Constant	-2.461	.615	16.018	1	<.001	.085

Variables in the Equation

		95% C.I. for EXP(B)	
		Lower	Upper
Step 1 ^a	Study Abroad(1)	4.851	16.328
	Pell(1)	.606	1.195
	Natl Test eval	.999	1.001
	Black(1)	.525	1.187
	Housing sem	1.355	1.480
	Comm Serv	1.012	1.024
	Stu Leader	1.032	1.290
	Constant		

a. Variable(s) entered on step 1: Study Abroad, Pell, Natl Test eval, Black, Housing sem, Comm Serv, Stu Leader.

Univariate Analysis of Variance**Tests for Heteroskedasticity**

White Test for Heteroskedasticity^{a,b,c}

Chi-Square	df	Sig.
139.523	32	<.001

a. Dependent variable: Graduated

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Design: Intercept + StudyAbroad + Pell + NatlTesteval + Black + Housingsem + CommServ + StuLeader + StudyAbroad * StudyAbroad + StudyAbroad * Pell + StudyAbroad * NatlTesteval + StudyAbroad * Black + StudyAbroad * Housingsem + StudyAbroad * CommServ + StudyAbroad * StuLeader + Pell * Pell + Pell * NatlTesteval + Pell * Black + Pell * Housingsem + Pell * CommServ + Pell * StuLeader + NatlTesteval * NatlTesteval + NatlTesteval * Black + NatlTesteval * Housingsem + NatlTesteval * CommServ + NatlTesteval * StuLeader + Black * Black + Black * Housingsem + Black * CommServ + Black * StuLeader + Housingsem * Housingsem + Housingsem * CommServ + Housingsem * StuLeader + CommServ * CommServ + CommServ * StuLeader + StuLeader * StuLeader

Tests of Between-Subjects Effects

Dependent Variable: Graduated

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	130.686 ^a	7	18.669	139.858	<.001
Intercept	.134	1	.134	1.007	.316
StudyAbroad	11.137	1	11.137	83.428	<.001
Pell	.178	1	.178	1.331	.249
NatlTesteval	.007	1	.007	.051	.822
Black	.280	1	.280	2.100	.147
Housingsem	59.168	1	59.168	443.241	<.001
CommServ	7.643	1	7.643	57.258	<.001
StuLeader	.815	1	.815	6.103	.014
Error	215.852	1617	.133		
Total	501.000	1625			
Corrected Total	346.538	1624			

a. R Squared = .377 (Adjusted R Squared = .374)

Parameter Estimates with Robust Standard Errors

Dependent Variable: Graduated

Parameter	B	Robust Std. Error ^a	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	.081	.084	.963	.336	-.084	.245
StudyAbroad	.346	.041	8.390	<.001	.265	.427
Pell	-.026	.023	-1.140	.254	-.071	.019
NatlTesteval	-1.738E-5	8.119E-5	-.214	.830	.000	.000
Black	-.040	.028	-1.412	.158	-.095	.015
Housingsem	.063	.004	17.388	<.001	.056	.070
CommServ	.002	.000	6.290	<.001	.001	.002
StuLeader	.011	.005	2.440	.015	.002	.021

a. HC3 method

Regression

[DataSet3]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Stu Leader, Black, Pell, Study Abroad, Natl Test eval, Housing sem, Comm Serv ^b	.	Enter

a. Dependent Variable: Graduated

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.614 ^a	.377	.374	.365	1.995

a. Predictors: (Constant), Stu Leader, Black, Pell, Study Abroad, Natl Test eval, Housing sem, Comm Serv

b. Dependent Variable: Graduated

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	130.686	7	18.669	139.858	<.001 ^b
	Residual	215.852	1617	.133		
	Total	346.538	1624			

a. Dependent Variable: Graduated

b. Predictors: (Constant), Stu Leader, Black, Pell, Study Abroad, Natl Test eval, Housing sem, Comm Serv

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.081	.080		1.004	.316
	Study Abroad	.346	.038	.184	9.134	<.001
	Pell	-.026	.023	-.023	-1.154	.249
	Natl Test eval	-1.738E-5	.000	-.005	-.225	.822
	Black	-.040	.027	-.029	-1.449	.147
	Housing sem	.063	.003	.449	21.053	<.001
	Comm Serv	.002	.000	.169	7.567	<.001
	Stu Leader	.011	.005	.054	2.471	.014

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Study Abroad	.946	1.058
	Pell	.963	1.038
	Natl Test eval	.941	1.062
	Black	.942	1.062
	Housing sem	.846	1.182
	Comm Serv	.775	1.291
	Stu Leader	.800	1.250

a. Dependent Variable: Graduated

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Study Abroad	Pell
1	1	4.727	1.000	.00	.01	.01
	2	1.301	1.907	.00	.07	.01
	3	.843	2.368	.00	.91	.00
	4	.548	2.937	.00	.00	.00
	5	.305	3.935	.00	.01	.06
	6	.168	5.306	.00	.00	.85
	7	.101	6.855	.02	.00	.02
	8	.008	25.101	.98	.00	.06

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		Natl Test eval	Black	Housing sem	Comm Serv	Stu Leader
1	1	.00	.00	.01	.01	.00
	2	.00	.00	.00	.19	.24
	3	.00	.00	.00	.05	.07
	4	.00	.00	.00	.66	.66
	5	.00	.01	.94	.10	.02
	6	.01	.12	.04	.00	.00
	7	.05	.75	.00	.00	.00
	8	.94	.11	.00	.00	.00

a. Dependent Variable: Graduated

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.00	1.85	.31	.284	1625
Residual	-1.211	1.004	.000	.365	1625
Std. Predicted Value	-1.103	5.421	.000	1.000	1625
Std. Residual	-3.314	2.749	.000	.998	1625

a. Dependent Variable: Graduated

STUDY ABROAD EFFECTS ON GRADUATION

APPENDIX K: Study abroad and college survey results

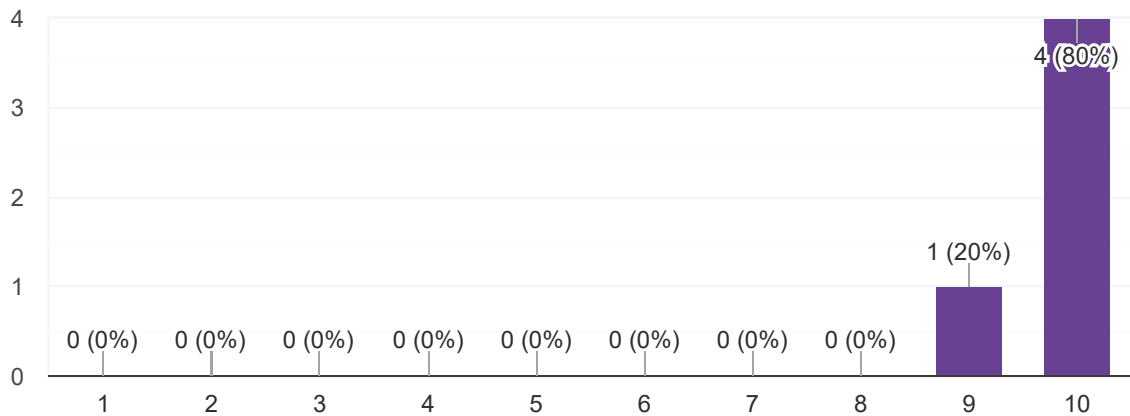
Study abroad to graduation

5 responses

[Publish analytics](#)

On a scale of 1-10 with 10 being the highest score, would you say you made friendships in the country you visited that changed the way you thought about the country's culture prior to the trip?

5 responses



Please add any notes about your in-country connections that you would like here:

4 responses

I keep in touch with Awurama (hotel receptionist), Lawrence (worked at B.A.S.I.C.S), Danae (grad student from Cali who was also studying abroad)

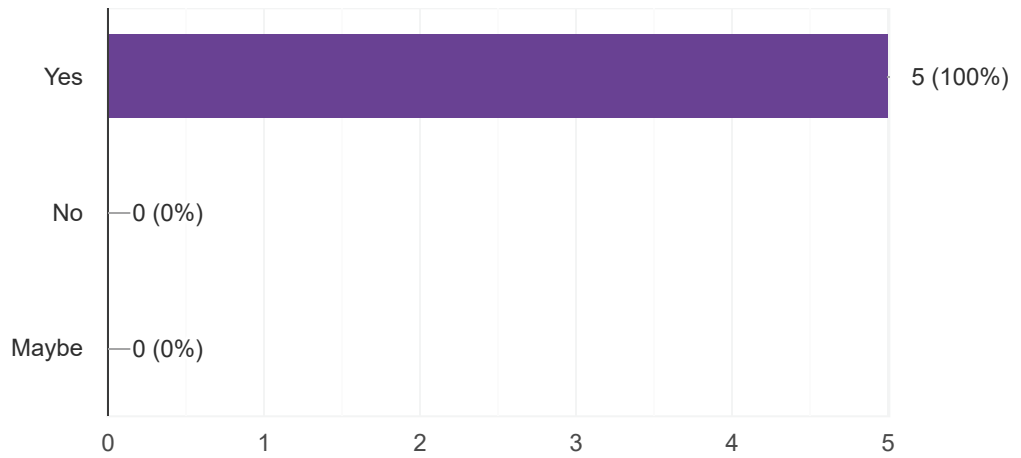
The cultural exchange is going to be one of the most rewarding experiences of the trip.



STUDY ABROAD EFFECTS ON GRADUATION

Did studying abroad encourage you to consider working overseas after graduation?

5 responses



Please add any additional thoughts of your career that you would like to share:

5 responses

I'm more interested in traveling and possibly serving in Peace Corp

The experience help me to consider working with other people around the world. It also help me understand the amount of new opportunities that I previously did not know were available.

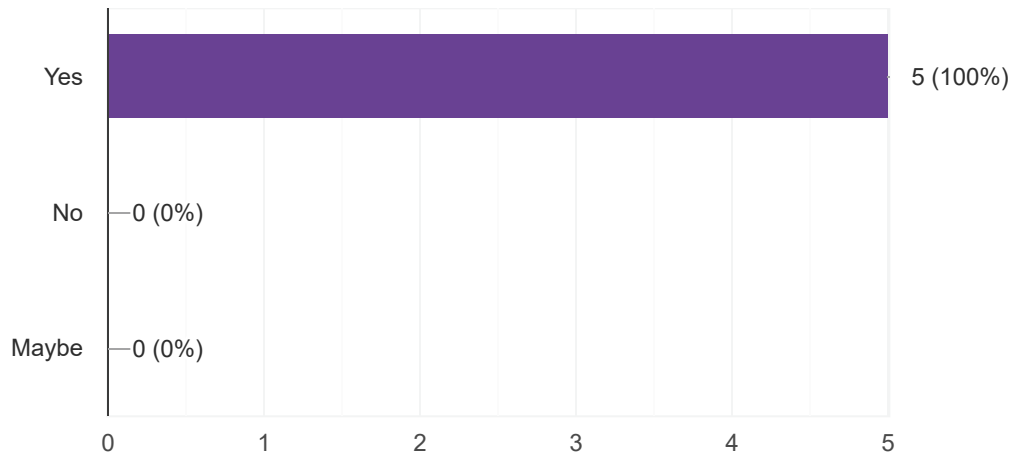
I actually considered doing international work



STUDY ABROAD EFFECTS ON GRADUATION

Would you say the study abroad professor was someone you would reach out to after graduation, more so than your other professors?

5 responses



Please add any additional thoughts on the professor relationship you built during this trip. If you answered maybe, please explain.

4 responses

Dr. Deloach really took me under her wings and has been very helpful since the trip. She's one of the main reasons I'm able to graduate.

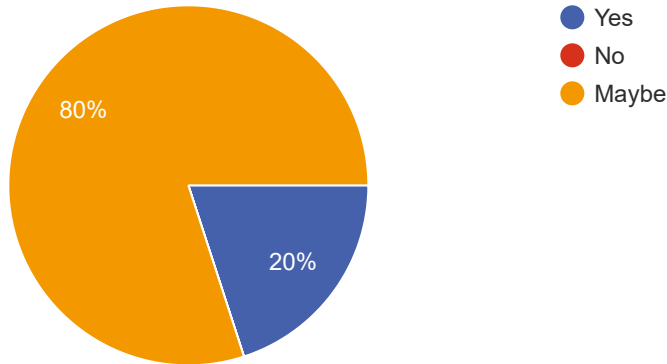
The professor was very helpful throughout the process and encouraged students to learn and appreciate the experience.



STUDY ABROAD EFFECTS ON GRADUATION

Would your peers from your study abroad trip be people you would reach out to after graduation, more so than any other classmates?

5 responses



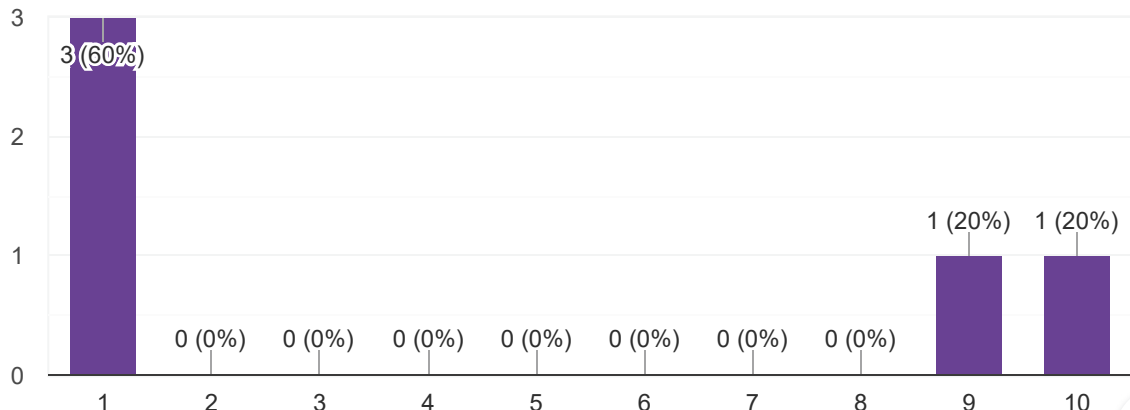
Please add any additional thoughts on your peer relationships built during the study abroad trip. If you answered maybe, please explain.

3 responses

We all got along very well. However, we're not all super close, but we definitely built bonds while in Ghana.

On a scale of 1-10 with 10 being the most, how independent did you have to be while traveling overseas as compared to when you are in the United States?

5 responses



STUDY ABROAD EFFECTS ON GRADUATION

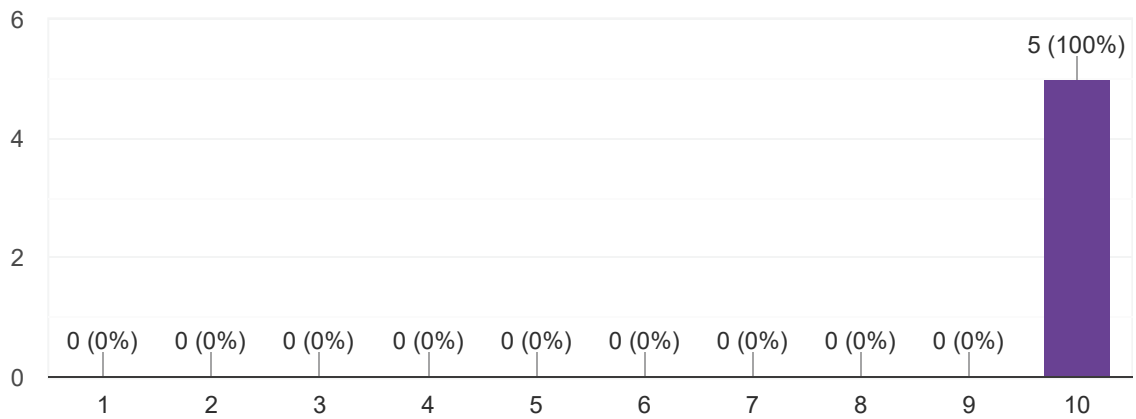
Please include any thoughts about self-reliance that you would like to share:

3 responses

I'm already a very independent person, so nothing really changed for me while in Ghana honestly.

On a scale of 1-10 with 10 being the most, how much more do you think you learned about your class subject matter while being in another country than you would have learned in a classroom on campus?

5 responses



Please include any feedback regarding classes overseas:

3 responses

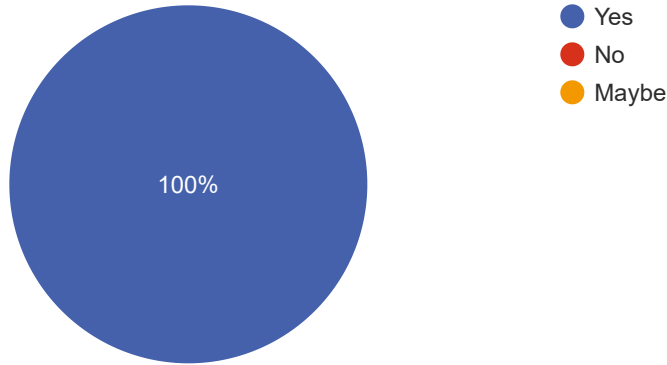
I'm an Africana Studies major, so having the opportunity to actually go back to "the Motherland" and experience Ghana was definitely life changing and beneficial for me both inside and outside my classrooms.



STUDY ABROAD EFFECTS ON GRADUATION

Think about a friend who struggled or is struggling to graduate. Do you think if they participated in a study abroad program it would help them succeed?

5 responses



Please explain why you think studying abroad would or would not help.

4 responses

I feel that studying speaks would help broaden the student’s perspective on life and encourage them to continue pushing for greater.

It would keep them encouraged to pursuit more and not settle.

If you would be willing to participate in a focus group discussion to further explore these questions, please leave your cell phone number and schedule preferences (days and times) in the space below.

4 responses

N/a

wreynol1@student.savannahstate.edu M-F 4pm-7pm

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APPENDIX L: Study abroad to graduation survey results

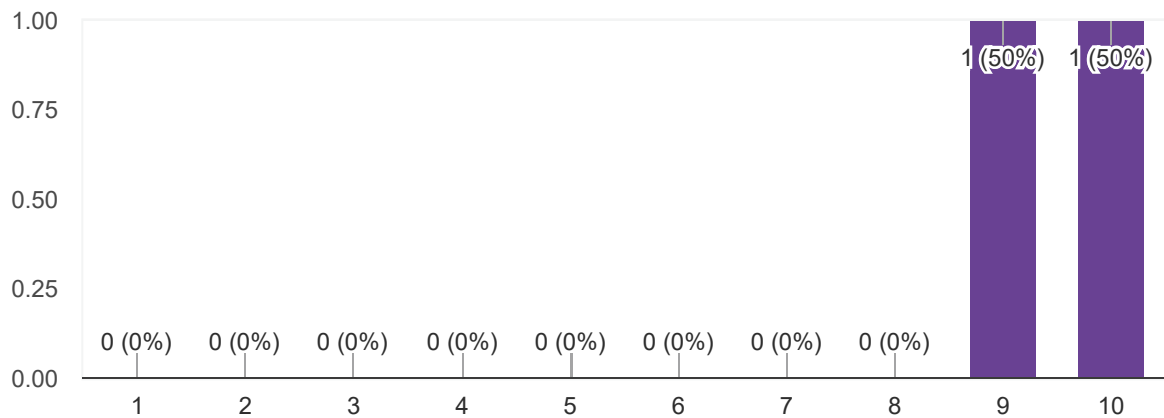
Study abroad and college

2 responses

[Publish analytics](#)

On a scale from 1-10 with 10 being the highest score, would you say you made friendships in the country you visited that changed the way you thought about the country's culture prior to the trip?

2 responses



Please add any notes about your in-country connections that you would like here:

1 response

My perspective of the country changed drastically, in a positive way. Media outlets tend to portray places and the people there in whatever way they want to, not always the most positive. Having not been there previously my views of the country beforehand were very far the truth.

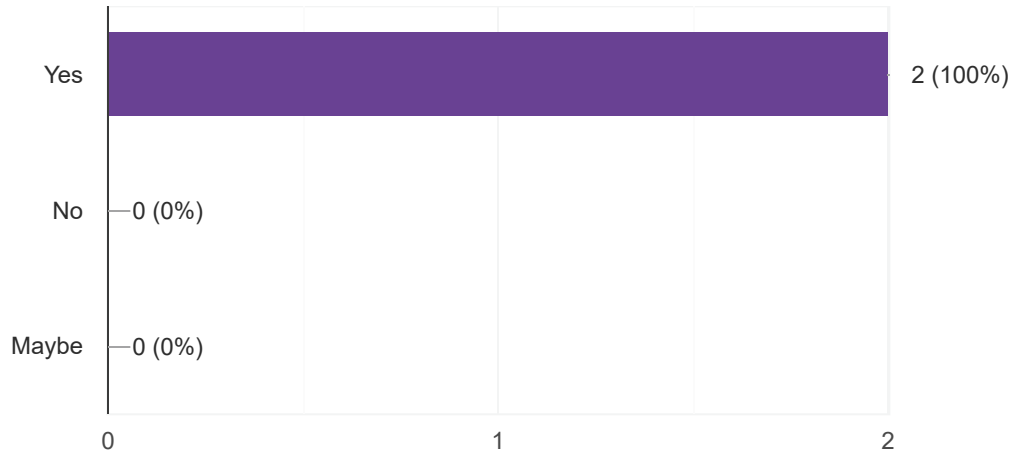
Example. Type in Haiti into Google, then type in Bahamas(etc.)



STUDY ABROAD EFFECTS ON GRADUATION

Did studying abroad encourage you to consider working overseas after graduation?

2 responses



Please add any additional thoughts of your career that you would like to share:

1 response

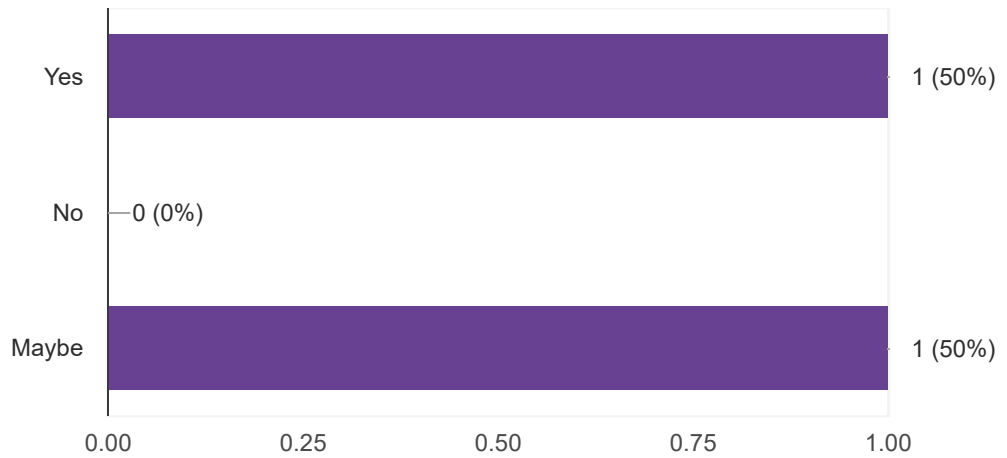
I actually wanted to go and volunteer/work in Haiti for the summer but financially that was not feasible. With my current Job in the US Navy there are a few chances to work overseas which I would like to take advantage of while I'm in.



STUDY ABROAD EFFECTS ON GRADUATION

Would you say the study abroad professor was someone you would reach out to after graduation, more so than your other professors?

2 responses



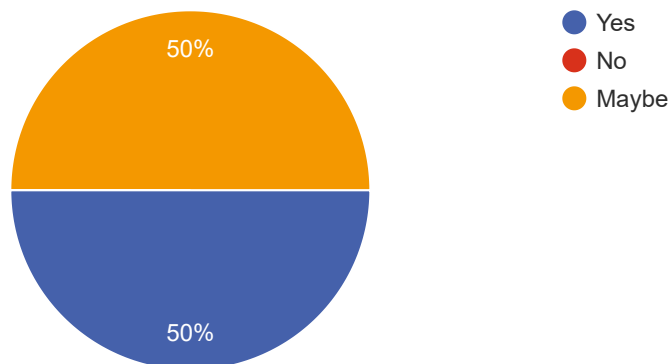
Please add any additional thoughts on the professor relationship you built during this trip. If you answered maybe, please explain.

1 response

The Study Abroad Coordinator is currently the only college faculty member that I have remained in contact with, and the one I feel most comfortable reaching out to.

Would your peers from your study abroad trip be people you would reach out to after graduation, more so than any other classmates?

2 responses



STUDY ABROAD EFFECTS ON GRADUATION

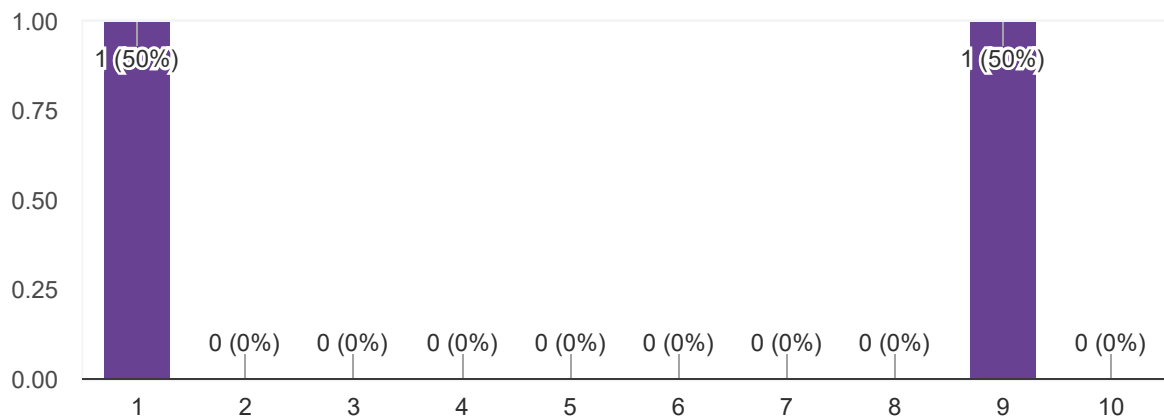
Please add any additional thoughts on your peer relationships built during the study abroad trip. If you answered maybe, please explain.

1 response

After the trip I had some brief contact with some of the students of the trip. No major connections formed and I have since not been in contact with them. But, I do still have them on social media so I have the ability to contact them. There are very few people from college that I remain in contact with.

On a scale of 1-10 with 10 being the most, how independent did you have to be while traveling overseas as compared to when you are in the United States?

2 responses



Please include any thoughts about self-reliance that you would like to share:

0 responses

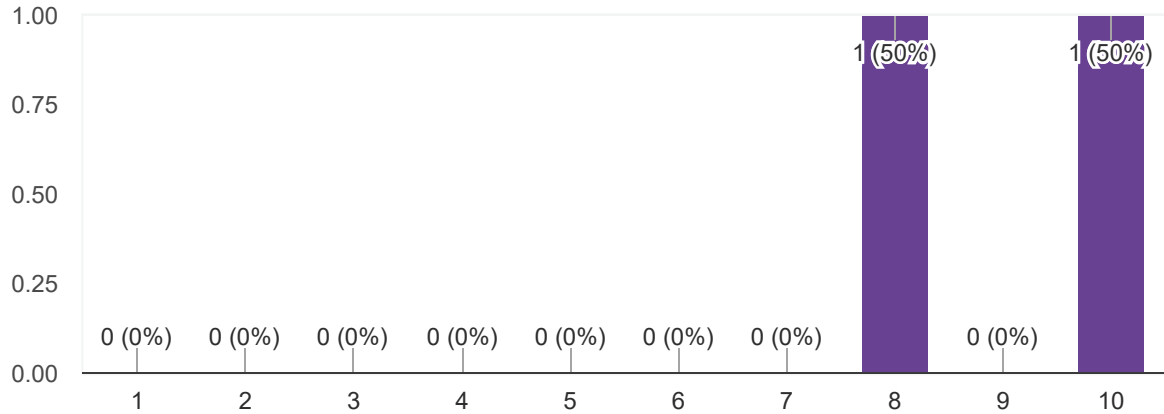
No responses yet for this question.



STUDY ABROAD EFFECTS ON GRADUATION

On a scale of 1-10 with 10 being the most, how much more do you think you learned about your class subject matter while being in another country than you would have learned in a classroom on campus?

2 responses



Please include any feedback regarding classes overseas:

1 response

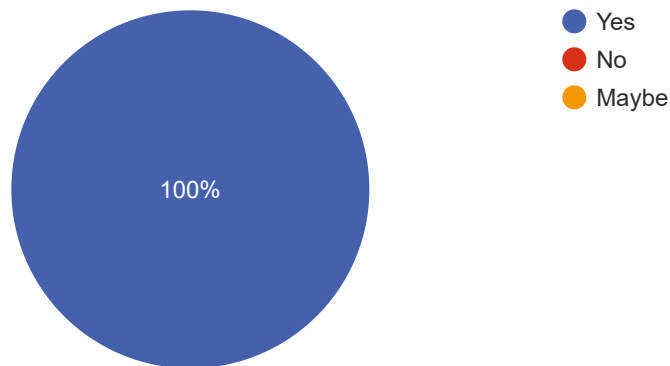
Academically, I feel I learned less than if I had been in a traditional classroom setting. But, traveling abroad was more than just textbook learning. It provided an experience that classroom learning will never be able to achieve and I found it very valuable. Being able to put myself in the environment and experience the culture, and learn first hand, was very engaging. While I learned 'less' while there, what I did learn/experience was retained really well, as where as what's learned in traditional classes typically got dumped after the semester.



STUDY ABROAD EFFECTS ON GRADUATION

As a student who did not complete classes at SSU, do you intend to finish your undergraduate courses at another university?

2 responses



If you answered maybe, or have additional information you would like to share, please do so.

2 responses

i intend on finishing out at SSU

After my first year at SSU, I transferred to Georgia Southern University and have since completed my A.S(science) and I am 8 classes away from my B.S in Biology. After I finish the current schooling for my job(~6-10 months) I will continue my degree (from online). I will be adding cybersecurity to my degree or possibly dual majoring as my jobs school awards me college credits.

Do you think studying abroad influenced your decision regarding your collegiate pathway?

2 responses

It indeed did, i find myself wanting to finish so i can get back abroad as quick as i can.

yes. Afterward I started seeking out more study abroad/transient student opportunities.



STUDY ABROAD EFFECTS ON GRADUATION

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If you would be willing to participate in a focus group discussion to further explore these questions, please leave your cell phone number and schedule preferences (days and times) in the space below.

2 responses

yea sure

912-306-7636

Free everyday in the afternoons

(weekdays before 12:30am), and weekends. 706-832-8935

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APPENDIX M: Study abroad to career survey results

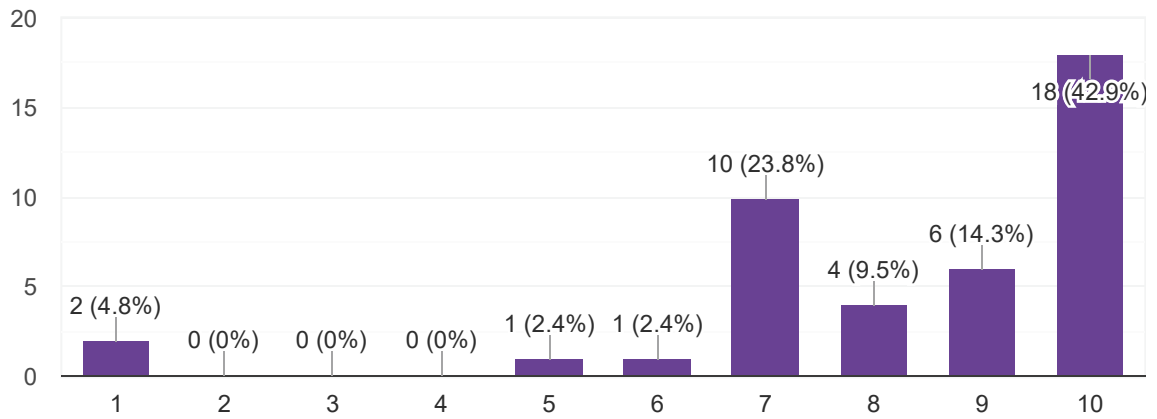
Study Abroad to career

42 responses

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On a scale of 1-10 with 10 being the highest score, would you say you made friendships in the country you visited that changed the way you thought about the country's culture prior to the trip?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please add any notes about your in-country connections that you would like here:

22 responses

I didn't have a negative perspective but being immersed in the culture allowed for me to identify the similarities within their country and that of the US.

Our host family was simply amazing. They made us feel right at home and trusted us around their daughter. It was a great insight to their family life vs. ours.

It has been nearly two years since staying in Hokkaido Japan. The friends that I have made I believe are long term friendships. I connected with my friends on social media (Instagram, Facebook) and we will check in with each other and talk about certain life events that are going on in our current world.

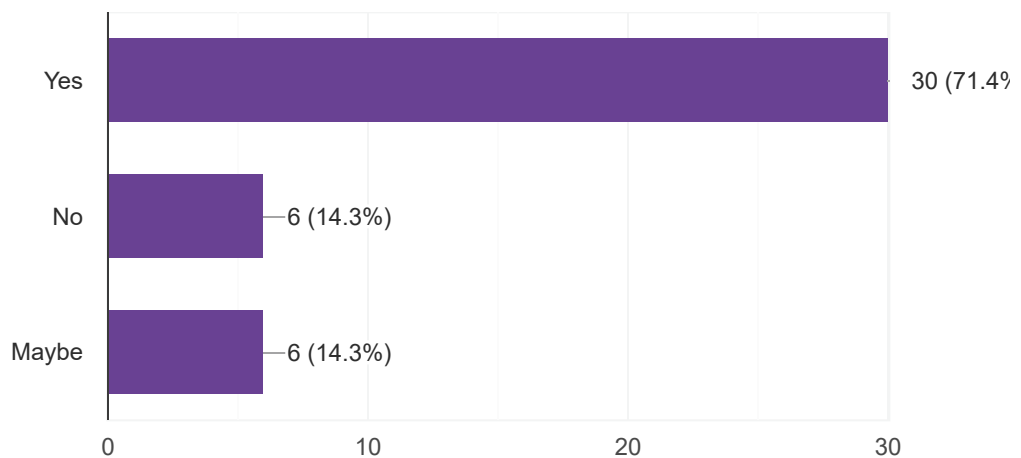
I studied in Costa Rica two different summers. I met some truly genuine people there that I still keep up with today. Majority of the people I met were very welcoming and excited about sharing their knowledge of their beautiful country.

Our study abroad trip definitely changed my perspective. I have still have people from the country we visited on my Facebook today.

What are some of the most interesting things you learned about your host country?

Did studying abroad encourage you to consider working overseas after graduation?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

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Please add any additional thoughts of your career that you would like to share:

22 responses

I looked into working in the country in which I studied abroad however, I did not

I briefly thought about being a travel journalist.

Along with attending a masters program that will let me travel to another country for 6 weeks, I plan to head to Peace Corps and or Fullbright to teach English and continue traveling to learn more about different countries and their cultures.

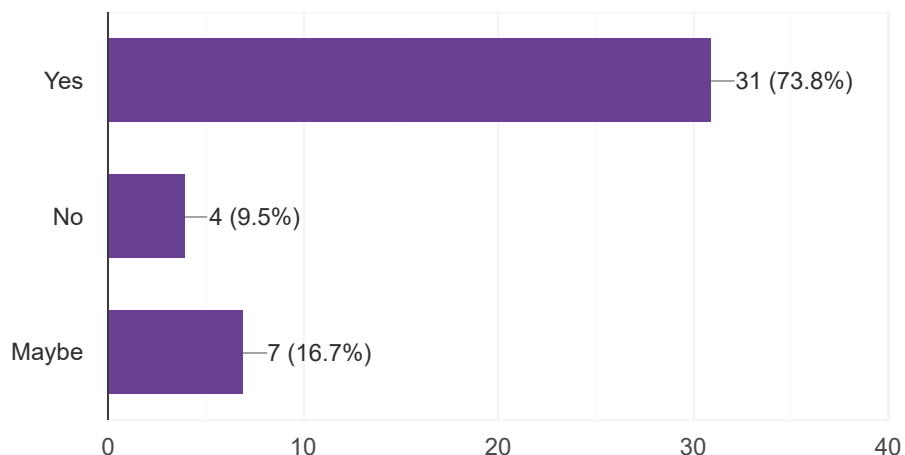
I have always tried to incorporate travel into my life. I have yet to make a career out of it, but the more I do travel, the more I feel open and connected to the world around me, which could also bring new opportunities.

Studying abroad definitely encouraged me to travel more.

I hope to not only be able to work overseas but I would love to go back to school overseas. Going to South Africa was my biggest international trip, and ever since then I've found a new love for my career. Seeing all of the new flora and fauna species found in a new location just amazed me. It's a part of my reason for moving to

Would you say the study abroad professor was someone you would reach out to after graduation, more so than your other professors?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please add any additional thoughts on the professor relationship you built during this trip. If you answered maybe, please explain.

27 responses

I was able to see my study abroad professor differently as she was a professor that I was familiar with. I was able to see her as an individual person like myself however, I fine know that I'll contact her.

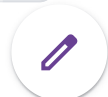
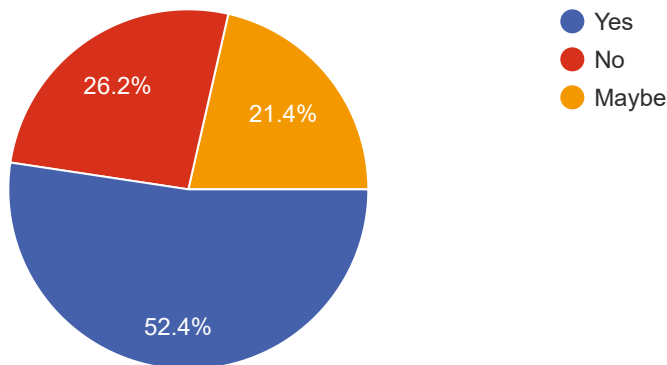
It was such a unique relationship because she made the trip feel like it was personally tailored for us. She helped us find purpose in going and what to expect while over there. She was filled with so much knowledge about Study Abroad ghat it actually made me excited to go. She also helps ease any fears you have about being overseas.

Professor Smith was the reason why I learn so much and was eager to study abroad. A year before our departure to Japan, I remember her coming into one of my journalism class and informing the class of journalism courses we could take at the university while traveling abroad. Immediately after class, I found myself frequently in her office wanting more information as to where I could go with my degree program. Since then, I've graduated and I still message/ talk with her about more opportunities to continue my education and still have the opportunity to study abroad.

My study abroad professor is still some one that I keep in touch with today. While we were on the trip. she became more like family than iust a teacher.

Would your peers from your study abroad trip be people you would reach out to after graduation, more so than any other classmates?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please add any additional thoughts on your peer relationships built during the study abroad trip. If you answered maybe, please explain.

20 responses

There were quite a few members of our study abroad team that I had never met on campus before. Since the nearly two year Mark, I still keep in contact with them just like I do with my friends overseas. We will check in from time to time and laugh about the shenanigans we had during our time studying abroad.

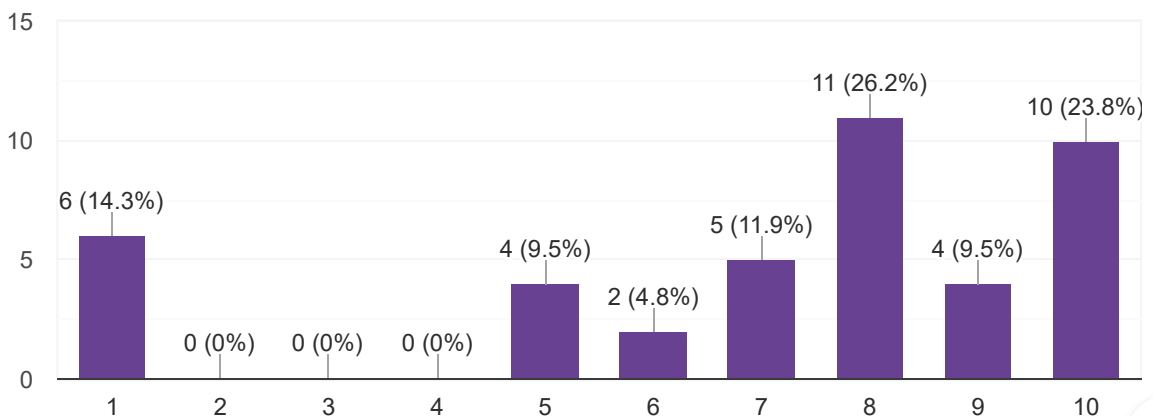
When you spend a month some one, you are going to get to know them rather you mean to or not. Due to social media, I still stay in contact with many of the students I studied with. Traveling and being away from home that long is not always easy, especially when you aren't with your friends or family. So you kind of create a small bond with your group.

I chose maybe because I not only keep in touch with students from my study abroad trip, but I also keep in touch with other students who I did not study abroad with. However, I do feel like I've made a life long bond with my study abroad peers.

I still speak to many of the other people I met while in South Africa. You spend a lot of time with people from different nations meeting all in a new place. We became like a family, and we answered any questions about our home countries as we could that only people raised there would know. For example there was a girl from France.

On a scale of 1-10 with 10 being the most, how independent did you have to be while traveling overseas as compared to when you are in the United States?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please include any thoughts about self-reliance that you would like to share:

22 responses

Professor Smith researched so much information concerning the area of Japan we were in before educating us the first two weeks on how to get around the city and speaking with locals. Before exploring alone in small groups no less than 3-4 people, we were free to explore as far as we wanted in Hokkaido. I quickly learned how to maneuver through the city and through what seemed to be a difficult train station at first. There were a few times I could not figure out where me and a couple of classmates had traveled to within Hokkaido, but with information that Professor Smith taught us before allowing us to explore, both me and my classmates were always able to make it back to what we recognize as Susukino and make it back home safely.

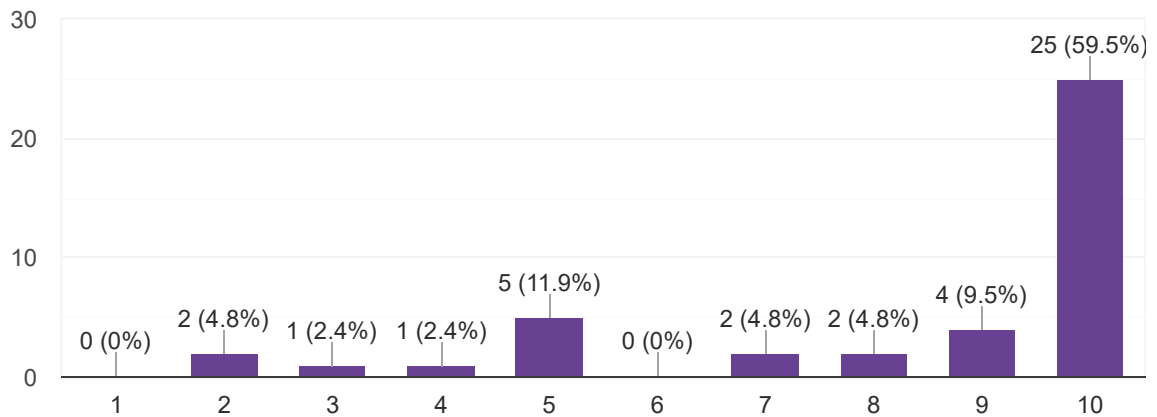
For me, I had to trust my knowledge of the language and be okay with making mistakes. People were very helpful when it came to the language barrier.

While abroad I was forced to not only be apart of a team (which helped me improve those skills and forced me to ,rely on others at times), but I was also confronted with my own cultural biases, which was also eye opening.

I just wasn't allowed to drive due to not having an international license. But mostly everything else staved the same. I cooked and bought mv own food and it was mv job

On a scale of 1-10 with 10 being the most, how much more do you think you learned about your class subject matter while being in another country than you would have learned in a classroom on campus?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please include any feedback regarding classes overseas:

23 responses

I was about to learn the subject matter from an international perspective as opposed to a National of state perspective.

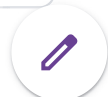
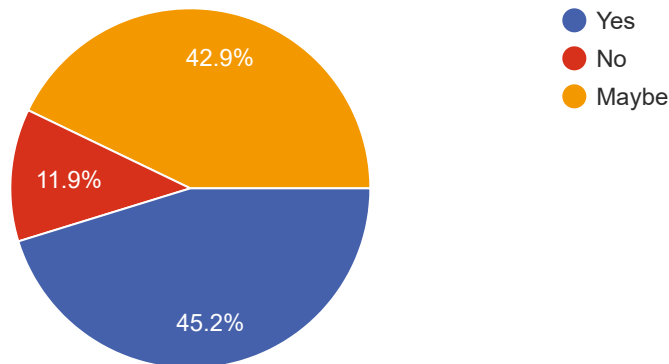
Being in a Spanish-speaking country definitely helped me relate more to my sources for my stories. I could see some of the struggles they described as well as the benefits of being from their country. It also gave me a chance to practice my Spanish more. I had to use it everyday.

I learned a great deal despite the class not being fully taught by Professor Smith. Due to complications of another Professor, Professor Smith stepped in immediately and filled in the large gaps of missing educational lessons. From the class, I learned to speak (elementary level) Japanese, experience news stations and newspapers within the city, and I even attempted to interview a local within one of the parks for a project for the class. As a journalism student at the time, it was these experiences that helped me to stand out back home as far as career opportunities are concerned. I'm getting ready for my master program in the fall, and I will be exploring my options on having this opportunity again.

I think enaulfina yourself into the subiect matter, rather than just learning it in books.

Think about a friend who struggled or failed to graduate. Do you think if they had participated in a study abroad it would have helped them succeed?

42 responses



STUDY ABROAD EFFECTS ON GRADUATION

Please explain why you think studying abroad would have helped or would not have helped.

32 responses

Studying abroad changed my life. It motivated me to continue with school and to help others around the world. Maybe it could motivate others in the same way.

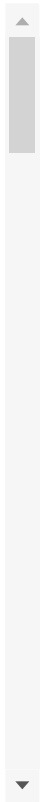
She simply wasn't motivated.

I think study abroad helped me tremendously. It helped me to broaden my perspective and horizon of knowledge of other people. I had the chance to experience what it is like for a foreigner entering a different culture. I had the opportunity to use my knowledge and dive into the deep rooted culture and history that Japan had to offer. Without this opportunity, I would not have the appreciation that I do for this nation and it's history.

It gives you a whole mew perception of the world and global economy.

I think studying abroad puts you in more real life situations. It gives you chance to learn something about yourself that maybe you didn't know before.

The opportunity to study abroad changes your perspective. It also gives you the



STUDY ABROAD EFFECTS ON GRADUATION


245

If you would be willing to participate in a focus group discussion to further explore these questions, please leave your cell phone number and schedule preferences (days and times) in the space below.

25 responses

9126583882 anyone after 9am is sufficient.

678 614 8158 Friday's & Saturday's anytime

912-334-7729 anytime for Professor Smith. Sorry I took so long 

404-974-7910, i am available anytime during the weekend.

706-615-2213

912-921-9020

I live in Washington now but I will provide Georgia times respectively.

Monday-Friday

Any time between 14:00-20:00 (17:00-23:00)

Saturday and Sunday

Any time between 08:00-20:00 (11:00-23:00)

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APPENDIX N: Transcript, students not enrolled

Study abroad and college focus group transcript

Interviewer

Student A

Student B

Interviewer: We are now officially recording as we discussed before that by participating in today's focus group discussion. You agreed to be a part of the research study, entitled study abroad and its effects on, at risk student graduation, being conducted by Melanie Smith, a doctoral candidate at Valdosta State University.

The purpose of this study is to determine statistically anecdotally how study abroad programs translate as part of students, University experiences, including graduation. You may receive no direct benefits from participating in this study.

Please note, your responses may help determine the role study abroad place for students as they matriculate through their academic program. There are no foreseeable risks involved in participating in this study other than those encountered and day to day life. Participation should take approximately an hour. But the advised, we want to make sure everyone on the call has the opportunity to speak.

The focus group conversation is being recorded in the online teleconferencing platform in order to accurately capture all ideas exchange through today's discussion. The recording will be used for transcription and research purposes only and all recordings will be deleted. Once the study has concluded, no one either listening to the recordings or reading the transcripts will know who was talking as your identity will be kept confidential because of your participation.

Because your participation is voluntary, you may choose not to participate, not to answer any particular question, or leave the online platform at, anytime. You must be willing you must be at least 18 years of age to participate in today's study and your participation in the focus group will serve as your voluntary agreement to participate in this research study and your certification, that you are 18 years or older.

If you have any questions regarding the purpose or procedures, please feel free to contact me directly the study has been accepted from the institutional review board review in accordance with federal regulations the IRB and university committee established by federal law is responsible for protecting your rights and welfare as research participants. If you have any questions or concerns about your rights as a research participant, you may contact the IRA administrator at 229-253-2947, or at ira@valdosta.edu. Before we proceed, does anybody have any questions about how (pause) how your information will be used or any questions about any of the federal regulations guarding your safety?

Student A: No

Student B: Nope.

Interviewer: Perfect all right so, let's just get down to the good stuff. So, here are some of our focus group questions. So we're gonna start just kind of in general.

Tell me a little bit about your personal academic background and what and how you came to your decision to go to college.

Student B: {Student A – name redacted} would you like to go first?

Student A: First? so I will. Okay. Okay. So, um. Originally, my 1st plan was to go join the Marine Corp out of high school. The reason I didn't do that was I was 17 years old and my parents weren't really comfortable with that, because you know that I was 17, and I want to go; I wanted to go Recon, which is kind of dangerous. So, they were like, maybe you should go to college 1st and see if you change your mind. So, that's how I ended up at Savannah State.

Student B: Uh, um. My family was like it's either college or go live on the street. (laughter) No, in all honesty I'm always wanted to go to college. My academic background coming out of high school was actually pretty good. Um, I had the ability to go anywhere I decided, but I was that I was in that gray area. Where it was like, you know, you can get accepted, but you're not going to get this much at scholarship type, that little gray area and so, so Savannah State was that one school in the gray area that was like, all right we'll give you enough money things like, and, you know, you're getting accepted. So that's how I found my way to Savannah State.

Interviewer: Ok, good. Can the two of you tell me what some of the biggest influences that you had, that were on your personal decisions to...to study abroad while you were in college?

Student B: That's easy. Her name is {interviewer}. (laughter) Uh, she's honestly one of the most amazing people I've ever met in the study about office. Ever all right the best maybe ever. Okay. All right. Cool. Believe me, I'll tell you. Uh, and it was always my dream to study a study abroad in Japan. And Savannah State didn't have that program, so what {interviewer} did was, she said, you know what, we're going to go out we're going to make some connections. We're going to see what we can do. And we're going to bring you this Japanese study abroad and that's exactly what you did. Fantastic. Beautiful. Hands down one of the best connects I've ever made.

Interviewer: {Student B – name redacted} to delve a little bit into that? And I promise {Student A – name redacted} I'll let you answer. Did you, did you think that you would study abroad before you got to college or was it not until you had direct connection with the office that you knew you were going to study abroad.

Student B: More so direct connection with the office um. The dream was just, I'm just going to go to Japan. That was as long as I got to Japan, I didn't care how I got there, but. Once I started learning the...what's the word I'm looking for...the formalities or, you know, the, the way things how they worked around with this study abroad and stuff like that I started thinking, like, wow, this is. All right, this is something I'm seriously interested in and this is something I'd really be willing to do. So, let me find out more, let me see what we can do. And let's see if, Japan will be an option, you know, to do that.

Interviewer: {Student A – name redacted}, what about you, what were your biggest influences to study abroad?

Student A: Honestly studying abroad wasn't on the radar on my way through college, though. I remember I think you put out that email and I saw it and I was like, okay, it's something different so I went down to the office. And we were talking that we had the meeting with all the other kids. And that's how I ended up in Haiti. Like, I would never have done that without the email that you sent out.

Interviewer: Well, thank you very much. I appreciate the kudos for that. Now we're going to talk a little bit about direct correlations for study abroad and your academic purpose. So some of these may be pretty intense. Let me know if you need any clarification on any of these questions. Each of you tell me about a time that you interacted with a native from the country that you were visiting and how you felt as though the 2 of you had more in common, more in common than not in common start the description with how the 2 of you actually even came in contact with each other.

Student B: Okay, so, one day we were all. Yeah, I think this is the 1st time we were in when we were in Japan, it was the 1st day we were like, all right we're all going to catch the train as a group and so. We, we all walk down to the train station. Loading up, loaded up our cards to get on a train and I'm randomly just stopped by this old lady. Let the records show that old ladies were really fascinated with me in Japan. So, I was randomly stopped by this old lady. And she just stopped instead of me, we didn't say it were. All she wanted to do, all she did was reach her hand out. Just shake my hand. It was at that moment that, like, you haven't had a connection to where it's just like, you don't have to say anything and just like, wow okay. This is someone who's like, completely at peace with life and, you know, they're...they, they enjoy what they do, and stuff like that and, uh. I got all of that from just a handshake, just a handshake. Someone who's...who's he got to get out the camera. Someone who was just completely content with being where they were and that's exactly how I was. I was super happy to just be in Japan.

Interviewer: That's a good one. um, {Student A}, what about you?

Student A: Um. Lemme think.

Interviewer: Take your time

Student B: We've got an hour. (laughter)

Interviewer: We have more than that if you need it, no worries.

Student A: Okay, can you say the question one more time?

Interviewer: Sure, I need to repeat it word for word though. So, let me pull that up really fast. Tell me about a time that you interacted with a native from the country you were visiting, and you felt as though the two of you had more in common than not in common start the discussion with how the two of you came in contact with one another.

Student A: Yep, so I remember, um. This pizza place, and we sat and we were going for lunch and the guy came up and he started talking to me and it was just natural, like, I don't know if I already met him before, but it was like. You meet somebody start talking to them and it just flows, and we were just talking and honestly, it reminded me of being at home for a second. I forgot that within another country. Like, I felt like I was back in the states. Well, it took me a second to realize, because..but and also, like, some of the people that I met there. They visited, like, where I lived at, because I live in because I was born in New York City and so I remember that's like a big, like touristy place, and a lot of people have been there and I didn't know. It was nice people who not only did experience, where they're from, but they actually have been around where I was from and I that was kind of nice.

Interviewer: Very nice, thank you both for sharing. I appreciate your stories. So another one. Thinking in terms of your career pathway, had you considered working overseas prior to studying abroad and what about after your study abroad experience?

Student B: I did not, um, of course. It was always that, you know, being in engineering. You know, it was always that thought of maybe I might float around a different...but, no, and we're really I was more so focused on building groundwork here in the States. And after...after this study abroad, I started to think, like, well. I've been to I've been to England, London and all that stuff and that's one of the oldest countries of the world. Okay, and the architecture there is so it's just really old and rich with history. And now, after being in Japan, which is like, one of the front runners in innovation and technological advancements. Uh, let's for the record I want to be an architect. And one of the front runners and innovations and electronics and stuff like that. I started to think that maybe I could take my knowledge from around the world and use it to better myself and architecture for things like that, and stuff like that. Um. I started looking at places in Japan, because, I mean, what better way to learn about Japanese architecture than working in Japan. And what better way to learn about, you know, antique in history, historical architecture than traveling around to different countries working and learning it. You know, prepping yourself with the knowledge of all of that stuff in the history. Um, so more so, after study abroad, I started to think yeah, I could. The world is the biggest, your biggest classroom and so like. I can definitely just, like, go around and learn and stuff like that.

Interviewer: Very good. {Student A} do you need me to re-read the question?

Student A: Um, yes you can.

Student B: Okay, I'm sorry, I talk a lot.

Interviewer: No, no, no, no, no, this is...I'm asking really in depth questions (Student B) so this is okay. Thinking in terms of your career pathway, had you considered working overseas prior to your study abroad to prior to studying abroad, or what about after your study abroad experience?

Student A: Okay, prior to study abroad, I had no intentions, so working overseas like my first career pathway, then I started college I wanted to go be the doctor now obviously I went way off that path. Um, I know after, um, I study abroad trip, I actually looked into, you know, going back to Haiti and working there for the summer. That turned out to be a little to costly for me at the time, but now that I'm in a Navy. There are more opportunities for me to work abroad. Not too many because of my job. Like, my job, I'm a logic technician networks. So my job is mostly like, landlocked to the content to continental United States. Besides, you know, I think I have two options. To work, and I was like Japan, I think is one of them. And I know some of them they go to, they go to a little bit, um. They go to different countries here and there for, like, a week or something like that. But Japan is like, when the appreciation that can be attached to, which is one that I want. So, I mean, hopefully within the next, you know, 3 or 4 years, I can get that. Right away it's not going to happen because you have to get in five to go there but I'm only at three right now and it may take a couple of years, but hopefully a couple of years I'll get there.

Student B: Yeah. Yeah. I'm telling you, you're going to love it.

Interviewer: Everything is eventual too. I think I think that's one of the things that we get to learn

about study abroad is how eventuality is such a thing, but off topic a little. Okay.

Again, I know these are really in depth, so please take your time. And I'm happy to reread them each time. If you need me to it's not a problem at all.

Describe for me, the relationship you built on your study abroad program, specifically, in terms of the relationship with your classmates and peers as well as your professor or study abroad program manager.

Student B: Okay. So, um, the relationship I built with my peers is great. Um. I absolutely adore every single one of them. To be fair. A lot of us were friends before we went on the trip. But there were people there that I hadn't met yet, and I consider us friends to this day. Even to the point where we're all planning a reunion trip in Japan. Trying to shoot for like next year so we can see the cherry blossoms.

Yeah, uh. In terms of professor. That's a toughie because, you know. What I had it was a professor and. It was the coordinator there, so. I'm more lenient towards the coordinator more, so my professor and reaching out and.

Interviewer: You can speak about the relationship to both.

Student B: Okay. Well, the relationship (sigh) relationship to said Professor isn't exactly like. It is, I wouldn't say it's bad, but I would say it's great either. Say somewhere more so normal. But not someone I could see myself, like, later on down the line like. Hey, you know. Let's go grab a drink or something, you know, catch a talk about the old days. Something like that. Not. But I do, however, I see myself doing that with a coordinator because. She was fantastic. The, the, the coup de crayon, the Leaning Tower Pisa, it was just amazing. She was just fantastic. Um, I highly believe without her my Japanese study abroad would have been garbage.

Interviewer: What about you, {Student A}?

Student A: As far as students, I'm not really in too much contact with the students from the Haiti trip. Now, with that being said, I still have them all on social media and so I still feel. Somewhat comfortable reaching out to them. I just feel like they're strangers, you know, I'm saying that's far as best friends. We're not best friends. I know you said that you already you're a new, a lot of them from your trip. I didn't, so I met them there, but I've reached out to a couple of them afterwards. But then I know after I left Savannah State, like, that's how thing are you know, whatchya call it, you probably stayed there for a little bit longer. I didn't. Like, after that semester I left Savannah State. Yeah, I went to Georgia Southern and so that might have something to do with it, too. I didn't, I didn't give the relationships enough time to form properly. So that's part of that as far as professors. Um, the academic coordinator, which is {interviewer}, is honestly the only staff member from college that I speak to, to this day. Like, on a consistent basis. And that I will reach out to you. Frankly, but.

Interviewer: Thank you I appreciate your honesty from both of you.

Let's talk a little bit about what study abroad taught you about yourself. Can you give me...can you give me a, for instance, of things that you brought back that you didn't know about yourself prior to departure?

Student B: So. Guys. {muddled background noise}. Guys – I'm sorry about that. So for

instance, study abroad taught me a lot about myself. Um, one thing I can say that's major is. I'm more of a just throw me in the deep end kind of guy. So, what I mean, by that in, in essence, is leading up to our study abroad, we had a series of meetings to where we all were learning the culture and learning the language for Japanese. And, even my professor said this, um, in those meetings I was sort of average. You know, sort of just kind of coasting. But once I got out there, I was immersed in the culture and I excelled, I super excelled. I was one of the, I was one of the leading students out there with speaking Japanese with taking hey, this is where we're supposed to go, this is the direction. And all of that. One thing I can say is, I don't. I learned that putting myself in situations like that, where, you know, you know, where I'm kind of forced to speak it and forced to lead in a sense like that, um. I can I do 10 times better. No, more of a I learn more I'm way more of a hands on kind of person.

Interviewer: {Student A} what about you.

Student A: Can you repeat it again? Please?

Interviewer: I can. In terms of study abroad what do you think that what was your biggest take away about yourself?

Student A: Okay, um. {Student B} that I will say that more of a hands on learner, and actually being there and experience it first hand was a lot better than being in the classroom. And I feel like, like, as far as, like, knowledge wise, we've learned less than being in the classroom as far as what it took away from it. It was a lot more valuable because the thing that I learned, that I experienced, they stuck on it to this day with the different classroom that I never have.

Interviewer: Was there something that you came back with from the trip that you were? Like. I didn't know I could do X and I did that. {long pause} No pressure, if you're not sure if we we can go on, but. Um, because we were in a country where we didn't speak the language to being in Haiti, right?

Student B: So, yeah. I mean, I feel like and Haiti, even though we didn't speak different languages was easy to interact with the people there. And that was kind of a shock to me, like, being in there and being people in that don't speak your language.

Interviewer: That's good. We can come back to it. If if something I'm telling you that, you know yes I learned this about myself. Go ahead. Yes, {Student B}?

Student B: Yeah, I also wanted to add sorry I learned I learned patience. Uh, the people in Japan were very, very patient with it. Eh, it, it's showing me that, you know, if they can be patient to. And now, foreigners who come in, you know, what a. What does that say about Americans who get super hostile? The people who are speaking a different language in America, and so. It showed me values that I can bring back to the States and, you know, help other people who English isn't their first language, and I can be more patient and more attentive to them. Right.

Interviewer: No, that's great. I appreciate that. Like I said, {Student A}, if something, dawns on you, we can stop and go back to it. It's no, it's no big deal. Um.

Thinking back to your study abroad class time. And I can think we kind of touched on this a little bit, in the last question. What takeaways from your study abroad class time? Do you think that you could not have received in the classroom? Um, that you did receive while you were

overseas.

Student B: I'm sorry, I was, I had to sneeze. Could you, uh, repeat the question?

Interviewer: I can, I can, and we kind of touched on it in the last question, but thinking about your class time, while you were studying abroad. Did you, did you have takeaways that you received while in the class that you could not have received in a classroom?

Student B: Um, well, at Savannah state okay. Uh, um, some takeaways. I have is, uh, where we were, we're in this beautiful, beautiful house. Nice little garden and the sun room and everything was fantastic. Um. The one takeaway I learned is, uh, do not put things on the...it might become the fire. That's one thing. I learned. Uh, no, one take away, I can say is that. You feel a lot more relaxed in class. When you're when you're immersed in study abroad. Specifically, because a lot of our classes in the house, and we were walk coming down and pajamas and everything. So I found that fun. But I do, I do find it a lot easier to relax and get the material that you're, you know, you're trying to learn with. When you're in an environment that you can just sit back and you're like, okay, cool. Now, I'm comfortable and now let's. Let's learn essentially. Aside from the, the rigid desk and. Sitting in the was, what would you call those plastic seats I guess. The no...what do you call them...

Interviewer: The bean bag chairs

Student B: yeah...sitting on the bean bags, sitting on the bean bag chairs, were good for you back too, but really, really helped. With calming everyone down and getting everyone to a point where they're like. All right, let's listen. Let's engage and let's learn.

Interviewer: Now, {Student A} I know your study broad was a little bit different. You didn't have class time per se, but do you feel as though there were some pieces of your time that were at that where you learned. You learn things that you were able to apply to your academics.

Student A: (long pause) What was the original question?

Interviewer: The original question was: What takeaways from your study abroad class time do you think you could not have received in your classroom at Savannah State?

Student A: Okay. Like, I said, the last question probably the experience, the experience. I can bring it back also like, being there. Like, I remember, like, for example, sitting in language class. It was like, all. Right you're learning the language and you don't already feel enticed to learn the language. But when I was there, I was sitting there trying to talk to people who (in audible). I was sitting there, I remember sitting there learning the language first hand in the country and I was like, all right well, me and this person had a connection, and I want to speak to them. So now I'm sitting here, like the language right there on the spot. And that was really nice and also, like. I know I feel like the best way to learn about the culture and learn languages and this. Be to go there first hand, because you feel more like the pressure, but more of like a...I don't know what I'm looking for.

Interviewer: That's okay.

Student A: Yeah.

Student B: Like more of an incentive? You know what I'm saying?

Student A: Yeah, like we have way that you feel are more than needed to learn the language. You actually want to learn the language, meaning someone who does speak your language and you want to talk to them. You're going to learn that language, right? Like, if I'm supposed to be in the classroom and it's like, all right. You gotta learn this...

Interviewer: Yeah, I'm just learning this for the test, whereas I'm learning this for like, a real life example, right?

Student A: Yes, yeah,

Interviewer: That's not putting words in your mouth. I mean, it's...seriously...

Student A: No, I mean, is that that's a good way of putting it.

Student B: Yeah, it's a good way to sum that up.

Interviewer: Okay I just want to make sure that I wasn't adding something that that was not how you feel.

Student A: Yeah.

Interviewer: I'm sorry, {Student B} what are you going to say?

Student A: Oh, yeah. Well to help you summarize it up more so it's just like I'm memorizing this for the test and after the test, I'm good more so, you know. If I don't memorize this in this country, then I don't know how to get home. So, yeah.

Interviewer: I think that goes back to your teaching that what did it and teach you about yourself, but we can talk about that later.

Um, so this is a little bit off of study abroad, but. You all are in this particular focus group because your demographics indicated that you had been out of college for two semesters...out of Savannah State, I'm sorry of Savannah State University for two or more semesters. Talk to me a little bit about your pathway for leaving the university. And if you believe that you are going to finish you are academic...your academic work.

Student B: Okay. Well. To keep it short, sweet, and simple, I couldn't afford it. I was paying for school out of pocket and so the study abroad trip. It was either it was, uh, it was go to the study abroad trip or pay for next semester. And I really wanted to go on the study, like, let's just in case, I don't know the answer I chose. I really wanted to go on the study abroad trip. And so being out for these past two, so that's just was more so of saving up to get back. My ultimate goal is to finish. I'm going to I'm gonna say it. But, um, it was more so, just recovering financially from studying abroad. Because it wasn't cheap. But I'm really if I could go back, I'd do it all over again. Same results. The same everything. I do it all over again.

Interviewer: Your turn, {Student A}.

Student A: My reason for leaving Savannah State was there was Savannah State and there was Georgia Southern. I was looking at Georgia Southern, and I saw, like, hey, they have a lot more people who can have a lot better facilities. They have a lot more opportunity. And so I was like, you know, and I was doing pretty well at Savannah State, I felt like I went and where someone there. They can provide me with that and while it did, it wasn't the same at Savannah State, I would say that I felt a lot more welcome. I felt a lot more like, at home at Savannah

State, I'd say so when I went there, like socially, it wasn't a good fit and that had an effect on me and my grades. And everything there and so on Yeah. Things and not go about. Things did not go as smoothly as it did at state. And if I can go back, like, even though the facilities, a better, everything was better there. I will probably go stay at state now than Georgia Southern is out it didn't fit into that school person.

Interviewer: Not to dwell on that, but I know that you are intending to finish correct?

Student A: Yes

Interviewer: Because you're still, you're still attending classes at just not at Savannah State, correct?

Student A: After I left state, I went to Georgia, Southern and COVID hit. And I was taking all my classes before I joined the Navy. So, right now I'm technically not in any classes right now. But I am an alumni because I have my associate degree at Georgia Southern, so I think I'm still technically enrolled in school I'm just not attending any classes right now. But I will continue to attend classes. After after I graduate from this military school down in right now, which is, like, 6 months, I think. Or I get my job rating and so maybe in, like 7 or 8 months I'm gonna start back up with online classes. I don't want my degree being bio. It's kind of hard to take online classes for bio, because they don't. So you got to go in to the actual school so if it's going to be a problem. So that is a problem then I still have my associates, and I'll probably transfer another school. Or worst case scenario, I'll take it out. I'll take another degree. That's not on the bio because I have enough credits right now to...where I've earned my bio minor, so I can take my minor. And then get a degree from Georgia Southern online so I can still finish. I have no choice. I didn't get this far not to finish. It wouldn't make sense. I have eight classes left.

Student B: He's speaking facts!

Student A: Exactly!

Interviewer: I wasn't going to say that I feel that for both of you, because I don't know how official that that is, but I'm gonna say that you both better come back and finish out because you're both way too smart to not. Okay.

Do you think that study abroad had an effect on your graduation path?

Student B: Definitely, I will need only only no, no, no time to answer that. Definitely. I remember sitting down with {interviewer} doing our coordination thing in the office that we were talking about opportunities after we come back, I was asking her about opportunities to, you know, get back out there, essentially. And she was telling me, um. Programs like Fulbright stuff like that. I think that's true. Yeah and so we're talking about Fulbright. And, you know, with my, with my dual majored in civil engineering and mathematics and uh, I could go out there and be a teacher, you know, teach English or math or something. But my grandpa, may he rest in peace, yeah. My grandpa always taught...taught me that, you know. One of the biggest things, people one of the biggest mistake people make is thinking that they don't have time. And my whole mindset was, I gotta, I gotta be architect. You gotta be architect I've gotta be architect and I gotta get out the architect as quick as I can. And the last conversation I had with my granddad was, he said, as long as you can draw, as long as you can move your hand, you could be architect at any point. And so that got me that I got me thinking, like, all right cool. Now, I got to now, I'm really pushing towards this teaching job in Japan because Japan is one of the most

amazing countries in the world. The people are sweet and patient. They're nice. They're amazing. Pretty sure we already covered this. The food is fantastic. Right, A-one. I really just love to see the opportunities that they have after graduating after graduating, so it's one of the motivators for me to go on and finish. Finish up school, you know, aside from, you know, and and pay for this much money as well.

Interviewer: {Student A}, what about you.

Student A: As far as it fits in my graduation plan? Yes, like, after I got back from that trip, I thought exploring like, other opportunities to go do stuff and other opportunities. I know, I came back, I told you, like, I left and went to Georgia Southern. And I was looking at overseas programs, their internships there, and I actually got an internship while at Georgia Southern. I did the environmental fuel station Internship was there for the summer and like, if wasn't for, you know, going here, I probably never going to look into programs like that, so, like, that, they change the course of a little bit. And that was nice because being there, I got um 16 credit hours for being there, um. It was paid and so that was nice too. And so I started to give it to more and more and I started like. A different career pathways to, like, also focus also locked on, like, one thing. And then, like, I thought exploring different options afterward, and I believe um, I think Helen got it too and I know if she's going to tell me about it too.

Student B: Aaawww, My big sister.

Interviewer: For those who do not know who Helen is {Student A} can you tell us how you know, Helen?

Student A: Oh, from the study abroad trip.

Interviewer: Very good. Very good. Um. So, that really concludes the official questions that I had for both of you. Um, my unofficial question is: Are there any questions that you, that I did not ask about your study abroad experience that you wish that I had.

Student B: (sigh) You said, you should ask me when would I like to go back out? And then I would told you.

Interviewer: Right now, the answer would have been tomorrow yeah.

Student B: Tomorrow? I'll be on the 1st plane out of Cali tonight. (laughter) No, no, um, one question I would like to hear is what, uh, would you, would we myself look forward to studying and by, you know somewhere else, or it's starting about again uh, because my answer will be studying abroad is like you sit down at this real nice restaurant. You or something that you have no idea what it is. You take one bite of it and you just gotta get another one. You just gotta get another bite I mean, you gotta get another. It's just...studying abroad. It's one of those dishes to me. And it's something I definitely definitely, definitely would love to do again. Yeah, that's, that's a good question. If you'd like I'd write that down for you.

Interviewer: I've got it I've got it actually. What about you, {Student A}? What did I not ask that you wished that I had.

Student A: Did you ask about the food?

Interviewer: I did not just not ask about food, although apparently {Student B} wishes that I had to continue talking about the experience in terms of food.

Student B: And you're going into the navy? Bro....

Student A: When I was in Haiti, I was looking at the menu, I never seen this before. I was let me get that. I'll take some of that.

Student B: Yeah, you know what I'll take some of that too. (laughter)

Student A: Yeah, I had to look it up when I got home. I was like, I had to look up what I was eating. all right, I don't have any allergies to anything. So, I'm just like, I'm going to say, all right, it's pretty good. Let me try that. Let's try that.

Student B: Beautiful oh, yeah I do.

Interviewer: It does lead lead me to ask you this question. In thinking of friends of yours that struggled to, or, who struggled to stay in school or struggle to finish. Do you think studying abroad could help them complete their, their collegiate career?

Student B: Yes, and no, but yes more so yeah and here's, here's why. Personally, for, for me, studying, studying abroad, gave me the motivation to seek careers outside of the US. I know that that might not be a good enough motivator for, you know, my some of my friends. But that is a great motivator for a lot of my friends. Who, whom like to travel. So, I think that those who didn't. Who didn't study about if they had would be more so. Likely to, hey, let's finish up, you know, with. Because we all made a plan, we all made a plan that we were we're all going to meet up in a different country in, like 15, 10-15 years and get -dinner that and I think that would have helped, put a fire on under them. Essentially like it is, hey, you know, we got this plan, you know, I even studied abroad so, let, let me go on and finish so I can put myself in a position where it's a lot easier for me to stick to this plan. So, I think it would have done great, great. I'm still trying to get them to study abroad.

Student A: I mean, I feel like it would be beneficial for people who are losing interest in school. To go over there because I feel like. I don't know, like they over there really helps being engaged in your studies like, it's (pause)

Interviewer: Take your time, did you what did you want to expound upon that?

Student A: I know I'm not really much of a talker. I'm not like {Student B} over here, so. (laughter)

Student B: Believe, I'm not talking either. She's just asking the real good questions.

Interviewer: I appreciate both of your time and I don't want to keep you a minute longer that I promised. Um. Is there anything else that you would like to say? Just for the sake of being able to say it?

Student A: Also going off the last question about things you didn't ask about. Did you ask about the housing situation over there?

Interviewer: I did not.

Student B: Well, we were, we were. Man, you should also ask about the wifi. (laughter)

Interviewer: This is, this is a little more. (pause) This is not about as much the study abroad experiences as much, but, uh, yeah, we definitely stated some interesting places. Did we not

{Student A}?

Student A: I want to say, like the hotel I went there, like a Kenan, I remember it. I know off the top of my head, but the hotel was really nice, like, nice. And then someone hotel that they did in the States and that really surprised me for being Haiti like. So, like I said, in the in the questionnaire. Like, the media and social media, social media, and the news outlets all depict certain countries in a certain way. And they depict it the way they want you to. Like I said, like, if you look of Haiti. And on Google, you'll see exactly what pops up you type in Dominican Republic. It's a whole another thing that pops up on Google something there I went there with expectation like, hey, this country's going to be like this but when I got there, it was totally different was totally different. Nowhere near what I expected being there. What the house because I was really nice. I remember. Yeah, um, yeah, it's like there's like little on. I forgot what they were calling it was like, on the beach and get off the pathway to get there.

Interviewer: You're talking about the huts that we stayed in, the grass huts...

Student A: Yeah Yeah.

Interviewer: Yeah.

Student A: That was really nice. It was a different experience like. I never experienced anything like that...

Student B: Awesome.

Student A:...being in a place like that before it was like, open and everything like that. We have to shower like, it was like, outside kind of, and it was different.

Student B: It sounds awesome. (laughter)

Interviewer: So, now, {Student A} wants to go to Japan and {Student B} wants to go to Haiti.

Student B: Yes ma'am. That sounds pretty good to me.

Interviewer: That's what we've done now. I don't think that's the worst thing that could come from this discussion. (Incoherent, over lapping conversations)

Interviewer: I'm sorry (Student B) go ahead.

Student B: One thing just to just a final wrap up a study abroad changed the way I see my future, in a good way. And I would, like I said, I would, I would highly recommend. Studying abroad to all my friends. Using all the resources that are completely available to them to do so.

Interviewer: {Student A} any last thoughts.

Student A: Honestly, I wish I can do it again, to be honest with you. (laughter)

Student B: This guy gets it. This guy gets it.

Interviewer: We, we can talk about any of that off line, but, uh, you both know how I feel about study abroad too...so..

Student B: Yeah.

Interviewer: All right, I'm going to go ahead and stop the record....Oh, go ahead.

Student A: Like, I feel like this experience could be, I know it's just not possible, but I feel like they should be included in like every like college students like curriculum. At least like once, even just like for a week, like one college to just to have programs where they get a lot more students out there. I know a lot of students can't afford to do this, and I wish that more students could be able to go out and something like this.

Interviewer: Expound on that a little bit for me. Why do you feel other students need to experience it?

Student B: Because a lot of students, or it looks like they've never left the country before and there's something there is parents I know like, for me, I never experienced it before then and I was fortunate enough where I was able to afford it and all people can't. Like, being there experiencing, and it's not something...it's something I feel like was valuable to my college experience and others should be able to, too, so.

Interviewer: Okay. If that's good for everybody, I will stop the recording.

APPENDIX O: Transcript, students currently enrolled

Study abroad and college focus group transcript

Interviewer

Student C

Student D

Student E

Interviewer: As I described to everyone, we have started recording, I need to make sure that you understand the rules that are that are, that I'm using to make sure that are honored in today's interview or today's focus group session by participating in the focus group discussion.

You agree to be a part of the research study entitled study abroad and its effects on at risk student graduation. This is being conducted by Melanie Smith, a doctoral candidate at Valdosta State University. The purpose of this study is to determine statistically anecdotally how study abroad programs translate as part of his students University experiences, including graduation you will receive no benefits from participating in the research study. Please note that your responses may help determine the role study abroad place for students as they matriculate through their academic programs.

There are no foreseeable risks involved in participating in the study, other than those encountered in day to day life participation should take approximately 1 hour, but be advised. We want to make sure everyone on the call has an opportunity to speak. This focus group conversation will be recorded and is being recorded now through the online teleconferencing platform in order to accurately capture all ideas exchanged through today's discussion.

The recording will be used for transcription and research purposes only and all recordings will be deleted once the study has concluded. No other, no other...no one either listening to the recordings or reading the transcripts will know who is talking as your identity will be kept confidential because of your participation because your participation is voluntary. You may choose not to participate, you may choose not to answer a particular question, or you may choose to leave the online platform at any time you.

Must be at least 18 years of age to participate in today's study and your participation in the focus group will serve as your voluntary agreement to...to participate in the research study and your certification that you are 18 years or older. Any questions regarding purpose or procedures of the research should be directed to Melanie Smith at (912)713-7713 or melansmith@valdosta.edu, the study has been exempted from IRB review in accordance with federal regulations. The IRB, a university committee established by federal law is responsible for protecting the rights and welfare of all research participants, if you have any concerns about your rights as a research participant, you may contact the administrator at 229-253-2947 or at IRB@valdosta.edu

Any questions about all the preliminary stuff that we just went over?

(Students C, D, E, shake their heads no)

Interviewer: Okay, so now we will get to the questions. As we've gotten through all the fun stuff, I know how wonderful going through the formalities are. So just a few general questions so we can get our conversation started. If each of you will tell me a little bit about your own personal academic background and your decision to go to college.

Student C: All right, I guess I'll start off, um. Well, for one, I decided to come to Savannah State because of their electronic technology program that they have here. Unfortunately, now, due to COVID I have, I not, not really getting the hands on experience, but I know, like, once we do get past this, you know, things will start getting back to normal. But I recently started again to journalism for the most part, because I do like writing. I really think I can find, um, find myself being inside that department for my career and uh, yeah, yeah, that's pretty much it.

Student D: Is it, um? I guess I'm next...

Interviewer: It doesn't have to go in any order, whenever, there's no order just whenever you're ready to go for it. (laughter)

Student D: Yes, my name is Willie Reynolds and I am in mathematics to be here in Savannah state. Most of my classes are physical because it's mathematics. So a lot of times you have to actually be in the class. I haven't really had too many math classes where we were like, virtual or online. But I came to Savannah State first, I was a business student and then I started taking classes and the math department, and they kind of recruited me into their, uh, department, because they saw my work ethic, and some of the stuff that I was able to do. So they wanted me to join them. And then, yeah, so here, I'm just going to proceed my bachelor's and then hopefully I'll be able to aspire to attain my PhD.

Student C: Yes, sir.

Student E: I am mass communications in journalism, I am also the editor-in-chief of Tigers Roar. I came to college, because I did not want to stay home and I go into a college town called UGA. I didn't want to stay there. Everybody my family's there. I didn't want to be near anybody, so I wanted to be running away from home. And Savannah State was not on my radar because I didn't want to go to the same university as my brother. I got rejected by all 11...11. Yeah, 11 colleges in the state of Georgia and I got accepted into SCAD. SCAD was my dream school, but due to money issues, they told me I couldn't go. And since, my parents are alumni of Savannah State, I kinda had no choice, but to go here. So it's kinda heartbreaking, but I'm just like, okay, I'm grateful that got in school. But Savannah State has opened some doors, I'll give it that, but other than that, I'm just like, okay, I'm here, I'm almost done. In spring time, I'm dippin'. (laughter)

Interviewer: Very good. Very good. So, talk to me a little bit about what some of your, what were some of your biggest influences to decide to study abroad.

Student C: Oh, movies. Movies and books mostly um. (laughter) Like, yes, like a start when I was like, around 6 or 7 my favorite movie of all time is called *Memoirs of a Geisha*. I loved, loved the I like Asian culture in general, but also loved Chinese history as well. Like, some of the movies that I've seen. I can't even think of them right now. It's like, there's so many, but *Memoirs of a Geisha* was one of the main movies I love watching growing up. In Japanese culture during that time, period, like between World War one and World War two. So I was just like, oh, cool. And then I got into anime as well. So I'm like, I want to do that as a profession. Once I did all my research for that. And so just like, okay, you can do that and then it's like, you need a passport. And I met Melanie. I'm just like, I need the passport. It's like, okay, I can do that. So so I was just like, oh, I can go and do school. I can also drop my citizenship and get another one? really? (laughter) Yeah. So just like, oh, more information...the more, you know.

Student C: I will say, yeah, going off of what have been saying. Like you were saying, like, you know, when I was young, I always want to leave the country and go to another country the overseas. Not just like, in Canada or Mexico. I wanted to see what the world has to offer and as soon as I, you know, as soon as I got to Japan, I knew it, I'm just like. Oh, yeah. This is where I want to be for like, for most of my life because it's quiet over there, so definitely different.

Student E: Definitely.

Student C: It's definitely clean. A lot cleaner than it is over here. Yeah, I love the culture of Japan, I love the food. I love the scenery. I love the people. That's part of the main reasons why I want to wanted, to go there for the most part another reason, because I won't have another opportunity like this. That's why I told myself so, you know, like, you know, if something like this ever happens, you know, the opportunity comes, you know, you definitely want to capitalize on it. Because, like, you know COVID-19 just hit us (laughter) and what do you know, you may not have a chance to go now but, um. Uh, yeah, that's, uh, that's pretty much it.

Student D: Yeah, well just like everyone else, like, um. I aspired to travel the world and see what was outside of the United States. You know, I'm from a small town so, it was very interesting, you know, just to leave and actually experience other, places. So, when I had the opportunity to like...because I never imagine myself going outside of my city. When you're young, you think that this is it so when you actually get to go somewhere and see something that's totally completely different. It definitely helps you in a lot of ways. Because unless, you know that there's multiple ways to do things, multiple ways to live and it kind of helps you structure your life a little bit better because, you know that there's multiple options on how you can have things plan out for you.

Interviewer: I'm going to delve into that just a little bit

Student E: I'm going to tell them.

Interviewer: Oh, I didn't mean to cut you off. {Student E}, It's my, my bad, but going back to thinking about study abroad specifically. How did you hear about the opportunity?

Student E: You (laughter) okay, so basically, you, I was trying to find the building and people on campus had no idea where the building was. I'm just like. You don't have that building. I'm just like getting a new because you can somewhere like, on the website and I finally found it. As I was just like, hey, I want to go to Japan. Like, can you help me. (laughter)

Student C: Yeah, so as soon as you told me, there's the opportunity to lead the United States. I was already on board for the most part. You know, let it be, let it be Europe, Africa, or somewhere in Asia. Like I was yeah, I was going to capitalize off that. And I saved up money too, as soon as I heard, you know, study abroad trip to Japan. I was constantly saving the paycheck after paycheck from when I was working at WalMart. And look of scholarships to try to. Yeah, I was trying to get there.

Student D: Yeah. Um, I found out through Dr. Tony, she was one of my, uh, instructors in COBA, she informed me about an opportunity to go to, I think it was the Virgin Islands. So she was really big on recruiting people from the business college to go to the Virgin Islands. But once I learned about that we had the opportunity, I looked on a list, there was other opportunities, like to travel other places. And so I said huumm, you know the Virgin Islands is cool, but I think I was interested in traveling somewhere a little bit further. And once I realized

that was opportunity, that's when I kind of just chose the opportunity to go to Japan. So I got introduced to from an instructor when I was originally planning to go somewhere else.

Interviewer: Perfect. {Student E} I know I cut you off earlier. Was there something else you wanted to add?

Student E: It was off of {Student D}'s comment was that, like, as a kid you think this is it? No, I had a big imagination as a kid and I still do now. So, I was just like I again, I want to leave home, so bad. Oh, well, I'm just like anywhere, but here so my imagination is just like, huh, I wonder what the world is outside of the United States.

Student C: Yeah!

Student E: And it's like, outside only thing I had was the Internet and books. (laughter)

Student C: Yeah, pretty much yeah, like all all stuff that, you know, it's advertising all these places. I just like, you know, I want to go there. I don't want to just see it from, like, my screen, or from television, you know yeah..

Student E: Yeah...or, if I got lucky if I had a friend who was from another country, and they're like, here. I'm like, okay, that's the only outlet...real outlet I had.

Student C: Right!

Student E: Yep.

Interviewer: Actually, that is the perfect segue to our next question, which is really going more into, like, international interactions and understanding cultural awareme...awareness. Can you tell me a little bit about a time that you interacted with a native from the country that you were visiting? And you felt as though the 2 of you had more in common than you did, not. Start the start that description with how the 2 of you came in contact with 1 another.

Student C: Oh, okay...you can go...

Student D: I'm sorry. I'm just trying to...yeah, so we just all just jump in whenever. But no, actually, I think when we were going to the university, and had the opportunity to see other college students. Because most of we didn't really have like, a closed environment, we were kind of open to the city and the island of Hokkido, but once went to the university, we actually get to meet students who are kind of in the same stage of their lives as we were. So, I think you had went out a little bit.

Interviewer: But, yeah, but we're back.

Student D: Yeah, so yeah, I was able to see how some of the things that they, they like culturally. And it was some things were kind of similar because, you know, I guess being from United States culture is probably one of our biggest exports. So it was pretty interesting that they was able to pick up on it and stuff like that. I had even seen one guy try to dap me up and uh shake me. I don't know if you all know what that means (laughter) but I was like, where did you learn that? But you know, it was just interesting.

Student C: You can go ahead.

Student E: Oh, okay. I like, I've moved around a lot as a kid, so obviously I've met a lot of

people. So, the one, I, when I moved back to Georgia, I think, I think when I moved back to Georgia. Um, her name is Mina, and she was from Korea. And I knew because a lot of people thought again, ignorance this is 8th grade. Yeah. Lucky. We're very ignorant. I was still learning Japanese. And I was completely fluent at that time, and people were just like, oh, you can speak her language and, like, no, she's Korean. (laughter) I tell him speaking, Japanese in 2 different languages right now. Yeah, those ignorance in middle school that she was Korean I understood like certain words. I pick up on it and I was like, I don't know, Korean, but I'm just like. I loved how she would like try to translate things, because she was still learning English. She was like, oh, Korea was like this and that was like, what does America is like this and, like, my country has that so I just loved that we could compare and contrast a lot. So it's like, but we did have a lot in common though. We both loved music.

Student C: That's what's up. Uh...

Student E: Oh so...oh...my bad

Interviewer: Yeah, oh, no, you're fine. There's no need for bads during any of this. This is how it's all supposed to go. Oh, it's.

Student E: So, pretty much, pretty sure you all remember anywhere outside of the house that we're living in. You don't have any WI, Fi. You're not going to connect to WiFi unless you're add like a Starbucks. For the most part, and so I went to Starbucks, I was deep inside Sapporo. And, like, I actually managed to find another, another, another African American there at that Starbucks, but it's pretty funny, because we dapped each other up. Everyone just went our separate ways. (laughter) But, ironically, the story isn't really about him, because I actually got a chance to talk to one of the people, one of the Japanese people, inside of Starbucks. Actually, while I was working on one of the assignments on work or space where press I forgot the website. So pretty much because the dude, he I guess he was already nervous enough trying to say, you know, confront me. I wanted to talk to me because in the Japanese culture you know, they don't really you know go out of their way to just bother anyone else. I think I remember that's considered rude in their culture, but I didn't mind it. He came to me and like his English, his English was pretty good point. We could just have a normal conversation. And he's just like, hey, welcome to Japan. You're not from here. And I said no, I'm from the United States. And he said oh that's so interesting. And, like, he, he proceeded to ask me, you know. Ask me questions know about my country and I ask some questions about his country, like, for starters he asked like what's the difference between your country on mine? And, like, you know, what's the one thing that stands out. And, like, you know, I told him, I was like, I would say that people stand out here in this country, because you know, everybody in Japan for seems like just minds their own business, they just don't care. They Saturday care that I was in here, like, you know, just walking around in transit, doing everything that they do. And, like, you know, he found out interesting because, like, you know, he can't he hears things about Americans, you know, about the way they act. Because he brought up, he brought our celebrities, like he brought up Takatchi Six (sp). it's like, he's like are most Americans like Takatchi sai. I was like No. No, no, no, no, no, no, no, no. And I told him from that realm. You know, that's just that's just celebrities, you know, you shouldn't, you shouldn't, you know, for what a celebrity he does, it does not represent, you know, what the people who know that country does on the side you know, American people are nice, you know, and all that. And so I asked them, you know, about his people, and he's telling, you know, Japanese people are just pretty quiet no. To themselves. For the most part, this, you know, tend to their own we talked about the cleanest of our country.

That's all. My country is pretty much like a slob compared to you guys. But yeah, that was it was a lot more questions. I could go on and on about it, but. So much time, but, uh, yes, that sounds pretty much. It.

Student E: Same experience when I was with {three other students} at Club Yugi. That was a very funny experience cause we were about the go...

Student C: Oh!!!

Student E: I've never been to a club before until we went to Japan. I'm just like, I've never been clubbing, so they took me clubbing. And so we're about to leave, it's like a Friday night. I remember it was Friday night and we're about to leave and these African girls came walking in we looked at each, or like, we haven't seen each other years. It was like we just hugged each other just like, of course, we've been to a black family reunions to start screaming and stuff. That's exactly what we did. And that was all we did, I'm just like, okay. Cool. So, yeah, that was it was pretty fun. She was like, when did you guys just come here? Do you guys live here? And we were like no we're studying abroad. It's like, oh, but they lived there. So it was....(nods)

Interviewer: And {Student E}, where would they from? Do you remember?

Student E: They were from Africa I forgot. Dang, I know she just graduated too. I'll let, you know, on that one.

Interviewer: No worries. No, no, no it's okay. I just wanted to make I just wanted to know Africa is fine if you get the country that'd be great but yeah. Don't don't. Yeah, that's good. That's fine. Okay.

So, we'll move on to the next question and thinking, thinking in terms of your career pathway, had you considered working overseas prior to studying abroad? What about after your class, when you were overseas, have you have you now thought about study? Have you now thought about working overseas?

Student C: Yes, heck yeah!

Interviewer: Had you thought about it beforehand and are you thinking about it now I guess, is how I need to word that.

Student E: Yes.

Student D: Yeah, I would say so I would definitely, you know, go abroad.

Student C: There's no think about it. I've already made up my mind (laughter) as soon as I got off that plane just stayed there for about a good 2 weeks. Yeah, if there is a program in Japan called the jet program. That often, if I remember correctly, it's a program that, you know, they take in, like, you know, graduate students from the United States say no, I guess they can work here for, work here for a bit and they pay for your housing. For the most part I have to go back to see if everything's in there, but it's a J. E. T. Look up Japanese student program, and I think it should pull up for you.

Interviewer: I think it's, I believe it's Japanese English teaching if I'm not mistaken on that.

Student C: Oh, okay. All right.

Interviewer: Yeah, but {Student C}, prior to traveling to Japan, had you thought about working overseas after graduation?

Student C: Ah, yeah, yeah, I did.

Interviewer: Okay. Okay. Same for you {Student B}?

Student D: Yes, ma'am. I would have. Do you mean, after I returned or before?

Interviewer: I'm, I'm talking about okay, so, before you left, did you think about working abroad, then you traveled abroad. And now I know you guys are thinking about it now, but I'm trying to figure out before you left, had you thought about it.

Student D: Oh, before I left, no, I didn't really think much about working abroad, but now that I've traveled, yes.

Interviewer: Okay, {Student E}, I knew that you were, you were destined to not stay in the US. I think {Student C} must be in that category to you. (laughter) Nothing wrong with it.

Um, you did show that a little bit that you had that you had started thinking about at {Student C} specifically, cause you did mention JET, had to have either of you have either the rest of you looked at potential ways that you could work after graduation overseas?

Student E: Yes...

Student D: I've been looking at the the Peace Corps Program, that was one I was looking at. That was was one of the ones that I knew that gave you like the opportunity to go overseas. So that's the one, I was looking at and it helps with like, grad grad school. But I didn't know about JET and I didn't know about some of the other exchange programs that allow graduate students to travel abroad.

Student C: Yeah, just pretty much piggy backing off {Student D} answer. We're pretty much in the same boat. I have had Peace Corps on my mind for the most part after I graduated, or at least near graduation. So, once I'm done with that, I can stay on track and just work for a Peace Corps. But um, yeah.

Student E: I am thinking about doing my masters and Ph.D. in Japan. So I'm studying for that now and do the entrance exam after graduation, yes in July.

Interviewer: And you're going to do great.

Student E: Thank you.

Interviewer: You're welcome.

Student E: You guys don't know how many books I have on my desk. (laughter)

Interviewer: Just a few just a few...

Student D: I'll, I like to read. I'll take some of your books.

Interviewer: There we go.

Okay, so describe for me, if you will the relationships that you built on your study abroad program, specifically, in terms of the relationship with your classmates and peers as well as

your professor or study abroad program manager.

Student E: Program Manager absolutely. Sisterhood, mother, daughter. Well, not mother-daughter, mother-auntie, like auntie and like niece type relationship that we're in cool just making sure that we were okay on this entire trip that was like a fucking wreck for the 1st week.

Student D: Oh boy...

Student E: Unlike the one who was supposed to be over it who absolutely didn't know shit, just 0 out of 10, like negative infinity out of 10, so there's that. Out of my peers, everyone has their days. That's all I can say everyone had their day.

Student C: Yeah, pretty much I mean, once again just echoing off of um, {Student E} for the most part, everything just went anything went. Well, you know, we adapted and we overcame like, everybody was just everybody was good with me. But, um. Yeah, the bonds are able to make over there was uh phenomenal was both uh, students on study abroad trip and the people in Japan. Because I remember we went to the university, I forgot the name of the university.

Interviewer: Sapporo City.

Student C: Sapporo City University. Yeah, yeah. And we got the we got a chance to interact with some students, you know, managed to get, uh exchange our social medias and uh, what's that name of the guy {Student E}, Shogo?

Student D: Rio? Oh no Shogo?

Student C: Shogo – OH and Rio. Yeah, yeah, yeah.

Student D: I said Rio because he's on my Instagram and he watches like, my stories and I see his stuff and he comments on stuff. Yeah I even text him and he texts me back telling me about some of his tours and stuff like that. So. I haven't talked to them in, like, a month or 2, but yeah, I have spoken to him since we've got back from Japan. But I didn't mean to cut you off. I just thought that's who you were referring to, because..

Student C: Oh, no, you're good, you're good. I'm actually glad you reminded me. Uh, because it has been a while, it has been a lot and I still got the picture on Instagram of all of us so, yeah, well, like I said, those are the bonds that we made. Yeah, that shit was fun, it was so much fun.

Student D: I think everybody bond was maybe a little bit stronger than mine because I didn't I didn't watch anime and manga and stuff like that. So, they kind of had that medium to bond over. So I really didn't know much about it prior to going to Japan. So I mean, it was so cool, but I had a great time with everyone I don't think I had issues with any one. And, of course, I'll always know those people from when we travel. Ms. Smith was incredible. I think that from our first time to be anywhere, definitely want to take someone like Ms. Smith with you. I mean she's a, she definitely know how to make a trip. Even if we went to nowhere, I feel like we'd still have a great time because of Ms. Smith. If you're in the middle of nowhere you definitely got to have a Ms. Smith with you because she's definitely a...

Student E: Team blacksmith...

Student C: Yes, yeah, definitely.

Interviewer: In terms of that, do you feel as though the relationships that you built on your study abroad were stronger than relationships that you had built on campus, not including this study abroad piece.

Student C: Yeah. I get along with people from a different country than people here. I have less (laughter) culture shock (laughter) I have less anxiety. They don't profile you or judge you when you're trying to make friends. Unlike here, it is extremely hard to make friends here. I speak from experience because it's been going on for years and going as an adult making friends as an adult is extremely hard.

Student D: I say uh, yeah. Pretty much that people in in Japan pretty much accept who I am for the most part. And I don't really just get a sense of like, I'm being judged constantly. As if I was being here, I remember me and Ms. Melanie actually we went out to, we went out to the restaurant, let's go to traveling in Sapporo and we went to the restaurant and will actually have a discussion about, you know. How, how do you feel here and the difference between here in Japan and in America. I just, I just don't constantly feel like I'm being judged. Like, I've just learned the customs here, and I feel like, if I just keep doing those, then same type like, I'm feeling good. But I, yeah...

Student C: Yeah, I don't think they...oh, I saw your hand raised. Go ahead.

Student E: Yeah, I want to say that too, because, like, I know me and the girls have this discussion, we were walking and we felt a lot safer because that's something. Plus no one's racially profiling us, following on us in the store and whatnot. Like, that was something, that was something that was really big on our mind. That we felt safer.

Student D: Um-huh.

Student E: Yeah, I was going to say that. Yeah, I mean, they didn't really judge us as much as I thought they would but, you know, because instance of things and situations, that happen in the US versus, you know, based on whatever, they've justified by those actions. But I think when you go to other place, people really can't judge you too much because they don't really their culture is different from your culture. So it's like. You're introducing into something new, so they kind of just have to take it for the value of which you've given it to them. In the US, we have a system that's already been established. So we can, we can measure you because we have those tools. But when you go somewhere else, they don't have those same tools to measure you because they're just being introduced to you. So, you know, whoever you are they just say whatever. Well, this is America, but here we can judge you. I can say something about {Student E} and I say something about you know, {Student D}, because I have something to compare them to measure them by.

Interviewer: I'm going to delve into this just a little bit more. If you, if you guys will bear with me for just a minute. Thinking in terms of how you bond with classmates in the U. S. verses we traveled as classmates from the U. S. but were in a different country. Did you feel that those bonds were different?

Student E and Student C: (talking at the same time) All right no, no, I'm sorry.

Interviewer: Allows them to say yeah. Okay. I'm sorry. Go ahead. No, no, no. Go ahead {Student C}.

Student C: Well, I was gonna say, I definitely feel like the bonds in the, um, when you travel are stronger, because, I mean, you're not just there for once in a room. I mean, you have to sleep there you have to eat there, you have to live there. So, I mean, you have to adapt with those people. So I don't want to say surviving, but they're learning and trying to do things at the same time. So, you kind of I don't want to say forced, but it's something that you have to consider heavily, more than if it was just in the US or just on a campus.

Student D: I was gonna say, yeah, the bonds I made there in Japan were definitely, I am not going to say stronger, but it just, it just meant something more to me. For the most part, because who knows when I'll be able to see them again. That's one of the main reasons why, because, you know, whoever, I meet in America, you know, I'm more likely not to see them again on campus as opposed to someone at Sapporo City University. So, yeah, that's my answer.

Student E: Yeah, those bonds were very, we got to learn more about each other. It's like, yeah, we know each other how we are a campus like now traveling and living with each other on the same roof is a totally different story. So it is just a learning experience. You get to see different parts of each other on this trip.

Interviewer: You can say that again. Okay, so. I probably should have said that. All right next question. You know how the old adage goes that, you know um, when you study abroad, you, you learn so much about yourself. Can you tell me what if anything that study abroad taught you about you?

Student D: Humm.

Student E: That the longer I stayed in Japan the more I can read the signs without a translator. Like, after 2 weeks I was, I was actually not using my translator for, for Kanjie (Japanese writing), which was extremely hard for me to read when we had gone to somewhere, I can read it, but when that Kanjie hit, I was like, I can't read this. It's just like it's. But the more we were there, the more I can read it, I'm just like. Great I can actually read it without a translator. I'm learning and plus hearing when they, like, made the speakers talk, I'm just like, I can pick up on their conversation. The speaking part I know, I'm still working on, but I can read it. The only thing I'm really worried about, like, I can read it and I can understand it. That's all I cared for.

Student C: Well, I think I did learn as well. Just taking care of, just taking care of myself and looking out for myself whenever I went out on my own for the most part. I actually had the time of my life when I went out to go see what's over there, what's over there? And I thought that's just the adventurer in me. For the most part, so definitely I was always curious and, like, my curiosity just never seemed to be satisfied, because I was just constantly walking around. And multiple spots in Sapporo, and some of y'all were we should try this restaurant out, you know, check this place out. We should go shopping there and there. So, yeah, if that if there's one thing that definitely learned about myself while being in Sapporo was that. I'm always curious, like, I want to know I want to know more about you know where I'm at.

Student C: Yeah, I would say I learned a lot too just, just adapting and growing I mean, you know, cause like, sometimes when I'm doing other things, I just think about like, how it is over...how was, how we're able to overcome certain situations that happened in Japan. I want to say there was significant things where it's like...how can I say this, like, it wasn't like a huge thing, but, you know, some of the small things just having opportunities to adapt and grow and

be more accepting and understanding. It helps me now because now I know that there's more. One way to get things done and I can use some of my just some of my smaller skills, what was it, the soft skills. I think they have been enhanced by just being in place and happen to adapt socially and pretty much all around me. You're talking to a whole new place, so you have to be able to adapt to everything that's around you.

Interviewer: Very good. I like all of it. So thinking about the classroom specifically what takeaways from your study abroad class time do you think that you could not have received in a classroom at Savannah state?

Student E: Welcoming setting. Can't have that on campus.

Student C: You said setting.

Student E: Yeah, welcoming setting.

Student C: Oh, welcoming setting. Okay. Gotcha. Sorry. Yeah, I mean I mean, there's no way that you could simulate that, you know, on a campus it'd be very difficult to simulate. So, I mean, looking out the door, seeing someone gardening, you know. We like waking up at like, I don't know 5 in the morning, and thinking it's like 12 in the afternoon because it's so it's light. I'll wake up and I'm like, I'll wake up and I think, okay, let me go to the store but then it's like, 4 in the morning. So, it's like, there's nothing you could do, but just sit and you try to go back to sleep. It's very difficult to just I was so confused. Like, I was checking my phones and. I don't know, I was Google-ing just trying to make sure that my my devices were syncing correctly. That was the right country.

Student E: The Rising Sun country. Now we all know why.

Student D: Well now, just, just to get... Well, pile up on that pretty much. It's 4 am we're waking up and the sun is already. And we're like, what, and the sun just go down like. I think I like a 7 P. M. for the most part. And that's when the sun would just sort of orange and stuff. But, like, yeah, it was just a totally different setting. But I think I have, I don't think I have an answer for your question. It's funny. I actually have to think about that.

Interviewer: That's okay, if it comes to you, if you think of anything that you feel that you was a takeaway for you from a classroom from the classroom perspective, and when you come back to that, let me know where this is not we're not on a time focus. Whatever whatever it's all fine.

So, I think we're coming to our last few questions, but I want you guys, if you can to think of a friend who started classes with you, that has either had to stop taking classes, or is currently struggling to graduate. Do you think study abroad would have helped them, why or why not?

Student E: Yes, because she tends to self-doubt a lot.

Interviewer: And you think, how do you think study abroad would have helped that?

Student E: Because I was the one that kind of like, push study abroad on her, because she's, she's smart as hell, and plus she wants to travel while I pushed her to get her passport. I was, like, get your passport get your passport. She's like, but I'm not gonna be able to go for it. Am going to get your passport. Because or that, like, I didn't know Covid was going to happen. It's like we're going to take a trip. On somewhere, but just get your passport cause I already had mine. So, I'm just like, we can take a trip. That's it. So, I know that she I know what she wants

to do. For her career and, I'm just like, okay, there is you can go through these pathways and whatnot. So, I know this would be helpful for her, but with how some Savannah State is going, it's kinda like not helping.

Student D: I don't necessarily have anyone. Well, not that I can think of, but let's just say, hypothetically. Um, yes, I believe that it can help someone. It will definitely give them a bigger perspective on the world around them and opportunities that can be unlocked for them as well. For going to study abroad I think it will show them that you don't have to, you know, you don't have to keep your, your interests and the United States solely. Like, you know, there is opportunities inside of Europe, there's opportunity to decide Africa and Asia. For the most part, so, I mean, if you just don't, you just don't see anything in America. You shouldn't really give up on anything. Hell, there's probably opportunities in Canada for the most part. And even even in Latin America. So, yeah, study abroad is just, I think of it as. Um, I think it as a gateway to more opportunities. For your career yeah.

Student C: Yeah. I don't have any more specifically that I can think of myself, but I do agree with what {Student D} says. I think that, I agree with what his statement was.

Interviewer: Okay all right that is all fair. So, now I'm going to ask you to direct that same energy towards yourself. Do you think studying abroad affected your pathway to graduation?

Student D: Oh, yeah. Oh, yeah, oh, yeah, there's no debate about that. Yeah. As soon as I, because I prior prior to, like, ...prior to us, go to Japan, you know. I think they call it the same mindset that did leaving it for the most part. Like, my mind is now open like, who knows what who knows who opportunities I'll be having right now. Who knows, I'll be thinking about right after I graduate, because I won't be thinking, like, you know. I think working outside the country be the last thing I'll be thinking about. For the most part, but now that I got that chance to go to Japan, it is constantly on my mind right now. It's constantly on my mind, so yeah.

Student C: Yeah, I would agree with {Student D} definitely have the opportunity does broaden You a lot more than, you know, if I wouldn't have taken the trip. So. That's definitely something I would say that it does push me to graduate because now it's like a completion type thing. You have this experience so it motivates you to want to finish the race. Whereas, if you haven't had a great experience, you may drop out, because there's just kind of nothing to hold onto. But now you say you study upon now, you can say all these experiences you had. So, once you walk across the stage, you can put a cap on that part, or it just kept you just go forward and complete the whole objective becoming a person with a degree or whatever you're trying to obtain from being at a university.

Student E: Can you repeat the question again?

Interviewer: So thinking about yourself. In this aspect, do you think that study abroad effected your pathway to graduation?

Student E: No, it is expanded my reason to leave the country even more, like, already had the mindset. I'm just like yes, I'm finally, like, hopefully my 8 year old dream of going to Japan, and I'm just like. All right, time to go back up on the way of being there permanently, and actually working and actually doing what I want to do. So, it just expanded. More of a more of a reason why I should leave the country.

Student D: I was going to say our visa was going to end, so I was going to end until August so if

we just find a way just to stay in Japan.

Student E: We could, but the visa you know I'm saying, we could just stay until August.
(laughter)

Student D: Well, no, no, no, no. I know (another student on the trip) was just like, leave me, just leave me.

Interviewer: Yeah, I think I think a couple of you tried to slip me money to just leave you and I kept trying to explain to you, if I don't come back with the same number students. I left with that. I was going to be in big trouble. (laughter)

Student D: Like, where's my son at? Where's my daughter?(laughter)

Student E: Just put a dummy, a plain dummy, put a wig on it, and be like here's your kids.

Student D: They're in a better place now. (laughter)

Interviewer: Yeah, I don't think would have been acceptable. I don't think that answer would have been accepted. I think I would have been in all kinds of trouble. (laughter)

Well, those are all the formal questions that I had were there questions that I didn't ask that you wish that I had.

Student E: Are you ready for the next trip? (laughter)

Interviewer: Come on in 2021.

Student D: How was the food? How was the living there? I'd have asked questions about that.

Interviewer: I don't know how much that has the...you're welcome to talk about any of that, that you would like. As far as affecting graduation, I don't know that would have been..

Student D: Oh, okay.

Interviewer: That would have been (impactful) which is why, I didn't ask about it specifically, but if you would like, to get it on the record, please feel free to to reminisce about any of it that you would like, to.

Student E: Also I have to go just to get some more errands to run, but thank you so much {interviewer}.

Interviewer: You're welcome. Did you did you feel like you got to answer everything that you needed to say.

Student E: Yes, ma'am.

Interviewer: Okay. Great. Thank you.

Student E: Thank you. Oh, yeah all right. Bye. All right.

Interviewer: {Student C} and {Student D}, were there things that you wish that I had asked about that I did not that you wish that I had.

Student D: Uh, I don't think so. I think the questions were pretty spot on. I like them for the most

part and then having to, uh, involve graduation yeah, I say it was, it was it was in good hands by you.

Interviewer: Thank you. Is there anything else that either of you would like to add about either your study abroad experience, or your pathway to graduation.

Student D: Oh, just capitalize on opportunity. You know, in the opportunity presents itself. And in your mind, you doubt and you're just like, you know, when am I going to ever have this again? You should definitely just take it. If you're questioning yourself. Go ahead {Student C}.

Student C: Yeah, I was going to say the same, a similar thing. I just always tell people just to go and just at least try to start the process of going and doing it, because if you don't, then you never ever attempt... You always have an excuse why you haven't done it. So, unless you feel like there's something you want to do, or there's a place you want to travel. Definitely go out there and start applying and start getting with someone go to the International Center. And learn on how you can prep yourself to be available. So, even if you do decide to go. You know, you can still go, or if you say, hey, I don't want to go then, you know, you at least have the option to.

Interviewer: Okay, I appreciate both of your time and I didn't mean to hog up as much as I did. Sad that {Student E} had to go, but I appreciate you both. Thank you.

Student C: I wanted to ask {Student E} about her PlayStation. I wanted to know if she could put some electronics, I want to know if it was region free, because, you know, I didn't know if that was she was able to play it because it has codes each region has his own little codes and can't yeah. Products won't work.

Interviewer: Yeah, I'm going to go ahead and stop our recording. Now. If no one else has anything else for the record.

APPENDIX P: Transcript, students who graduated

Study abroad to Career (Focus Group 2)

Interviewer

Students J, K L, M, N, O

Interviewer: Good morning everyone I want to thank you again for volunteering to be a part of your questionnaire. A few things that I need to go over just for just for the purposes of our recording.

By participating in today's focus group discussion, you agreed to be a part of the research study, entitled study abroad and its effects on at risk student graduation, being conducted by Melanie Smith, a doctoral candidate at Valdosta State University.

The purpose of the study is to determine statistically and anecdotally how study abroad programs translate as part of students University experiences, including graduation you may receive no direct benefits from participating in this research study, but please know your responses may help determine the role studying claims students as they matriculate through their academic program. There are no foreseeable risks involved in participating in the study other than those encountered in day to day life participation should take approximately 1 hour, but please be advised we want to make sure everyone on the call has the opportunity to speak. This focus group conversation will be recorded through the online teleconferencing platform in order to accurately capture all ideas exchange through today's discussion. The recording will be used for transcription and research purposes only and all recordings will be deleted once the study has concluded, no one, either listening to the recordings or reading.

The transcripts will know who was talking as your identity will be kept confidential because your participation is voluntary. You may choose to participate, not answer or particular question, or leave the online platform at any time, you may. You must be at least 18 years of age to agree to participate in today's study your participation in the focus group, serves as your agreement to participate in this research study and your certification that you are at least 18 years of age or older. Questions regarding the purpose, or procedures of the research should be directed to Melanie Smith at (912)713-7713 or melansmith@valdosta.edu. This project has been exempted from institutional review board review in accordance with federal regulations. The university committee established by federal law is responsible for protecting your welfare as research participants.

If you have concerns or questions about your rights as a research participant, you may contact the administrator at 229.253.9472 or IRB@valdosta.edu.

Do we have any questions about all the federal rights stuff that I just read before we get started with the awesome questions?

Alright. Well, and then let's get ready. So, my first question is kind of getting to know our audience kind of question. If each of you will tell me a little bit about your academic background and what helped you decide to go to college.

Don't everybody go at once?

Student J: Okay, I'll start.

Interviewer: Thank you. Thank you for breaking the silence.

Student J: My name is {Student J} I decided to go to college because I played softball and got a scholarship. And then I decided to go to grad school so I could study environmental health because I saw the impact that studying something like that could have on the world.

Student K: I'm {Student K} I went to college, just...I didn't really have a reason. I just felt like it was supposed to be the next step in life. I went for a degree in marine sciences, uh, for the study abroad I went to South Africa to study great white sharks as a, um, individual research project.

Student L: Hi, everyone my name is {Student L}.

Student M: That sounds pretty cool, {Student K}.

Student L: I went to Savannah State. I studied journalism and mass comm. And I studied in the Republic of Georgia, and I went to college because my counselors in high school really recommended it.

Student N: Um, I can go next.

Student M: I'm sorry if I sound....

Interviewer: Oh, hang on. I've got two talking at once. Go ahead.

Student M: So I'm {Student M}. I attended Savannah state for my graduate degree in social work, but I, I'm sorry I'm in the mountains. I pursued a masters degree of social work initially, because I wanted to marry health and wellness with therapy. And so, of course, if you get masters in social work you can get an independent license, and then you just add on certification for health and wellness. So I wanted to create a wellness program that is both therapeutic and fitness driven.

Interviewer: You can thank you {Student M}.

Student N: Is it okay if I go? I just because my computer is slow. I don't know what's going on with the I don't know if it's the it's okay.

Interviewer: It's all right. Go for it. It is.

Student N: So, my name is {Student N}. I attended Savannah State University, and I did the behavior analysis program and the reason why I chose to go to school was more like, I'm setting the standard for my own children, because not very many people in my family considered or pursued higher education. So that was a reason for me to just to make a better feature for myself.

Interviewer: Thank you {Student N}

Student O: Oh, sorry. My name is {Student O}, I attended Savannah State University and graduated with a bachelor's in criminal justice. I decided criminal justice that because I want it to be a law enforcement officer, and one day have my own nonprofit that combats human trafficking.

Interviewer: That's good. I appreciate everyone's patients with each other and with your openness on your decisions to go to college. Um. Obviously, everyone on this call did study abroad. Can you tell me a little bit about what your biggest influence is on your decisions to

study abroad were, at the time that you made your decision?

Student K: I'll go. I went to South Africa. It wasn't really I didn't have a specific place originally. And then I just knew that I really wanted to see the world, and I wanted to do science around the world. It just so happened that South Africa had a good program that let me not only do research in my field. But it also..sorry...but so, let me have a more of a freeing experiencing though it was a little nerve wracking to begin with. Um, yeah.

Interviewer: What helped to decide that you wanted to study abroad? Was it just the drive to go elsewhere?

Student K: It was that I've always knew that I wanted to go study abroad and I knew that I don't just want to...to go some place and vacation for a week and then come back. I wanted to actually get to know the culture, be there for a bit and I wanted to have a purpose there. Well, too. Sorry I'm fighting a dog...okay. Well, um...

Interviewer: Having your purpose while you were there not just not just there for tourism.

Student K: Yeah, um, and there I actually got to see and talk to other scientists around the world actually got to speak to the leading scientist while in South Africa. So, I just knew that I would be able to make more connections if I went to some place international.

Interviewer: Very good.

Student J: I'll go. Um, I feel like your office pushed me to study abroad. It was never something I envisioned myself doing. But I feel like I was just kind of pushed into it and then I fell in love with it and then I just kept going. {laughter}

Interviewer: Because you were one of the students that went more than once right, {Student J}?

Student J: Yeah, I think I went 3 times.

Student L: {Interviewer}, you were definitely a driving force, between me into deciding to go, even though I did walking your day and, was like, I really want to study abroad. What's the first place I can go about myself? So um, just knowing that you and the whole office were there to support the, what continue to motivate need to study abroad, and knowing that, while I was there, even though, you know, you were thousands of miles away, you were literally like a call away at any given moment. It was, um. It was just further reassurance that, you know, I really wanted to go and I'd be fine.

Student M: All right, this is {Student M} for me studying broad. The question was what, motivated me?

Interviewer: Yes. What was the biggest influence?

Student M: Well, I've always been international traveler, so. Um, I think it was just a matter of when, you know, my passport was already ready to go. And kind of Pre stamped so I've always had a huge interest in culture, whether it's food, it music it's clothing. I mean, I come from a military family, so my fathers traveled. All over the world with the military, there's just kind of natural for me. But for Study abroad with my university, it was the opportunity to go to Africa. And that was something I was always on my list. I always told myself, I wanted to retire and

build a home there, build a business. So when I saw it, I was like, oh, I'm going. That was a no brainer my money was ready, the international study department, they had a couple of scholarship opportunities, so that just added to it already had a scholarship with the state. So, then they want to being pennies on the dollar for me to go. And I'm like, wait a minute is almost going for free. No brainer. No brainer. The university seemed to really help to support it. I saw a lot of movement, a lot of encouraged and whether it was the international fair that they would have at. Think it's called the Frazier center, but then we have the international week, I think it was all the flags and the international offices, and they're they have this whole tea thing from tea from all over the world today. I mean, it's just so much acknowledgement of other cultures. You can't help but go.

Student N: For me, I think the thing that encouraged me to the study abroad was honestly, if I could be 100% transparent is just being immersed in a different culture and having that exposure. So I was grateful that the university offer that to me. So, I thought that that was really important and to also kind of like, it was a reset for me at that time. I lost a step-father, he had passed away and we were literally {Student O} was with us in New Jersey, and we were still contemplating on whether we should go. But I think it was a reset for me to kind of just more so, like, appreciate what I have in terms of education and everything that has given to us, um, right? In our culture, we have so much that we have available to us that other people don't. So, I think it was just kinda like a reset for me and just being able to gain a different perspective at that time, for me personally.

Student O: I guess mine started back when I lived in Washington. I tutored a little boy and his mom. She went to the Peace Corps for her...his mom and dad met was in the Peace Corps, but prior to she also studied abroad so, just listening to her stories and being at their house. Seeing different artifacts from different places that they travelled to. I was like, man, that's something that I wanted to do. I didn't get the Gilman scholarship back then I can afford it. So, when I came to Savannah state, and the met {Interviewer} who was really encouraging to just try again and apply for different scholarships and then. I got the full Gilman scholarship paid for my check to go. And I chose Costa Rica because I knew I wanted to do law enforcement. And as far as being a part of law enforcement, Spanish speaking, specifically with human trafficking. That it was a culture and just a language that I wanted to know, and become more familiar with outside of the classroom. So, I was able to study it I'm not fluent at it, but I use it in my job every day where I'm able to talk to people that I interact with as a law enforcement officer. And that that abroad has really helped me, because it means fully immerse myself into that culture. And. Push my American viewpoints away and learn the culture of...of another, another place.

Interviewer: Very good, again I appreciate everyone's candor in these. So we're going to delve a little bit more into your actual experiences in study abroad. Can you send tell me about a time that you interacted with a native from the country you were visiting and you felt as though the two of you had more in common than you did not. Start with your description with how the two of you came in contact with one another.

I did not tell you any of you that these were easy questions, right?

Student N: I'm sorry, can you repeat that question.

Interviewer: I can. I can, just for the group. Tell me about a time you interacted with a native from the country you were visiting, and you, you felt as though the two of you have more in

common than you did not. Please start your description with how the two of you came in contact with one another.

Student O: I'll start. While I was in Costa Rica, one of the guys up there that we had met at a bar. He, he loved basketball and that was something that I did. I loved basketball. So I was out there we had the opportunity where we would go to a park and some other people will join us. And I would just play basketball with the people in Costa Rica. And it, it was really interesting to see the...a sport is so international, I can look at it on TV. You look at the Olympics. And you understand it from that perspective, but actually going out there and looking how like, different another place idolizes or appreciate, you know, American best for the people that play basketball in America and the celebrities, and then. As a female and them seeing me play, they're like, oh, my God, you're a woman, you play basketball. So I know it was really it was really interesting and I still to this day, we, we are, we'll talk about basketball. March madness just passed. It is really cool that we were able to identify with the outside of just the school aspect.

Interviewer: Thank you, {Student O}.

Student M: This is {Student M}. I think this question is a little bit more challenging for me to answer because we already had so many things in common. But where I live in Georgia, I mean, I live in a pretty diverse community, so before I even got to Ghana, I was already used to Ghanaian food. Plenty of Ghanaian restaurants near me, so. I think what was the eye opener was going into the restaurant, and most of the time, you get to a new country. It's like, oh, you should try to try that. You'll like it. And I'm just ordering straight off the menu and everybody's looking at me. Like, wait a minute what. You eat this like, it's down the street from me. So I kept having to tell people like no, I know about this because it's literally down the street. Like, there's a Ghanaian grocery store right down the street. We were already talking about bringing over some soccer balls and stuff so it was. It was interesting that they weren't aware of that so much of their culture. Was already here, even when it came to the music. You know, I think that was a really interesting moment because now Afro popped on the regular radio stations. Everybody knows Davido even though he's Nigerian. Um, but all of the actual pop music, like, we already listened to it. So, for me, it felt more like home. I can...it's just an extension, a connection of. What was already in me because even the...You know, when you go to different countries, you have a certain palette you're used to, you know, based on how you how your family was raised and, you know, your area. But even the food, my palate was already adjusted. You know, I'm used to the smells I'm used to the spices. So, I think that was very confusing for some people. So they're just like, how are you just walking into our restaurants and ordering food and eating with your hands and, you know how to wash them and. Yeah, so that was funny. But I don't think I've had a moment where we're like here. Wait a minute yeah, thank you.

Interviewer: No, thank you. {Student M}. I appreciate that.

Student K: I'll go. So I didn't really get to meet a lot of locals since I worked with the international. What we did was we did international tours so I met more people from other places. However, for Nelson Mandela day, we did go to an old playground. And we actually fixed the equipment and then after we fixed everything, that's when the kids came and they were, like, kids, like everywhere else. They'd say, hey, you're not from here and I would be like, no, I'm from this place now. And they'll just be like oh, How's that? How's that? And I had asked me questions and that I would ask them questions because it was during their lunch break. And

I had, like, I think it was an hour or two that they went home for lunch and they would go back to school. But, um, like, and then the kids were just after they had their fill of questions, they would just, you want to go, you want to playing, like, this game we play. tetherball. There is also the, um, spin...marry-go-round thing, and they hadn't pushed them and it just reminded me that kids everywhere want to have fun, they want to get their curiosity filled and then they're just like, oh, that was cool. Play. Let's play a game.

Student J: Nice. I'll piggyback off of {Student K}, so pretty much every country I've been to, it's the same thing, like kids are just kids. They're curious. They come up to you, they ask you questions. Specifically, I remember being asked if I like to climb mountains. By some little Chinese children and. It showed me their school book, and they were like, pointing they are like. Do you like to climb mountains? I was like sure. Yeah, I love mountains. And...and it's been like that in every country kids are just kids, they just. Want to have fun, they want to play, and they want to laugh at things.

Student N: Uh, well, I guess I'll go. Um, I can, I can recall, um. Walking down the street when we were in Haiti as we were walking as a group, and you have all these vendors. Everybody's trying to sell things. You've got kids coming up to you trying to sell things and it was really overwhelming but there was there was a moment where I thought, like, hey, I had like, this revelation. Like, they're just trying to make a living. Like, we are. They're just trying to feed their families, like...like we do here when we're in the States, you know, and so I just had a moment. So, it kind of made me. See, a little bit different. It's not that they're just trying to. I know. In some instances, like, people feel like they can get taken advantage of when they go to other countries you know, with money and all those things because you stand out because they know that you're from a different culture. But just being there and seeing all those vendors and kids approaching you and stuff, like that, it just made me realize, like, when I'm here and I'm working Monday through Friday, I'm just trying to feed my family was trying to make a living. So it's like any opportunity that they get when they see tourists come. They're trying to feed their family so that was something that stuck with me. During my time there in Haiti.

Interviewer: Thank you, {Student N}

Student L: During my time in the Republican Georgia it was interesting because I was an English teacher while I was there and so I got to work with, a different, I got to work with a lot of different kinds of people. Like, I worked with kids, I worked with college students, I worked with companies and so being able to see them and actually see how they function as a family. That's where our similarities really came in. And also, it was really interesting to me that they really like American rap and hip hop. So, we would, you know, me and some of the college students, we'll talk about Tupac, Biggie, Naz, Nipsy. I'm just like, how do you know about all of it? And it was just amazing to me. And so. Um, I listen to some, their music, I gave them suggestions from the culture that, you know, I'm from and so it was just really great. And so especially Lika. She was phenomenal. I met her and I think Nika was his name. What's his name? It's...uh...it's escaping me...

Interviewer: Shako? Was it Shako?

Student L: Yep, it is, I think so. Just meeting them over there and then having them over here, it was just like a world of difference, but so many similarities at the same time be able to be submersed in their culture and then they come to the States and they see what it's like here.

Interviewer: Perfect. Thank you again for your answers to that. Well, like I said, there are no easy questions, right? So thinking about your career pathway specifically. Had you considered working overseas prior to studying abroad and what about after your study abroad experience?

Student J: I'll start. So prior to doing study abroad no, I don't think I ever considered it. But then after completing grad school, I was a Fulbright fellow. So I did work abroad. Got sent home by COVID, I think I would have managed to make it full term. If COVID wouldn't have happened, but I would go back. Maybe not too Trinidad, but I would go back to another country and work. Um. I find the U.S. to be pretty boring right now. So. (laughter) I'm ready to go.

Interviewer: I get that.

Student K: Yeah, I'll go. So before I went to study abroad, I knew that I would love to work internationally. Um, even if it was just for contract, that only lasted a few months and then sent me back. But um, afterwards most definitely. After I wanted to actually move international, and I want to go to a new place, become their citizen, and essentially just merged there while I find my career path there and I want to go to school and do graduate in a different country, um. But COVID's kind of put a hold on that, but I'm still looking and I'm just using this time as a more. In depth time to let me go and look at all these countries and figure out who's doing what, and I also get to see which governments have better preparedness plans now. So that's pretty cool. But, um, afterwards, yes, I most definitely, it made me want to move international and work international.

Student M: Does that leave me last, {Student M}?

Interviewer: {Student M}, You can go now if you're ready, before the others?

Student M: Okay. In regards to working overseas I guess I think for me is a little bit different. That was something I always dreamed of as a kid. So it's just a matter of time I think. When I did the study abroad for many connections and social work meeting, different meeting with different agencies, media at the university and on one of our trips to Liberia. They were actually starting our social work degree program. So I did stay and connection. I considered teaching at the University, which I do still have that connection there. So I think it did...it helped to motivate me a little bit more to work overseas. You know, once I got an idea for the environment, the colleagues that would be working for the structure and then, and then also look is looking at the needs. You know, there's a need for social workers. The systems are already there and once you start connecting with the people, you know, it becomes more of a well for me, at least a passion. And I think that's what study abroad really did for me. It just. It connected everything I wanted to do, and it just added more passion to it. So, yes, that that is my future plan is to seek out any, and all opportunities to be able to be of service overseas. Thank you.

Interviewer: Thank you {Student M}. {Student N}, {Student O} or {Student L}?

Student O: Yes, ma'am. I think after...prior to, I knew I wanted to do something abroad. I stay out there, I guess and work, but. Go have the opportunity to go and work occasionally. Um, once I had the opportunity to study abroad, it was like, oh, I can just like. And it kind of was like, man, that's why I went and I pursued the Peace Corps certification while I was at Savannah State. I never made it to Peace Corps but to know that I have that opportunity if I ever want to use it, I can. And...and it just kind of encouraged me to just pursue what I want to do more as

far as human trafficking, even though I didn't see it at see it while out there, experiencing it like that. But just to understand, like, be more involved in someone's culture. In someone else's world, that really encouraged me after doing study abroad in Haiti and Costa Rica. I knew international is what I wanted to do, so if I do have the opportunity to go federal. And I tell everyone during my interviews, it's like, I want to go abroad. I want to travel, I want to meet you. I wanted to change the world. That's one thing that I said that after I graduated that I don't want to use my degree in the states. But if I can touch a life, not just in America, but touch a life international, then I'm able to change the world.

Student L: Okay, so before I studied abroad, I definitely was not thinking about working overseas. It scared me to be completely honest. I was like, very comfortable in my, um American lifestyle, because it's just like, why deviate away from something that I know for sure is like safety. However, after going abroad, I realize that. With the right people supporting. I can, or, you know, with the right mindset that anything is possible. I learned that my passion for helping others translates across different borders and and different arenas. And so being able to actually teach people English and teach them different...and different ways of cooking and. Be an influence on the music and the cultural aspects that I hadn't even realize that I had until I was submerge into another culture was really phenomenal for me. And so I would definitely work and live overseas, now. And just I still stay in contact with, like, Russo. So. And so that's phenomenal. Like, she's coming to the States and I'm super excited and she's someone that I met when I was in the Republic of Georgia, and she wants me to come over there and bring my friends. And so we're working out. And so. I'm just really thankful for the opportunity because it opened up my mind. To actually become a global citizen, and it's something that I'm so excited about now.

Interviewer: Thank you, {Student L}.

Student N: So, I guess I'll go. Related to my career and if I really never considered if I hit on is prior to studying abroad, that that was an option or available for me to do after, you know. Getting in the field and learning a lot more about how international behavior analysis is. I really didn't understand how how how, big it is, it made me consider, but honestly I still, I guess, because how my life has changed over the last three years. I've, I've kind of been a critical value so it's not not something necessarily that I would just. Like, not do, but I think it would take a lot more consideration for me now, but it definitely something that I would entertain, but a lot more considerations so.

Interviewer: {Student N}, I think to be completely honest, all of us have to think about, you know, what our lifestyles are now. And and how that, how all, everything leading up to that, um. Then leads to help you make that next decision, right?

Off the record a little bit. Anybody that does want to do their next steps abroad. You never lose me. Just so that, you know, so if you need me or need any assistance in any of those pathways. You know how to contact me now, if you didn't before. Um, okay, next question, {Student says thank you}, you're welcome...always, um, next question.

Describe for me, the relationships you built on your study abroad programs, specifically, in terms of the relationships with your classmates and peers that you traveled with, and/or your professor or study abroad program manager.

Student M: I can go first, this is {Student M}. Okay so. My experience was..was a little

interesting. It was a trip mixed with graduate student and undergraduate students. So, it was an interesting experience. For social work, we have specific objectives for the undergraduates not so much. So I think I bonded a little bit more with the graduate students. With some of the projects we were working on in regards to the relationship development. For many of us that were there, we made ongoing projects. And actually went back a 2nd at a 3rd year. And I think that's something great that came out of our trip together. We found our passion together, and we connected. We stayed connected. And so we were able to kind of build a relationship within a community as the team. So. They know, hey, here's SSU students that our social workers that are doing an annual project. And we make those connections in both Ghana and Liberia. In regards to our trip managers I mean, I think they had a lot to try to manage. You know, and and with having 20, plus students, it's kind of hard to gauge everyone. So that was a little bit challenging, but I think with the mass exposure to our excursion. And I got different political type of trips. It gave us enough room to to really work remotely...independently, I should say. But that was helpful, you know, it's almost like they kind of lay the foundation and from there, we were able to just continue building on those relationships. Thank you.

Student K: My study abroad was a bit different, because I went completely alone. I didn't have a professor or anything. I mean, I could speak to you and I appreciate that. And you're always there. I'll add new as text. There was a time difference, but you actually always reply really quickly. But, but the way that it worked was, we kind of had this nanny type thing. Um, he wasn't really our nanny, but he was making, he just made sure none of us ended up dead. Um, his name is {deleted}. And I'm still friends with them on Facebook as well as all of the, a bunch of the other staff. I see, like pictures, I talked to them sometimes like the person who was the coordinator for us, who was {deleted} he actually got promoted. So now he's a manager and another person who I also talked to, he moved up into his position. So I still. So, it's I feel like I've. Like, I know those people, I'm friends with those people, I never get to see them, but I get to see. Like, I saw their engagement, I've seen them move up in life. Uh, I've seen how even the photographer, he's moved up. He's doing weddings and all these other events while still doing the photography for them. Um, and they also send me updates about the research and what they do and if they've met, or do any new discoveries, if there's a change in the whale patterns and the migration and everything. Uh, I get. I'm a part of the email system that they send those updates to, which is pretty...a reclusive type thing, because they don't want everybody to know. Exactly, all of their details until after they get it published. So. Feel like, I'm very grateful for that that they've included me and they keep me updated with all of these things.

Student J: Okay um, so since I've studied abroad 3 times, it's going to be a little challenging. So, I guess in Vietnam, Chad kind of abandoned us, so we really had to fend for ourselves figure out what we were going to do, And I think that forced us to interact with our group more because, you know, we didn't really want to do everything alone. So, a lot of those people, I'm still friends with, on Facebook. I talk to Maurice every once in a while. Um, there's a few good people that I'm still in contact with. And then China, we were again pretty much by ourselves. I don't talk to any of those people. I'd never befriended any of those people. It is a very independent trip and that really helped me a lot in the long run. I think. Like, I was able to live in Trinidad by myself. And essentially make it out alive. And then Haiti, I think. We had a really good group, and I had a really good time. And if any of you guys needed anything, ever. I have no issue. Like that was a, very impactful trip, and I had a really good time with everyone. I mean, I think we. We're all pretty close in the end and we had a good time. So, I think each trip

has brought me something new.

Student N: Can I go?

Interviewer: Absolutely, go for it.

Student N: Yeah. Yeah I agree with you {Student J}. That was we experienced some things together. I think Haiti made us closer. And I think that definitely, like. Even after the trip, people, the people from Haiti that hosted us, or were our guys still on my Facebook and when we came back, we actually went out with a few of the guys on a couple of different occasions. And so I think that it's crazy. How sometimes situations like that, where you have, it's just like a, you just got to come together. I think it just really makes you a lot closer, but definitely I think that it was a really impactful trip. So, even, even like you {interviewer}, we don't talk all the time, but like, for an example, you needed a participant, I'm going to do it. I feel like there's a sense of community or family if you will and even like even how you were able to attend graduation, when {Student O} became a law enforcement, but that's just... So I think it's something like it's the unspoken thing that we don't even have to, like, mentioned like, we always have that understanding. So I'm grateful for that. Because, like, for an example, like, how {Student J} has been to different countries and stuff, and you were connected in network that even if we ever want to reach out to find out about something, we can, we have those resources available because we stay connected. I appreciate that. I always will.

Student O: Yeah, um, piggybacking off of {Student N}. It said, uh, especially in Haiti. Experience that, I guess where we all kind of had to depend on one another. Just for that to work to kind of. That one does. Kind of want to get the best of the country, to kind of keep one another up lifted to see, the brighter part of why we're out there I definitely we. Appreciate you {interviewer} for just the motivation. Even after the trip. Come back, and just always be in there, to be supportive. And professor {Name deleted}. Before and after the trip, she was there for me. Always stay in contact with one of the. People that I went out there. Still do much our day to get. I came back. It would have been nice. I guess I. If there was an opportunity a. College to study abroad under the field that I was looking at. That I want to do to see how. Connections and enable to network was the other. Out of the country, like law enforcement officer. Just to gain that experience within the criminal justice field, that would very impactful. I haven't used the the connections as far as my, my career wise. As far as just establishing those, those network. With people that I went out there just for my private life. It's great to still talk to {name deleted}. Uh. To talk to {Student J}. I just recently lost one of the ladies that says Costa Rica was, she was like. Our mom out there and she just recently passed away just to see how to kind of came together. I do the message board sending 5, sending 6, Just kind of supporting the family.

Interviewer: Thank you, {Student O}. {Student L}, did you have something for this?

Student L: Yeah, I don't want to interrupt anyone. So, I went to the Republic of Georgia by myself so there wasn't a professor or a classmate that I really bonded with from the States. However, I did really bond with Russo, so my birthday happened while I was over there and it was my first time away from, like, my family and friends, and they had like, a surprise birthday party for me. And it was just amazing to see how much they cared and how much they wanted me to feel like everything was okay. And that, you know, even though I'm away from home. Like, people still actually care about me and, like, my wellbeing in a totally different country

where they literally just met me. And so. Just exchanging different events and memories like that. I was really able to bond with them. Like, I went to their birthdays. I went to events hosted by the university. I went to like, anniversary dinners. Like, I went to just random parties with them and different outings and so I really bonded with them in that aspect and being able to see how their culture was. Oh, no, I did meet a basketball player over there. Austin. Um, he is from Atlanta and he played for Georgian league and so I was walking down the street, right? Okay. I was walking down the street and I was like, who is this? American looking person, like, I had not seen anyone American in, like, 2 months and I was like, oh, my God. It looks like me, he is going to be from America. I can feel it and I want to hear what's up and I was like, hey friend. So, we bonded, and we're still cool today. Like, he retired. But, like, he, like, moved back to Atlanta and so, you know, we still communicate often and it's just really great. So, my experience was really, really good over there. Right. I had no sour points at all.

Interviewer: I want to also thank everybody for being mindful not to step on each other when you speak. I totally appreciate that. Um, so thank you again and I appreciate it again. All your candor this is really great. Um. We're not quite done though. Um, tell me a little bit about. We hear the cliché this study abroad teaches you about yourself. But I think those of us that have studied abroad, know that it's not as much cliché is. We try to say that it is. So, can you tell me what, if anything that study abroad taught you about yourself?

Student L: Study abroad taught me that I am so much more than I ever thought I was. Before going, I really feel like I was in this box. I was in this particular mindset and I didn't want to change because I had no outside cultural experiences, really. Because I was so sheltered and guarded, like, growing up. And so it's taught me that I'm able to...what is the word I'm looking for uh, I'm able to, morph into anything that I need to be. In order to survive in any environment, and it taught me that I don't have to be afraid to actually go out. And experience new things, because everything is going to work out for the way that it's meant to be as long as I have a really positive and open mind.

Student O: I agree with that. For me, I knew that since I left home in 2009, I always. It's like, just on the surviving. I'm from Vegas, all my family that was in Vegas. So, 2009 I left from Washington and from there moved to Savannah, me and {Student N}. And I just kind of just been doing it and surviving, but I think when I got to Haiti and specifically Costa Rica, I didn't know anyone. Just me that up at a house mom where she spoke no English. It was all...everyone else had WIFI. Everyone else's host family had WIFI, except mine. Mine was all Costa Rican, uh, television so I just kind of had a fully emerge myself and uh, definitely put on a survival mode, but it wasn't like a guard survival mode. It was more of like, I was able to let my guard down. Appreciate what I had around me, but just push and survive for the time that was there and just learn a lot in the. Um, the language better, as far as if I was just in class and the studying through a book. I really had to learn it. And It's taught me that you can do it you can make it. You could make it or whatever, choose, make it wherever you choose to live and no matter who's by you because I got so. Complacent with the support system that I had when I met {Student N} and {Name deleted}. They were like a big support system outside of my family. So be in a way, it was like, I didn't have that. And so it was kind of like, I had to lean on to other things. To kind of just push me and. Being out there now, I know that I can do it and better where I go to. No matter what path I choose everywhere. I choose to stay and I'm gonna make it and I'm a survivor.

Student J: I'm gonna piggyback off you {Student O}, because I definitely resonate with all of

that. I think the independence and self-reliance and just like, the mental fortitude that I've gained from doing study abroad. Has opened more doors for me. Like, I live in Montana now, I don't know anyone here there's more cows than people. Why and how am I still here? Like. Because I'm okay with being alone I know how to do things by myself. I'm independent now. I can handle it. I could handle pretty much anything. I mean, it has taught me a lot. You throw yourself into these situations and figure out how to get yourself out. And that's the mental reliance that you have to come, come into it with and. I'm really glad for all of that, because I'm pretty sure I would still be stuck home in Savannah with my family. If I wouldn't have gained those kind of skills. So I think the independent self-reliance. Awareness of your surroundings. All that stuff has come with study abroad.

Student K: So, Ok I'll go. So I learned that I'm very adaptable and that friends are everywhere. So, what we did was, we would have people international people come. Because we were like, a tourist site so we'd have people from Spain from the UK from Mexico, I think there was a girl from Brazil. Um, there's people from Saudi Arabia. We, there's everybody came and. I'm sure somebody knew, but I had no idea who was going to be in the next batch of people, where they would be from, or anything and I had it was part of my job to make sure everybody knew safety. Everybody had own life preservers. Everybody had on all the stuff and they knew all the safety stuff and. I had to communicate with people who didn't know English and I didn't know their native language, but. I've learned that as long as you're patient, they're going to be patient too, because they understand you're trying to help them and you understand that they just want to make sure that they don't drown and die or anything and. So, I learned that you don't have to speak the same language in order to understand each other as long as you take time to actually be able to. I want to say communicate with each other, but it's not. Communication it's more like...you create there's like this bond that you create, and you're able to share each other's thoughts without knowing them. And when I was there, I learned that. You can be friends with anybody even if there is a language barrier, you just have to be able to adapt to understand and be able to say, okay, you don't know what red is. And I don't know how to say it but, um. Here, let's me find a tattoo with the red on it or something and boom. There's an arbitrary concept that eventually becomes, hey, the life preserver's red, I need to wear this. That's how it goes.

Student N: I think, for me, personally, it just made me it just kind of like, made me realiz/e that I am able to adapt. And it also made me realize that I'm more, culturally sensitive, and I thought that I was just going going into it. I just, I'm thinking oh, it's American mentality and I'm thinking that. I mean, of course, we have our cultural biases and those kinds of things are just being there and kind of adapt into the culture and to the way of life and everything like that and everything. If it's made me realize that I'm more sensitive than I thought that I was. So, that helped me and just to be able to know that, that I am pretty flexible and I'm able to adapt to different situations that, as what it showed me personally.

Interviewer: {Student M}, did you have anything you wanted to add?

Student M: Oh, yeah so. In regards to study abroad, I think, like I said, my experience is a little different from individuals I studied with, my colleagues and my classmates. I'm like a naturally born independent person so we got off the plane. I was on. I was going to land somewhere out of that restaurant or somewhere. How does at home? It was no safety issues. I think a lot of it's kind of commonsense. When we got there, you know, I don't get in a cab. It doesn't have anything that cab, you know? I think, for me, it kind of. Enhanced everything that was already with. I'm a Super cautious person anyway. So, I adapted really well. Classmates, it was a little

bit of a challenge. I think more of the interaction between me and my colleagues and my classmates. Because for them, this is the first time being out of the country, off the continent. Probably 4 months, prior to that I had just got back from Mozambique, Africa. So, I've already kind of acculturated a little bit. All right, what I learned about myself is. I can live outside of America. I mean, I said it, I felt it, but that confirmed it like, no, I can live outside of America. I am cool with outdoor showers. They call it bucket baths. Cool with outdoor latrines, open air markets. I eat off the street every day. People got sick. I never got sick, I don't know what that says about my gut health, but. I ate off the street every day. It was affordable. It was economical in the food was good. So, I learned that I to live with, and some people will say its bare essentials, but in reality is not if you look at. What you consider to be an essential. I had family had friends. I had a beautiful natural landscape, I wasn't in a car whole lot. There was a lot of walking. You're connecting more to the people to the land great food. So I realize that. That was more of my speed. I'm not so much of a, a city person per se. I am more of a people's person. But it's, it's different. I realize that in the U.S. people may not realize it, but we're very stressful country. Over there, it was just so laid back. You get to the meeting when you get there. The meeting starts when you get there versus here, it's like, oh, my gosh. You got to hurry up be there at 9 o'clock, and it's like, no, they may show up at 9:30 and some of my colleagues to be like, oh, they're bad time management and it's like, it's not about that. It's a cultural thing. Time is relative time starts when the people get there, because that's what's more valuable to people the relationships. Not your checkmark, not your timestamp. Right? Not your agenda. But it's the people in your relationship with the people. So when you are interacting in a community. It was laid back and I'm like, I could do this. Because I'm late to everything, but here, I'm like, right on time. So, it just, it helped me to feel more comfortable with how I normally operate. And I was realizing that I just operate from a different cultural perspective. Yeah, and who would have thought, so that's what the experience help to kind of highlight for me. Thank you.

Interviewer: Thank you.

Student O: {Interviewer}, If I can, real quick.

Interviewer: Sure.

Student O: She was speaking about time and I think that. That's right there was probably in my most difficult aspect. Coming from, like fort and the field that I am in and just the whole background is always taught by if you're on time, you're late. And so being out there being out there, it was, it was so hard especially in Haiti. In Costa Rica it is better. But, Haiti, you like everything was hours like, our food was hours 2 hours late. We were never on time for, like, our, our trips. So it just seemed like everything was thrown off and that was one of my big adjustments and it. It kind of for me, I guess the stereotype that I have, where it's like, it's like oh, man, black people are always late. And then going back to Haiti, and we're surrounded by all these black people and like, they're always late. There was no sense or concept the time, but I'm glad she was able to bring. That perspective it's not about time, time is not not relevant. It's about the people. So, this, when I was out there, I didn't understand that concept, but I appreciate you, {Student M}, for being able to. I guess now that I'm out of the situation, and I can reflect on it. And you make a good point. Now, that can be more aware when I go to places and a different culture that. You know, time for them is not relevant. That is just the people that matters, because I'm telling you, that's one struggle for me. Like, I do not like being late for events or for that are just different things with my life and I feel like. It puts them so far behind

part and then having to, uh, involve graduation yeah, I say it was, it was it was in good hands by you.

Interviewer: Thank you. Is there anything else that either of you would like to add about either your study abroad experience, or your pathway to graduation.

Student D: Oh, just capitalize on opportunity. You know, in the opportunity presents itself. And in your mind, you doubt and you're just like, you know, when am I going to ever have this again? You should definitely just take it. If you're questioning yourself. Go ahead {Student C}.

Student C: Yeah, I was going to say the same, a similar thing. I just always tell people just to go and just at least try to start the process of going and doing it, because if you don't, then you never ever attempt... You always have an excuse why you haven't done it. So, unless you feel like there's something you want to do, or there's a place you want to travel. Definitely go out there and start applying and start getting with someone go to the International Center. And learn on how you can prep yourself to be available. So, even if you do decide to go. You know, you can still go, or if you say, hey, I don't want to go then, you know, you at least have the option to.

Interviewer: Okay, I appreciate both of your time and I didn't mean to hog up as much as I did. Sad that {Student E} had to go, but I appreciate you both. Thank you.

Student C: I wanted to ask {Student E} about her PlayStation. I wanted to know if she could put some electronics, I want to know if it was region free, because, you know, I didn't know if that was she was able to play it because it has codes each region has his own little codes and can't yeah. Products won't work.

Interviewer: Yeah, I'm going to go ahead and stop our recording. Now. If no one else has anything else for the record.

APPENDIX Q: Transcript, students who graduated

Study abroad to career focus group 1 transcript

Interviewer

Student F

Student G

Student H

Student I

Interviewer: Everone knows we are officially recording.

I mean, everyone to understand that by participating in today's focus group discussion, you agree to be a part of the search study entitled study abroad and its effects on at risk student graduation, being conducted by Melanie Smith, a doctoral candidate at Valdosta State University. The purpose of this study is to determine statistically anecdotally how study abroad programs translate as a part of students, University experiences, including graduation. You will receive no direct benefit from participating in the research study. Please note that your responses may help determine the role study abroad plays for students as they matriculate through their academic program.

There are no foreseeable risks involved in participating in the study other than those countered in day to day life participation should take approximately 1 hour. But be advised, we will, when we want to make sure that everyone gets heard on the call and has an opportunity to speak this focus group conversation. It is being recorded through the online teleconferencing platform, in order to accurately capture all ideas exchanged through today's discussion the recording will be used for transcription and research purposes only. All recordings will be deleted. Once the study has concluded no one, either listening to the recordings or reading the transcripts will know who was talking as your identity will be kept confidential.

Because your participation, because your participation is voluntary, you may choose to participate to not participate, not to answer any particular question or to leave the online platform at any time. You must be at least 18 years of age to participate in today's study and your participation in the focus group will serve as your volunteering to participate in the research study and your certification that you are 18 years or older.

If you have questions regarding the purpose or procedures of the research study, you should those questions should be directed to Melanie Smith me at (912)713-7713 or melansmith@valdosta.edu . This study has been exempted institutional review board. Review in accordance with federal regulations. The IRB is a University committee established by federal is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the administrator at 229-253-2947 or IRB@Valdosta.edu

Are there any questions before we proceed?

Multiple students: No, no

Interviewer: Excellent, then we will get to moving right along with the cool questions. So I would like for each of you to please tell me a little bit about your academic background and your decision to actually go to college. {laughter}

That was loaded, right? I asked a question already, for the first one? (laughter)

Student F: Well, I'll go 1st, so, my name is {Student F}. I graduated from Savannah State University, spring, 2016. I got my degree in homeland security and emergency management. My drive to go to college was I think it was something that was just. Kind of written in the sand to happen. You know, family, just being very strong on education and, you know, very driven to go all the way. So, yeah, I kind of felt like I didn't have a choice in going. I don't regret it at all. (Laughter) So yeah...

Interviewer: Very good. Thank you for sharing.

Student F: Of course.

Student G: So, I guess I'll go next. Um, my name is {Student G}. I graduated from Savannah State the spring of 2019. And going to college, it wasn't my first choice. I had either going to college of the military and my best friend basically told me you're going to college, and that's how I ended up at Savannah State University and I don't regret it at all. Because I went to Savannah State going into trying to get my bachelors in business management. I graduated with my bachelors in Mass Communications and Journalism and I don't regret it at all. So.

Student F: Nice.

Student G: Well, I'll go next then, my name is {Student G}. I graduated spring 2019 with a bachelors in mass communication. My story isn't as traditional, I guess you could say in the sense that I didn't want to go to college in the first place. I was just too tired of school. Like, I just didn't want to go back to school. I'd just rather go straight into work or something like that. Um. But eventually, kind of, like {Student G}, I had the idea of either military or school and since I had done, like, ROTC in high school. I choose a place that had, like, Navy. And Savannah State was one of the options. Like, Savannah State or Armstrong, I think. And I kinda just went with Savannah State and I originally I went for. I think I was going to do it photography at the time. I didn't know exactly what to do and. My love for storytelling and kind of like just from your mass comm, and I kind of stuck with it. But like {Student G} said, I don't regret it. I still write to this day and, you know, crack jokes with people. So.

Student F: Nice.

Student I: My name's {Student I}. I graduated spring 2020, virtually. Last year and I forgive my coherence. I just got the vaccine and I'm running a low grade fever. So I know that. I'm not going to be, under some influence there.

Interviewer: But that might make some of the best research there, {Student I}. (laughter)

Student I: You're welcome. I was just been loopy all day, but yeah, I ended up at Savannah State. Having kind of bounced around from Savannah tech to and an online university really realizing that online was not for me despite the current circumstances and. I ended up in the PR track originally, and then it was after SRPI and I was taking classes with {SSU Professor} that I got switched over to the mass comm journalism track and I have not looked back and I'm in grad school at AU right now, supposed to graduate in May, so.

Student G: Congratulations.

Student F: Awesome.

Student I: Provided I pass mass comm, we'll see. (laughter)

Interviewer: Stop it, stop it. Um, okay, so. Okay, delving into our, the elephant in the room picture, I guess a little bit. What were some of your biggest influences on your decision to study abroad.

Student F: Oh, yeah, this is my kind of question {Interviewer} (laughter). It's such an overwhelming question. Well, I think for me, personally speaking, I've always just had this inquisitive thought about, like, culture and traveling and just knowing that there was another world out there. My first, exposure to culture was actually when I was in elementary school, my I believe it was. I want to say, like, first grade teacher was Filipino and so the school I went to was (name given) elementary school and so at the end of the school year, we would have, like, Olympics against each great level. And we always studied the contract at one year. We were Ireland another year. We were Egypt. Another grade level would be like Mexico or India. So I've always just kind of been around. Knowing about culture and different countries, and so at the age of four, I kind of knew that I wanted to travel. It was just always like this inside dream. And so when, I mean, I had travel before that Costa Rica was actually my first country that I did a mission trip on. And then when I got to college. It was just kind of like, okay, I want to continue down this path of traveling. Um, so again, just kind of always just having that knowing and that wanting to know about different cultures, different foods, different ethnic backgrounds, wanting to know how different cultures operate when it comes to, you know, religion and different things like that. So, that kind of is what inspired me to want to study abroad.

Student G: Oh, well, I guess I'll go next then. (laughter)

Interviewer: We don't have the same order. You can jump in whenever you're ready. (laughter)

Student G: So, I guess my influence was my mom, because it was, there was an opportunity for me to study abroad my junior year of high school. My Spanish teacher, she took maybe 10 of us out of her class to Spain and Europe and that little area. And at first, I was like, no, you know, I don't feel comfortable going outside the country and stuff like that. My mom was like this could be a once the lifetime opportunity and. I don't regret it because it opened up my world to a lot of things that I didn't know, existed outside of my little own world. So. Studying abroad, I would tell everyone. That I don't care if it's just doing your research or if it's just. Jotting down notes, venture outside of your comfort zone, because studying abroad definitely gets you out of your comfort zone. But it also makes you learn about yourself and I, and I think. Studying abroad, the second time put, and especially since I'm older, it really shaped who I am now if that makes sense. So yeah.

Student F: Nice.

Student G: Um, it would be hard for me to pinpoint what exactly motivated me, because it's been basically since I was little. That it's just been building and building as years went by, because I, like {Student F} said, I found a lot of things that I would just be questioning or I'd be curious about with other cultures and other ethnicities and how they do things. So with that being said, I always just found it interesting to look at different things and that translated into me listening to other music. So listen to Hispanic music all the time, or I listen to K Pop, I listen to all kinds of different music because it's just interesting to me to hear it and to see the different feels of it. And then when I start talking about it my mom was like, oh, yeah, I used to do sign language, which I learned because I had a friend. And I was like I want to learn that. So, just stuff like that, my dad, actually, before he passed and at his job, he used to travel, sometimes

he would go into England, or he would go to India a lot and he would bring back some things for me and my sister just to have souvenirs. But the stories he would tell us was what always interested me and you always bring something. That I want to experience for myself, so when I got to college and a few, my friends were actually talking about studying abroad to Japan. I saw it as a perfect opportunity to go to somewhere. That would not only put me outside of my comfort zone. But I have people there with me that I knew. So that I didn't feel like alone or just. Thrown into cold water just by myself. I at least I had something there to. Help keep me humble in knowing where I came from while also discovering who I am.

Student F: Nice.

Student I: I think some kind of in the same vein as that. I grew up with a family that really had an interest in traveling, but it was very much, like, scheduled in the sense of, like, we're going to go here and doing this like, we're going to spend one day in Berlin, which, like. Sure, that is impossible to see everything you want to see. So I kind of thought, you know, if I have a chance to do study abroad, I want to go somewhere that never gone before. Because I have a bucket list going to all of the different continents. And while, Central America, but I am going to isn't one, it was a critical part and now it's impacted the research that I'm doing in grad school. So, it's been really helpful to have had that experience and also, just on the language learning aspect. I always wanted to learn Spanish, I grew up speaking German. Wanted to try, something different and I ended up getting to use that a lot over study abroad and ended up working out. And I think probably. A majority that probably also had to do with my mom and a lot of ways, just because she wanted me to have a different experience and. Yeah, it just kind of ended up happening all last second and everything sort of fell in place and it's been great.

Student F: Nice.

Interviewer: I do want to say to you, by the way. I know we talked about not having to go in order. If someone says something that you want to build upon it's okay to jump in and have those conversations. That's why we're doing this as a group. And not really as a one on one interview. So just to just to let you guys know, it really is. Okay. I promise.

Student I: Trying to loosen us up? I get it. (laughter)

Interviewer: A little bit. (laughter) So, a little bit more about some of your study abroad experiences. If you would. Tell me about a time that you interacted with a native from the country, you were visiting and you in that moment felt as though the two of you had more in common than not. Please start the description with how the two of you came in contact with one another.

Student F: Wow.

Student I: I've got one. I'm not sure if you're ready.

Interviewer: Sure!

Student I: And my one of my I still, I still talk about it. It's ridiculous. I think it's one of the things, the hallmarks a study abroad, once you go, you're legally required to bring it up in every single conversation, particularly in an academic sense, and they're like, oh, God. Where did you go? So, yeah, so I ended up having an hour long conversation with a taxi driver about our mutual love of salsa, in Spanish for a really long time. I think {program manager} and two other

students were in the car. I think we just made a grocery run. He took a long way around the city to keep the conversation going, because I was kinda like, oh, we can turn here and he's like, no, no, we're going to keep going. And I was, like, I think everyone is going to be mad at me, which they were and rightfully so. But, yeah, it was neat to share that. And then we also talked about superheroes, which learn the names for all the Avengers in Spanish. So that's kinda neat, but, yeah.

Student F: Nice. I'm still thinking

Student H: I think I thought of a couple of people.

Interviewer: But I did I say these would be easy questions. I don't think I said that.

Student G: No you didn't

Student F: No you did not, No you did not.

Student H: I...I can think of one that actually stuck out to me. The most would be in Japan. I was hang out with a couple of the members who went on the trip with me and they were introduced me someone they had met and. That's when it kind of like, clicked that, like yeah, people do like, study abroad and other places as well and, like, we can meet up by coincidence and it just shows me what it is. So, what happened was, we were told to meet this person at one of the parks in Japan, and we walk up and, um. You know, me, not knowing who does it looks like I'm just like, where are they and she comes up. And I realize she looks like me so I'm just like. Well, you know, we're in Japan, you don't see a lot of people like us over there and sure enough she introduced herself and I find out she's from Africa. She's been there for a couple years and she's still another year going and. The more we talk, like, the more we even left the park, we took pictures at the park where, like a whole photo shoot and everything, and then cracking jokes looking at people where people are looking at us thinking were related. It was funny. But then we eventually were hungry so it's like McDonalds and got some food.

But then the conversation we had the whole time was what sticks with me even to this day because at that park, we started talking about how. There are people like us who, when I say like us, I mean like African American. We wish to find out when we come from. You know, there are certain members in our community that wish to go back to Africa and see exactly where in Africa we're from. And when we told her that she was just like, I can see from your features that you're from this region, while you're from this region, we're just like. Seriously, she's like, well, yeah, and then she was just like, well, what are your last name is and we're just like. I mean, like, while my last name is like (Student H) and one of our other members, last name was like (student name) and she was like, well, I mean, I can't really get much off of that. And we're like, well, yeah, cause. You know, historically, speaking, that's not really our last names. And so we had to explain to her, you know, everything that that meant, and the story behind it. And she was so intrigued because she was one of those people who were outside of America, very interested in coming to America, and getting the American experience, and living the American dream. And we're just like. Don't think, you know, you know, be expecting too much. It is not as what you think it is, but at the same time, we're explaining to her that we want to go where she is, and figure out who we are. And something that she gave it was like, four of us, but mostly the three of us were paying attention out of the thirteen members who were on that trip. The one thing. That she gave us that I will remember to this day. And we'll keep with me for as long as I remember is she. Gave us her last name to, like. Have a piece of like, African history with

us. Instead of like, our own last names. It was most people wouldn't think much of it, but to me, it was just a special moment to actually see that. We can actually bond about something other than what we were there for. I know that was pretty long and I apologize, but hopefully it answered the question.

Interviewer: No, sure. Absolutely. It did. Did you. Do you find the I don't want to use the word irony because I think that's answering my own question. But do you find the irony that you had that experience, in a country that neither of you were from?

Student H: Um, actually a little bit because. Ever since, I met her and we had a conversation and stuff like that. We were, I think we're actually walking back from the park back to the, uh, AirBnB that we all stayed at and we met someone else who wasn't even part of her group, but she was so excited because. Like, like us, she'd never seen someone that looks like her on the street and we just ran into each other. So. When we saw something like, you know, hey, How's it going? We didn't know each other, but we're just like, hey, and you do and what's going on how you feeling and she was just like, oh, my God. I've never seen someone else who looks like me and it just it's refreshing. And I'm like, I understand that. I completely understand that. And we literally just stopped and had a whole conversation with her.

And we even, I think she was from America, but like, just to talk about it, we were just like, we could never do something like this. In America, it would just be something that we would have to plan ahead to meet somewhere. And then once we got there, it's like, okay, is everybody here? And everybody good with how did you get here? You need a ride back it's a whole deal here in America, but over there, we had a whole conversation and. People kept walking by us. There was no one when you're like stopping and causing issues about it, there was no one watching us and questioning us about it. It was just. People are talking, let's keep moving. If we got any stares or any questions, it was just if we knew each other there or. You know, stuff like that the, the general like synopsis that we may already know each other when we didn't, but it wasn't. It was in the same place where we could tell it wasn't ill intention. And it wasn't from, like, deliberately just being. Demeaning about us, it was just curiosity and actually just wanted to know like, hey, do you know each other? Which remind me of other things, but I'm pretty sure I can talk about that later.

Student F: I don't know {Interviewer}, this is hard one. (laughter) I think I'm ready for, hey, you know, I think I'm ready for the easy questions. (laughter)

Student H: I never talk this much, at all.

Student F: Hey, every study abroad experience is different. Sorry {interviewer}

Interviewer: No, you're fine. You're fine.

Student F: I haven't had that experience.

Interviewer: I don't believe that, but go ahead {Student G}.

Student G: I say, I don't I don't think mine is as detailed as {Student H}, but I will say that a connection, because I'm over here thinking and I'm reliving the whole study abroad experience and I'm like that. Because at first, I was like, I don't, I didn't have a connection with anybody, but then that's not true. Because during our study abroad, we had an assignment. And so my assignment was homosexuality in Central America and so I had to interview people not only did

not speak my language, but I had to have this uncomfortable conversation of homosexuality in a different country. And so for the assignment, I had to have different sources. And, um, I found one. But he was very shy and uncomfortable with speaking. So I was like. You know, would you like to have at the time we had a WhatsApp. So, I was like, would you like to have my WhatsApp number? And he was, like sure. And so. He had many questions for me as far as what it was, like, being in like America being homosexual and stuff like that. And so I guess we did have that little connection of, you know, I'd ask him his experiences. He'd asked me something. I guess that's a connection.

Interviewer: Oh, absolutely, absolutely.

Student G: Yeah, yeah. But for me, I think the hardest part was the language barrier. And then, for me, it was, I'm in I'm in a brand new city. I've never been in and I'd have to do this task where it's like, you have to create a bond because you can't just walk up to somebody and be like, well, you can't just ask these questions and then expect to get a response. You have to build that sort of bond if that makes sense.

Student F: That's true, very true.

Interviewer: So you bonded more than you admit to right, {Student G}?

Student G: Yes, yes, yes. (laughter)

Interviewer: {Student F} you said, you don't have one?

Student F: I'm, I'm really trying, you know, I'm I feel like {Student G} over here. Like, I'm really trying to think back to some of the experiences that I've had. With natives, I guess, I could say the most probably, you know, if we're talking about making a bond with someone. One that really touched my heart was well, when went to Liberia. And we do you remember {Univ. of Liberia student}. She's the daughter of. Her father is like the president of, um, Liberia University, and she had her own camp with kids, and, you know, Liberia has faced a lot of wars. And so these were children that were like 13 in the 2nd grade or 12 in the 5th grade. There was such a on balance because a lot of those kids had to stop what they were doing in life to fight in the war. And I think one of the most touching moments was. Just reading some of their stories, and it was just amazing to me how someone from America could come. And just because again, like, a lot of their parents had died in those wars. So it was just them on their own. And just how someone from America could come in and just stand in the gap for them and just, hey, say, hey, I'm rooting for you because they were getting ready to graduate to the next grade level. And so just to let them know that. Hey, I'm here for you. I'm rooting for you. Congratulations you made it regardless of whatever took place in your life. That was probably the most touching moment I've ever experienced in life. And just to be there with them and they were singing different songs. And I think it was my birthday when we were in Liberia so they sang me this foreign song and they showed me the local hand shaken Liberia. So, there was definitely a bond there and. You know, some commonalities so that's all I got for you.

Interviewer: Yeah. Yeah. You had no bonds I guess. (laughter)

Student I: That was that was so wholesome. Right?

Student G: Like, over here. It's just like, really, really it was really a touching moment.

Student F: I mean, just to see, you know, like some of them could barely read, barely write but again, just to let them know, that there's somebody in that standing in the gap for you. If you don't have your grandmother or your, your uncle there by your side, it doesn't matter. There's somebody there rooting for you and cheering you all regardless. So it was really a touch and moment. Um, you know, to see them. So all right don't make you cry next question. (laughter)

Interviewer: No, there's no crying and study abroad.

Student F: Next question next question. Please.

Interviewer: Okay. So, yeah, that's what will be a little less. The heart tugging, I suppose, thinking, in terms of your career pathways, had you considered working overseas prior to studying abroad and what about after your experience?

Student G: Oh my god! Yes

Student F: Yes! Yes!

Student G: Like I said earlier languages has always been something I've been interested in and...I can speak English...(laughter). Languages and learning them in the culture has always been something that's interested for me. So, I've always been curious about going somewhere else and learning a language or maybe the teaching English, but then after. Going and studying abroad in Japan and meeting all sort of kids being so excited to see Americans, it just warmed my heart because they were so adorable. And I, I miss them. They give us it was too adorable. They were a few times where they would just run up to us and. They would try so hard to speak to us in English and we're trying so hard to speak to them a Japanese and it was just like my English isn't good. We're just, like, don't worry. Our Japanese isn't good as well. Just like, but it was that definitely was. Like, one of my tipping point and you're like, yeah, I'm just gonna, I'm gonna do it and go leave America and teach English somewhere else because. It just seems so much better.

Student F: Yes, yes, yes, yes to before yes, after. Again, culture is something that has always captivated me and I kind of see myself as. Someone who can live, like, any, any other place other than America. Like, I feel like I could settle anywhere. Um. You know, again, there's just there's such a of freedom in traveling abroad. You know, working abroad, living abroad and also too, I feel like. And when you live abroad, you don't need as much to survive as you do in America, which I think is also a great thing. I think we face a lot of emphasis on things that. Don't necessarily matter abroad, so yes, I do feel like I could. Live abroad, work abroad I could stay abroad until the day. I die literally. So yes, yes {interviewer}.

Student G: To piggyback off of that. I really really emphasize. Stepping outside of your self for once and just living in the culture that you're in. Because a lot of times he was like, oh, I, especially when you bring up going outside of the country. A lot of people think struggle and that's not necessarily the case. Because when the first time I went outside the country, we all have in our mind struggle. But when you actually look at it. They don't emphasize on the materialistic things. It's more about the. Bond in the culture and it's it's like. You go over there and you almost feel like well, I should go over there and I live over there because. Honestly, my dream is to live in Europe. I feel like my soul belongs in Europe. I feel like I can pack up my bags right now. And go to Europe and stay there forever. But I just really feel like culture, culture is just a huge thing that we forget here. Sometimes and I feel like, if someone needs to

really realize what true culture is it because don't even know we have a culture here, but it's more materialistic. It's more rooted in something else. But when you go outside of this United States, you see what true culture could be. You know what I mean?

Student H: I see that. I understand that.

Student I: I think that would be...sorry go ahead.

Student F: I would like to piggyback off of something, {Student G} said, you know, I think it's so important that. You know, when we talk about working abroad, living abroad, doing study abroad in general, I think it's so important to. Get a world view of of everywhere else, because it kind of will help you at home and where you are. I mean, we live in America. There's a melting pot of ethnicities and races and again, just getting to know how other people operate. It just, I feel like you can be. Stretched in so many different areas and dimensions when it comes to, like, even your career about, you know, whether you speak a different language or, you know, you may know how to deal with a particular race or ethnicity. It just helps having that world view and not just, I guess, being so small minded as to how the world around you works. So. I just wanted to piggyback off of what {Student G} said.

Student I: I think the materialism aspect of it does really hit home. I say as somebody that's paying two grand in rent to live in D. C. in one bedroom but that hurts because I could I could be renting a house and for 500 dollars in Costa Rica. But, like or Panama or whatever, and it can be fine, but I think I think there's also. Like, everyone has said, the treasuring of the culture and and of itself and then also, just from a career mindset. I'm not actively working except as a graduate assistantship, but it prepared me in a sense for the class that I'm taking on foreign correspondence. Because right now the way that professor has set up the classes that we have to do installations. So we have to do a whole encompassing profile in the country, like, 30, something pages. And then the next one we reach out to freelancers and journalists and the next installment. We have to write, like, three separate stories about that particular country. And I already kind of did that so it prepared me mentally for that. It did also help that the chosen country somebody already actually picked Panama. So I ended up going with, with Costa Rica which prepared me, but it also doesn't seem living late. Doesn't have any gone. And done so new, right? It doesn't make it seem intimidating to go and move to another country. Or even for the contract work. And just doesn't seem like it's like, just as an unattainable dream, if push him to shop and I actually, because he kind of have to prepare beforehand, rather than pack up bags and stuff. But I could see myself doing that easily. I mean, I would be comfortable doing that. Especially since there is a huge need for that, particularly in, in that exact same area that we were in, there's just not very many freelancers and because of the pandemic, a lot of them have left. So, I mean, there's holes and gaps in there. Um, and I've been able to take it a little bit deeper, but it was really nice to have the baseline, especially when, you know. Just having moved and come up here for grad school not really knowing the city. Yes, I live with my partner who's been here for a year already, but, you know, I'm working in Bethesda. I know nobody here. And I'm just kind of doing local reporting, and it's taken the onus off. Oh, my God. Everything's Super intimidating. I don't know how to act and even walk and talk to be here kind of thing. It's removed the imposter syndrome, which is nice in that regard, and kind of set me up. I feel a little bit better for success, at least. I'm still awkward as all hell. But at least, I know how to do my job. So, that has not changed, in fact, I've probably gotten weirder, because I'm stuck inside. (laughter)

Interviewer: {Student I}, I will, I am older than you and I'll be weird all my life. So, please don't take that as a bad thing at some point, you just embrace. (laughter) I'm sorry did anybody else have anything else they wanted to talk about with that? All right, moving on to our next topic. Describe for me, the relationships that you built on your study abroad program, specifically, in terms of the relationship with your classmates and peers as well as your professor or study abroad program manager.

Student G: So, I'm just going to jump ahead and go and say this. When I first studied abroad and went to Spain, I was younger, so I didn't pay attention to the bonds and just, you know, relationships. I was all about oh, I'm in a different country, but the second, time around. The amount of relationships and bonds that I came out with. Has been phenomenal because I still have the group chat to this day. A few of my friends. I wasn't friends with them before the trip, but after we have a bond. And I think that was one of the most important things of going to study abroad, because we all. May have had one or two together, but we never really spoke and that brought us together. And for me. That's what it is about, because we keep talking about going back to Panama soon, but because of the pandemic, it's been kind of cut short, but we were making plans to go back and maybe about five years from now. It's just that I love that, being able to go to one place to make friends make a bond. And still keep it strong after and then with our study abroad advisor {program manager}. I had a good connection with her before the trip, but during the trip, it just felt like family. If that makes sense it was. Amazing to just go to a different country. And feel like, aw this is family, she had our back, she had the money, the adventure, the food it was just, it felt like general family.

Student F: Yeah, yes, it does

Student I: It did feel like family cause.

Student F: I'm I'm sorry I'm sorry.

Student G: No, go ahead. No, go ahead.

Student F: No, just hearing {Student G} talk about family and building relationships is really putting a smile on my heart. Because all I can think about is Haiti. Again, those bonds that you make, when you travel abroad, they just really, they continue on and another thing too is that they are experiences that truly will be with you for a lifetime. You know, again, just touching on the materialistic aspect of America, you know, you buy someone, I don't know, a Gucci bag right now, and they'll lose it by tomorrow, but your study abroad experience your travel experience will be with you for a lifetime.

And even when we talk about just building bonds, I can remember when we were in Haiti, because {Interviewer} is vegetarian, and they were tweaking the diet of Haiti every single day for her. And again, it felt like family. We went to the club one night. You know, I, I spoke with what is his name Greg Greg Greg de Jesus. He is the, I guess the project manager for spring break in Haiti, he actually reached out to me. Last summer to be on a panel, just like this with a, a university another HBCU about sharing my study abroad experience. So, again, those. Bonds those relationships, I mean, they are on your Facebook page and your Instagram on your Twitter, and, you know, they still reach out and say, hey, how you doing. Again, they truly will be with you for a lifetime and it is, it truly is an unforgettable experience.

Student H: Yeah, I have to add on that because, um. Well, here's the thing. My trip and my

experience came with, like, very much two different experiences and it depended on a certain individual, which I will not speak about unless {interviewer} needs me to. But I think she knows exactly what I'm talking about. But there were plenty of times where we're on the trip and it really felt like like, you all been saying, like, a family, because we went on trips for, like, school. Related activities like tours and stuff like that and the. The tour guides where it is so sweet to us like a Rico. Of course, the poor soul, so she knows what I'm talking about, but it's a long story, but he helped us, he answered any questions we had. And then we had Kyoto. She also helped us a lot and. I think about her all the time, and I laugh now because I talked to (another student) just the other day, and actually today, and we were talking about the situation with Kyoto and like, her running to go get (another student) as we had to go somewhere else. And that's. That's what I'm talking about just like stuff like that where you see them caring about you in such a way. It is like. It really does feel like a family, like, even the. The person in charge of the AirBnB, that we stayed at. Like, I...I'm going to lie I had a couple of health issues while I was over there. Like, I got dehydrated at one point. I had. Really bad muscle spasms, um, that {interviewer} actually helped me out with. And thank you so much for that. I still think about that. But the, uh, the guy who was over the AirBnB, he actually checked in me every time he came over. Um. The first time saw me have to stay behind or, like, I was laying on the floor with muscle spasms. He was just like, oh, my God. Is she okay and I hear, like, (interviewer) talking with him and he was, like, actively like, they're both on their phone. Just like, try a type of message and forth to each other. She's like, no, no, she's fine. Just give me eyes and stuff like that. And he was just so concerned and one day they had to go on a trip for it was another tour. Those setup for their class. And I just I had to stay behind because it was like, a really bad back spasm and I can really. Walk properly. Oh, and I knew I would just be keeping the class behind and. Luckily, with my situation, I didn't really need the class, but I still took it. So, but actually the gentleman who was in charge of the AirBnB, he surprised me, because he stopped by the house to do his regular weekly checkups on the house in general. But I didn't know he was coming that day. So, he saw me laying in bed like, by myself, he was like. Why are you here by yourself? I'm like, I had really bad, back spasms and like, try and explain him because my phone didn't really work with the translator. I had to stay with friends who had translators on their phones. So, I explained to him, it was really bad backs and he was like, oh, my God. Are you OK, you know, I'm finding, it's like, you want anything or do you need anything you're like? No, no, no. It's, it's like, you don't have to worry about me. He's just like, no, no, no and he even. Even told me to go check out, like the pool that look down the street from the house because that's what he uses when he's like, in pain or something like that. So. Um, the people that we met on that trip, um, even {interviewer} to this day, I consider family like, we, I referred to {interviewer} as auntie every time we talk about (interviewer) we, we still like the, uh, vast majority of us that went on that trip still have a good chat to this day. We still talk about everything, Japan related. We're still like {Student G} and {Student F} said, we think about going back and creating, like, this grand trip. That we're all going to do. I still use hashtag team blacksmith any chance I can because it cracks me up. There's a story behind that. I can explain for you all some of the time if you wish to hear about it, but it's just wanting to need. Um, so, yeah, it, it really has become family, um. And I guess, like one of the main things you could see that in was also the baseball game went to where we literally like a family because we were all just sitting there enjoying times. And whenever. I'm sorry, it's going to be a long story, but I'm trying to make a short. At a baseball game and there was this one. I don't believe he was African American. I think he was like, maybe Hispanic when he was off a darker complexion and whenever he came on the screen, of course, we all cheered. He was like, oh, my gosh. Like, you're the only colored one,

in this group of Japanese players. And we're like cheering and it's funny because of course, it's like 11 black kids with, like, three. 10 black kids were like, three caucasian looking individuals. I don't really know what {another student} is I had to say that, but I. And alongside this player, showing up on the screen, they would play a song from little Wayne. And that's when we also realize they don't have censorship issues like we have. So, and so the song is playing, of course, we're singing along and we're ready to bleep ourselves. And then we realize the curse words are in there like. Oh, oh, okay. Actually, we're jamming out. And the next day we found out we were like, on the big screen twice and when we got back the next day, the AirBnB director for us, he was like, we saw you on the on TV you got TV what he's like. Yeah. Like, you guys were on the big screen, we're just like cool. We're on TV. Yeah, this is and stuff like that, that you can only get, like, studying abroad and having those bonds with other people that create that kind of family atmosphere. Sorry, I talked too much. I usually don't. Um, I know a few of you who have seen me around the school. Probably like, she doesn't have to talk as much, but

Student F: But this is worth it though.

Student G: I enjoy so much.

Student H: Yeah, I just I miss it so much. I had talked to. Especially since I found out that my neighbor across the street from me is actually Japanese, and I'll see him out in his yard doing his plants. And I'm just like. Take me back. (laughter)

Student I: I think probably, I'll try to give the short and just. I don't even know how to even put this into words. Let's just say I had a Super conservative about bringing and traveling outside without chaperone assistance is unheard of just really concerned background very IFB the middle, like, fundamental Baptist nonsense and I think a huge catalyst actually of shaking that off and actually pursuing. What I wanted to do, and who I wanted to be as a person. I wouldn't necessarily say that I did a personality overhaul because I'm very much still the same person, but in the sense of being watching people on the trip, be authentically, who they wanted to be like, who they are was. A huge was a huge thing for me to just watch, because until that point, I had not been around peers. The year before I was in and out of hospitals, because I had a lot of health stuff going on so it was like oh, okay. So, I'm finally better and now I'm surrounded with a bunch of people who have, like, all these different personalities and have a lot of experiences to share. And so it was great to get to learn {Student G}'s story, and to learn {program manager}'s story, even it all very much became part of a family in the sense that. While we shared a different room apart from everyone else, which was unfortunate, because I think your guys is air conditioner didn't work. So we just saw people come in and out of our room all the time. So, it was a great chance to, like, have people come eventual I found somebody on the trip sleeping in my, in my bunk while I was gone like, cuddling the Stitch plushy that I brought with me from home, which was incredibly charming. Actually, I might have been a sloth, but it was very cute. And of course, I took pictures because, duh. Out there, one of the other students was not feeling well, and so we went 0 to 100, you know, like, she wasn't feeling well, I wanted to check on her and she'll collapse in my arms. She ended up being fine. I was like, I think food poisoning from the airport, but it was very much, like, okay, we're in this. We're all in this together. This is our experience. I think one of the last night, I went out clubbing, which Panama was the first time I'd ever been around. Peers had ever done. Really? Any journalism in the sense of really digging into it. And also, I've never gotten a drink at a bar. Never been to a club, so...

Student H: That was me in Japan. I'd never been into a club ever. I hadn't had a drink, had never been out with friends and Japan and change all of it for me.

Student I: Right? I the bartender that certainly my very first drink actually follows me on Instagram and we talk still now, which is very cute. So, I think they've moved back to Nicaragua, but it's been fun to see that as well as just the people on social media check in and say, like, hey, how are things going and also, like, learning from the professors on the trip beyond. It was an opportunity to go beyond the professional relationship that you'd have in the classroom. It was very much more personal to sit down over breakfast and have conversations. Like, tell me about your kids about your family. And then also from that mentorship that I received, like, specifically from (program chaperone) helped me know that. I wanted to do broadcast journalism for grad school. And so I know how to run a camera now and a lot of it and not be intimidated by equipment. Because after that, I did Georgia film Academy directly from him. And then also, now I'm. Doing this for grad school so.

Student G: Yes, I just want to add...

Student F: I just want to say, no, go ahead. No, go ahead because you let me have the floor last time, so go ahead. Go ahead.

Student G: No, I was going to say that to {Student I} that I just it brought me back, because I remember (program manager and program chaperone) and a bunch of us, the card games we'd play. I have never heard of cards against humanity until we went on that trip. And I was like, what, what kind of game is this? But. (program manager) and just everyone that played it was amazing. We had very fun times with that game and I still play it to this day and it just it just. It baffles me that I have really set up there and played that game. We played that game, we were up late at night playing that game and it was just it was really fun just to relax and play a card game.

Student I: Yeah, yeah, it was it was it was a very swift kick to be like. Oh, so this is what like, actual, real adults who aren't like, crazy are like, they're a bunch of peers. Like, we can sit around and talk about 5 ounces of black tar heroin, which is still my favorite card because it's hilarious. Well, they've got the expansion pack of whatever. It's still on the game to grow for that. But, like, it's amazing. Like, as I said, because how better to bond with people when you are put in. Different set of circumstances, like, even, like, sleeping in the same quarters and then also playing board games. Like, I think we came in from reporting one night, like super late and we still wanted to play like, yeah, I missed that a lot. It felt like family game night, but like, every night all the time, it's nice.

Student G: All the time...

Student F: I, um, I just wanted to say if you've ever traveled with {Interviewer}, she is your mom, she's your sister. She's your auntie. It's so funny because when we were in Haiti. {Interviewer} was actually the only white person on that trip and I think we told her, she was black that week. We just as your one of us this week. Right? We love you. You're here.

Student H: Where do you think team blacksmith comes from. Like I said, she's your mother, your aunt, your everything because we told her, she's like, she has a blackest soul you've ever seen because, hey, {interviewer}, I'm not feeling good. She's like, all right, I got you what you need this little pain killer over here. (laughter) And I was just like, {interviewer} I applaud you

because I could probably never do it for somebody else. But like the joke that {interviewer} fought Jesus on the plane and I will still to this day say that she won that fight. And it's, it's funny, because that's that's what happened. We can't, we can't fight {interviewer}. Now. We know she fought Jesus and won.

Student I: I believe that 110%. You don't even have to tell me. I already believe you, definitely.

Student H: One time what did it for me other than my back spasms/health issues. I think we're going to like, Mt. Miowa or something, and we were getting on the plane, but I have claustrophobia and I was working past that. But, you know, I'm a bigger person, so, uh, I sweat and. Walking it was a little hot that day. I think so I was I was getting a little damp on the face and, um. We got on the bus and everyone was like, packed in there, like sardines and I'm just like, okay, I can do this. Like, I'm standing up, but I have like, the real next to me. I'll make sure everybody I don't know if it's like. The way I was raised whatever, but I made sure all the other girls were at least sitting. Because it's just, I don't know, it's just how I felt like I should've been raised or something like that. So I'm struggling and I was standing beside {interviewer}. And she could see them, like, trying to discreetly wipe my face, so I don't look disgusting while representing the school and this group and America. So discreetly with me trying to wipe my face and she just, like, come here. And I'm like. What were you talking about? She's like, come here. It's like, puts her hand up. I'm like, no, no, no, no. She was like, no, come here. My hands are cold. You're hot. Come here. I'm like {interviewer}. No, you can't do this. You're, like, puts her hand on my forehead and I'm like {interviewer}. I'll freak me out. Just like, I know I'm sweating and you're just so sorry she's like, no, I don't care. Like, I'm doing this for you and I'm just like. Okay, auntie. I couldn't...

Student F: Right, depending on the situation she will be that for you. Most. Definitely.

Student H: Of course, so yeah, so me and {interviewer} have had some stories.

Interviewer: I know I feel officially the question was about me. My bad guys, that was not where this was supposed to go.

Student H: But when you talk about family.

Student I: Too bad, we love you!!

Student H: You asked about bonds and you became one of the strongest family members we could ever have. It is what it is.

Interviewer: Touche, touche. Um, I think I think we've actually already kind of touched on this, but I want us to go over it again anyway, just because. Because I want it to be specific. What if anything did study abroad teach you about yourself?

Student I: Oh, I know immediately. I think it was twofold and this is going to sound crazy because I already knew beforehand, but it was, it was twofold in the sense that, like, I'm on the right path career wise. This is really what, I felt comfortable most doing journalism and learning other people's stories wherever I'm at and that is exactly what I want to do all the time, regardless of how much money I make, which is good. But I think also, and this is it, it confirmed my identity because where I was, it was very much in a crossroad in my life and again, going back to the family thing, was to watch people be authentically themselves, and I was like, I'm going to be fine coming out. And I ended up being outed in 2019. So it's great that

I made peace with that early. And I also met my partner, and just as soon as I basically touched back in July almost as soon as I got back, which was great. And I was like, you know what? I'm going to take it. This is my life. I'm going to run with it and that's exactly what happened. And I'm really glad that I went on the trip for that reason, because I don't know, kind of where I would be at from that some are by an elected to just stay home and just taking class on campus and just stayed. I guess maybe comfortable, but yeah, I learned a lot on the trip. Mostly. I learned a lot from the people that I met obviously, but I learned so much from the people that I went with as well as just the knowledge of. The kind of family aspect that was very welcoming and being, like, it's cool. Don't worry like this is not something to be stressed about. Like, the real world is not worried about this. Just try not to be an asshole. And I was like, I can do that. So, we rolled with it and that was that was very eye opening experience. Um, and I'm really glad that it happened for a lot of reasons.

Student G: I think for me, I went on that trip struggling with. Fighting, fighting for what my parents wanted me to be. And trying to figure out what I wanted to be, because my parents was like, okay. This journalism thing is cool, but it's not gonna pay the bills. So, Here's what you're going to do, but even though studying about was my decision, it was borderline me basically taking taking the cliché finding myself and applying it. Because journalism is something I really, really love. And doing that outside of this country, it was in a complete different experience. So, you know, besides the language barrier, and just being in a different country. It helped me reassured myself. It helped to me. Say, okay, you really love journalism. And you love to study abroad, there is no question about it. Do what you love to do and so, after I studied abroad, I sat down with my parents and I told them, this is what I'm going to do. And from there, I think I gained more of their respect because. Everything that before, that was kind of planned for me if that makes sense. And this is the very first time that I took the initiative. To do something on my own, because I think I'm really correct and {Student I} please correct me if I'm wrong, but was SCJ before or after the study abroad? Because I...

Student I: After almost immediately after, I think it was in August.

Student G: Yeah. And so when I look back on the Society for collegiate journalist. I was one of the co-founders, and for that, it was almost empowering because my mom came to the initiation and she pulled me on the side after it was over and she was like, I'm so proud of you. And for me, that's all I could ask for. I'm myself. And I get, you know, my dad on the other hand, didn't agree with it still, but my mom is one of my biggest cheerleaders. So. Just, that really evoked what it means for me to travel abroad. Because travelling abroad is so much bigger than me. It's coming back and telling my niece about this. She's only 11. she wants to venture out in the country. I told her about the experience she wants to do it when she gets in high school. So. That is what, I think studying abroad. Did for me.

Student F: I think what study abroad did for me was. Just to know that I could go anywhere and be. Okay because I mean, studying abroad is fun, but it it cannot it has some dangerous just parts to it. I can remember when we went to Liberia, we were there when Ebola was going on. And then I was even skeptical about going to Haiti, just because of some of the preconceived notions. I had heard before and but just to go there and experience it for myself and to know, like, hey, it's really not what is displayed to us. It's, I mean, don't get me wrong. Every country has its. What's the word I'm looking for? It's torture, but there's also some beauty in it and I think that's the thing with studying abroad is, it's to look for the beauty in things and even when I got back from studying abroad, someone actually, thanked me for going to Haiti. Haiti is one of

Student J: Unfortunately, there were three people in my department, so I can't really help you out there.

Interviewer: That's fine.

Student O: Same here, I didn't really hang out with any one at school. The people that I hung out with. They're all going for the masters right now. I think hanging out with people, you connect with it and you identify with. That's going to push you to do better and, you know, my squad, they're all educated. So. I don't know how to answer that one.

Interviewer: Sure, sure. That's fair.

Student N: Me personally, outside of our little group, our little power group, there was a few, like, two ladies in my program that, unfortunately, they didn't graduate with us, I think that they ended up having to change schools because of a lot of other different things. A lot of different things. So I think that, for them, I think, I think studying abroad would benefit anybody personally. I just think that there's nothing that you can lose from that. You're only gaining something. So I think for them, if I'm. It would kind of, like, maybe change the perspective, kind of like, how, for example, like I said, in that one. Around that time, when I went to, my father had just passed away and this kind of gave me a moment to just kind of reflect and appreciate everything that I do have and I think sometimes we get so. Caught up in our American ways and think things are just given to us and we're afforded of these things instead of working for them and stuff like that. So, I think if they were able to have an opportunity, they might have appreciated their education a little bit more. And again, I don't know if they transfer other places and actually graduate it but this whole. The, how what happened at SSU, it wasn't beneficial for them. So I think that it would have definitely had benefited them. I would if I had known about study abroad from, like. The very beginning, I probably would have went every opportunity that I could go. Um, I've only got to go one time, but, um, I know that there's, you know, I've tried to... We've tried to travel since then and try to go places and expansive and things. So I think that it's important. I think that anybody should do it and you don't necessarily have to have, like. Negative things going on in your life like... For example, how {Student J} and {Student O}, both ways several times, just to be able to gain more experiences and stuff like that. I think it would have definitely benefited them. Just as it did for me.

Interviewer: Thank you, {Student N}.

Student K: So. I know this girl, she's amazing, but she's really, she's unsure of what she wanted so she wants to Savannah State. She wanted to do marine sciences and then. She still was like, okay, maybe I want to be a graphic designer slash artist. So then she left Savannah State and went to, um. {other university} and there, she was like, okay, maybe I should go back to being assigned to settle. I don't know. So she just. Never had a clear picture of what she wanted and I think if she did do something international, she would at least know. Because she was interested in going to Japan and learning about the, their art styles and all of that. And then, but she was also interested in going to she was interested in my program. How went to South Africa and that research. Um, she eventually now she's working at an amphibian research and care facility thing and. She really loves it. She goes out, now she looks for salamanders. She looks for frog eggs and a bunch of. All that stuff, and I think if she would have went to and did one of the international research that she was interested in, she would have decided. Had a more clear version or decision of what she would have wanted to do much

sooner because now she's no longer in school, but she has figured out what she loves to do. So now she will eventually go back to school. But now she also spent four years and has a mixture of classes and. I don't want to say nothing to show for it because she still has all that information all that knowledge. But she doesn't have the full on, uh, diploma type thing. So I think the international would have helped her decide better, but you know....

Interviewer: {Student M}, did you want to pitch in here?

Student M: Okay, what was the question again?

Interviewer: It's okay in thinking about. Someone that would have been in your class that may be struggled or failed to graduate. Do you think study abroad would have helped them complete their program?

Student M: You know, and I answered to this question with the survey, I, I think there's so many factors so many variables. A lot of people struggle academically in college. So, I think it's hard to really identify a correlation between the two. Cause it's just way too many variables. We did have a student on study abroad undergraduate students that was struggling academically. Going to study abroad actually did not help. Things turned out far worse after study abroad, because she was not prepared for study abroad. She already had life stresses. That turned into a nightmare to the point where this this personal wind up having to be actually hospitalized, psychiatry, you know, not some shortly after coming back. So. I think for students that are already moderately successful in college. Yes. If you probably enhance their academic success, as they move forward. But, for individuals that are struggling, you really need to look at that on an individual basis for what some of those other variables are. When you're looking at, why people succeed in college? Yeah. Look at their motivation whether it's intrinsic, extrinsic. It can be any particular reason. Why they're able to. You know, move past some of the challenges you also got to look at the kind of support system that they have. You know, that's how most people get through challenges is their support system. The study abroad helps to create increase connections. Yes. Could it be a way to help them find some more passion and motivation for life? Yes, because it's getting them outside of their environment and if their environment is one of their triggers is keeping them in a struggling space then I would hand down agree to that. So, like, one of the other individuals said, I think study abroad, it can definitely have a lot of positive, but for some people, you can create additional stressors. So, it's just just an individual basis, you know, it's the group they go with it. The type of trip, it's a type of excursion type of collegiate experiences that they have while they're there. All of that makes an impact on who they are. And how far they're going. Thank you I hope that answers it.

Interviewer: No, I appreciate it. Great. No, it does. Absolutely. Thank you so much, which leads me of course, into. How do you think studying abroad, affected your own pathway to graduation and, or your career pathway?

Student J: All right, so I just kept studying abroad. I studied abroad up until I graduated. Um, and then I think I tried to extend a semester because I wanted to do more study abroad, but the trip got canceled because of a. Think it was like, some kind of war going on um. {laughter} So, it just kept prolonging what I wanted to do and then I ended up going to grad school for global environmental health science. So, I think, seeing that global impact study abroad. And what was needed in the world, allowed me to continue doing what I thought I wanted to do and then knew I wanted to do once I got to grad school. And then I did research as a Fulbright follow.

Um, for water quality, which was part of what I did in grad school. Um, yeah, now I live in the wilderness of Montana, so. I mean, it's been pretty impactful, just education wise. It really helped me determine what I wanted to do. And really narrowed down that path for me, because environmental science could have been anything. But then I saw the need for water quality. And that's what really drove me into going to grad school, becoming a Fulbright fellow, and eventually I do want to work for the CDC and do water quality research. I mean, when the opportunity presents itself, that's what I'm going to do. So, I think it's helping narrow it down. What my goals in life are and what is important to me.

Student K: Yeah, go so I learned that. All right, so when you doing research papers, especially in science, I've learned that you get. People get really upset if you just do. Your country, like, if you just all of your resources are just from people in America, but then you have all these species from all these other ones that technically aren't the same species, but they're related. So when you submit a research paper. There's a chance that there might be a person from France reviewing your paper. And then your paper's going to get rejected, even though everything might be perfect. Your paper's probably going to get rejected because your source information isn't, very broad, it's a very small area, even though that you can't or the United States is a very large area. But, um. And when I was, and I've learned, like, the importance of making sure that you actually look for research and other people's. A country, and you always want to make sure that you want to have all those, like, available. Oh, sorry...

Interviewer: It's okay.

Student K: Thank you. Okay, so and, um. I lost my train of thought...

Interviewer: Talking about international research and the need to include it as you get published.

Student K: Yeah, so when I was in South Africa. Um, since I was, wasn't doing, they wasn't working on actual paper at the time, but they have a database that it's anybody anywhere else, or most of the scientists that's working with white sharks around the world are going to use the, that database. So we. They have connections to the biggest one is Australia because when, mostly when the sharks migrate, they're going to go to Australia but then there's also a chance that they might. Throw curve ball and end up right in Savannah. Um. So they have these, it's called the Darwin system, um, it's just like another app, like Google Chrome or steam or anything, and anybody can open it, you log in to it and then you can add your own research and data into it. So, that way all these scientists will have these connections to it. I always thought that was neat that. Scientists always try to communicate with each other so we know what's going on. And we have the shared database that. All of them in the world can look at and see. Oh, well, this shark was just in South Africa last week, but now it's all the way in Australia, next to Queensland, what happened? You know.

Interviewer: Wow, well, thank you, {Student K}. {Student O}, {Student M} or {Student N}. Do you want to add what study abroad has brought to your either graduation path or career path.

Student N: For me personally, one thing that I learned was that, like, behaviors, because, you know, my degree's in behave analysis. And, um, so behaviors and behavior modification is like universal. It can be applied across cultures and one of the things, one of the classes I'm taking up right now is, like, a culturally competent cultural competence. So just learning how different cultures affect behavior, and learning the different cultures learning how to, like. Specifically in

education, or whatever like that, how to meet the need based on cultural, you know, the culture and applying the behavior modification. So. I think that because this is some behavior, like, we all engage in behaviors is something that can be applied. I think that one thing that I took from the experience and study abroad, was that. Yeah, it's a different culture, but you still have that behavioral component. So that's what I look at. I look at everything from a behavioral standpoint, like, reinforcements and stuff like that because that's what my background is in. So I think that that's what I took from it is a cultural piece and learning how to meet the needs, whether in an educational setting, or like, in a different kind of setting based on. Based on what I know and what I've learned.

Interviewer: Thank you.

Student M: For me, I learned that social work truly is the diverse field, and no matter where you go a social worker is a social worker. You know, we had a chance to visit the social welfare office in Ghana, which was amazing, got to view an actual social welfare case. And even though they spoke a language that I did not speak. I was able to understand the whole conversation and me and my colleague was just like, wow, this is interesting. And then afterwards you had a debriefing and the gentleman, like, wow, you guys get the cases. So, knowing that the. The standard for social work is, is. Is across the field no matter what country you're in. And in regards to career development is transferable. It truly is transferable. We have the NSW here, but then overseas you have a National Federation of social workers, which is like a subsidiary, or, I guess, an alliance with NSW. So that's the international version of our agency. So, it's just you have a world connection of social workers. As far career development I think that. I'll end up overseas, I mean, at this point, I just I'll end up overseas and I think my experiences study abroad just really helps to solidify that. That I got colleagues and coworkers everywhere. Thank you.

Interviewer: Thank you. {Student O}

Student O: Sorry, the lady's talking to me, I'm getting a pedicure.

Interviewer: Good for you. It's good to know you're relaxed when you're when you're taking my focus group. {laughter}

Student O: Oh. It definitely helped me my, when I went out there, it increased like, my credit load. How much credit I earned. When I came back, I only had to do, like, two more credits. Come to find out and I was able to get a concentration in Spanish, with my degree. Which is really awesome and, like, I use it now. I'm not fluent, but I use it while I'm at work. Someone, on hand, What's your name? Where are you from? Where you calling from? Where you live um, who can I call. There's different things basic communications are the people that I work with. They don't, they don't know Spanish. Some people don't know Spanish and so. I'm able to communicate a little aspects. They'll be able to help, I guess, cases or help investigations and help interviewing people while on scene at a traffic stop. And so it's really it really benefited as far as my career.

Interviewer: Perfect so I know I've kept you over time and I do apologize for that, but this is the very last question. Is there anything that I did not ask you that you wish that I had.

Student O: No, I would say though, um. As far opportunities that are available for study abroad. Outside of social work, there's different fields that may not have it. So, how did the offer, I

guess see what programs that can be offered. And especially, like example, criminal justice, we didn't have one specifically for our program. And it would have been nice to be able to experience that and make those connections, like people that were in marine sciences, people that were in social work. They had those opportunities available to them. And so I think to be able to expand more in different programs that can be available for people studying abroad.

Interviewer: Thank you.

Student M: One of the things about study abroad that I think that may be helpful to look at is, it being financially affordable for everyone. And I think that sometimes what, with any opportunity, if you don't have the resources to really pursue the opportunity, it takes some people out of the loop. I think our university did a pretty good job of trying to make it affordable with legitimate scholarships and opportunities. But I think for some students that are on the cusp of their academic performance. If they have the additional resources. I think it might make a difference. I think it would actually make a difference.

Interviewer: Okay, thank you.

Student J: I can't think of anything, but if there's anything else I can answer for, you. You let me know. (laughter)

Interviewer: Of course, of course.

Student N: Yeah, no, I don't think I don't have any other questions that I have with. Or, as I think you covered a pretty, pretty good territory of things, especially with the questionnaire we did and the questions from today, I think you did a really good job at covering everything. So I don't have any additional questions. I'm going to walk away from this feeling pretty good about being able to share my overall experience.

Interviewer: Thank you, {Student N}.

Student K: So I don't really have any questions or anything. I do want to say thank you though, because I know when I was about to go and before I even knew if I got the Gilman or anything. I...didn't I was too scared to actually go and I remember going to your office sitting and I'm like, hey, if I don't get the full Gilman, I don't think I want to go. And you were just like, okay, well, you got it. (laughter) And you just essentially just kept pushing me throughout the whole thing without being too pushy. If that makes sense, but you were always there and you're always just like now you should try and you should do it. You always persuaded me and if it wasn't for you, I wouldn't have gone. I would have dropped out before. I even knew. Um, so I do want to say, thank you for that.

Interviewer: Well, thank you. I appreciate that. If no one has anything else. I am going to stop the recording.

APPENDIX R: Transcript coding

Category	Code	Case	Text	Coder	Date	Words	% Words	Comment	Variable
At-risk	Entry exam scores	STABandCollege_transcript	you can get accepted, but you're not going to get this much at scholarship type, that little gray area	Admin	4/21/2021	20	0.30%		DOCUMENT
At-risk	Low income	STABandCollege_transcript	enough money things like	Admin	4/21/2021	4	0.10%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	Hands down one of the best connects I've ever made.	Admin	4/21/2021	11	0.10%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	More so direct connection with the office um	Admin	4/21/2021	8	0.10%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	you put out that email	Admin	4/21/2021	5	0.10%		DOCUMENT
Learning Objectives	Soft skills	STABandCollege_transcript	all she did was reach her hand out. Just shake my hand	Admin	4/21/2021	12	0.20%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	Just shake my hand. It was at that moment that, just like, you haven't had a connection to where it's just like, you don't l	Admin	4/21/2021	35	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	This is someone who's like, completely at peace with life and, you know, they're...they, they enjoy what they do, an	Admin	4/21/2021	40	0.50%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	he started talking to me and it was just natural, like, I don't know if I already met him before, but it was like. You me	Admin	4/21/2021	36	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	It was nice people who not only did experience, where they're from, but they actually have been around where I wa	Admin	4/21/2021	30	0.40%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I was more so focused on building groundwork here in the States. And after...after this study abroad, I started to thi	Admin	4/23/2021	34	0.50%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	d. Okay, and the architecture there is so it's just really old and rich with history. And now, after being in Japan, whi	Admin	4/21/2021	36	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	maybe I could take my knowledge from around the world and use it to better myself and architecture for things like I	Admin	4/21/2021	26	0.40%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	And what better way to learn about, you know, antique in history, historical architecture than traveling around to diff	Admin	4/23/2021	25	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	The world is the biggest, your biggest classroom and so like. I can definitely just, like, go around and learn and stuff	Admin	4/21/2021	24	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	I know after, um, I study abroad trip, I actually looked into, you know, going back to Haiti and working there for the s	Admin	4/21/2021	24	0.30%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	And I know some of them they go to, they go to a little bit, um. They go to different countries here and there for, like	Admin	4/23/2021	63	0.90%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	the relationship I built with my peers is great	Admin	4/21/2021	9	0.10%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	But there were people there that I hadn't met yet, and I consider us friends to this day	Admin	4/21/2021	19	0.30%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	Even to the point where we all planning a reunion trip in Japan. Trying to shoot for like next year so we can see t	Admin	4/21/2021	28	0.40%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	But I do, however, I see myself doing that with a coordinator because. She was fantastic	Admin	4/21/2021	16	0.20%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	I'm not really in too much contact with the students from the Haiti trip. Now, with that being said, I still have them all	Admin	4/21/2021	62	0.80%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	the academic coordinator, which is [interviewer], is honestly the only staff member from college that I speak to, to t	Admin	4/21/2021	26	0.40%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	I'm more of a just throw me in the deep end kind of guy	Admin	4/21/2021	15	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I was immersed in the culture and I excelled, I super excelled	Admin	4/21/2021	12	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I'm kind of forced to speak it and forced to lead in a sense like that, um. I can I do 10 times better. No, more of a l	Admin	4/21/2021	43	0.60%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	I will say that more of a hands on learner	Admin	4/21/2021	10	0.10%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	experience it first hand was a lot better than being in the classroom	Admin	4/21/2021	13	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I experienced, they stuck on to it to this day with the different classroom that I never have	Admin	4/21/2021	17	0.20%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	even though we didn't speak different languages was easy to interact with the people there	Admin	4/21/2021	16	0.20%		DOCUMENT
Learning Objectives	Soft skills	STABandCollege_transcript	I learned I learned patience.	Admin	4/21/2021	5	0.10%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	foreigners who come in, you know, what a. What does that say about Americans who get super hostile	Admin	4/21/2021	18	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	It showed me values that I can bring back to the States	Admin	4/21/2021	12	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I can say is that. You feel a lot more relaxed in class. When you're when you're immersed in study abroad	Admin	4/21/2021	23	0.30%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	a lot of our classes in the house, and we were walk coming down and pajamas and everything	Admin	4/21/2021	18	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	When you're in an environment that you can just sit back and you're like, okay, cool	Admin	4/21/2021	18	0.20%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	All right, let's listen. Let's engage and let's learn.	Admin	4/21/2021	12	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	probably the experience, the experience. I can bring it back also like, being there.	Admin	4/21/2021	14	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	Right you're learning the language and you don't already feel enticed to learn the language. But when I was there, I	Admin	4/21/2021	31	0.40%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	I remember sitting there learning the language first hand in the country and I was like, all right well, and this per	Admin	4/21/2021	33	0.40%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	.I know I feel like the best way to learn about the culture and learn languages and this. Be to go there first hand, be	Admin	4/23/2021	31	0.40%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	more of an incentive	Admin	4/21/2021	4	0.10%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	meaning someone who does speak your language	Admin	4/21/2021	7	0.10%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	you want to talk to them. You're going to learn that language.	Admin	4/21/2021	13	0.20%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I'm memorizing this for the test and after the test, I'm good more so	Admin	4/21/2021	16	0.20%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	don't memorize this in this country, then I don't know how to get home	Admin	4/21/2021	16	0.20%		DOCUMENT
At-risk	Low income	STABandCollege_transcript	I couldn't afford it	Admin	4/21/2021	5	0.10%		DOCUMENT
At-risk	Low income	STABandCollege_transcript	recovering financially from studying abroad	Admin	4/21/2021	5	0.10%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	I felt a lot more welcome. I put a lot more like, at home at Savannah State	Admin	4/23/2021	17	0.20%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	I remember sitting down with [interviewer] doing our coordination thing in the office that we were talking about oppo	Admin	4/23/2021	19	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	I was asking her about opportunities to, you know, get back out there, essentially.	Admin	4/21/2021	14	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	I could go out there and be a teacher, you know, teach English or math or something	Admin	4/21/2021	17	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	Japan is one of the most amazing countries in the world	Admin	4/21/2021	11	0.10%		DOCUMENT
Learning Objectives	International interactions	STABandCollege_transcript	The people are sweet and patient. They're nice. They're amazing	Admin	4/21/2021	12	0.20%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	I did the environmental fuel station Internship was there for the summer and like, if wasn't for, you know, going here	Admin	4/21/2021	43	0.60%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	Helen got it too and I know if she's going to tell me about it too.	Admin	4/21/2021	17	0.20%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	from the study abroad trip	Admin	4/21/2021	5	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	. You take one bite of it and you just gotta get another one. You just gotta get another bite I mean, you gotta get an	Admin	4/21/2021	38	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	I was looking at the menu. I never seen this before. I was let me get that.	Admin	4/21/2021	17	0.20%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	studying abroad, gave me the motivation to seek careers outside of the US. I know that that might not be a good en	Admin	4/21/2021	32	0.40%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	Who didn't study about if they had would be more so. Likely to, hey, let's finish up, you know, with. Because we all r	Admin	4/21/2021	81	1.10%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	I feel like it would be beneficial for people who are losing interest in school	Admin	4/21/2021	15	0.20%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	I don't know, like they over there really helps being engaged in your studies	Admin	4/21/2021	15	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	but the hotel was really nice, like, nice. And then someone hotel that they did in the States and that really surprised	Admin	4/21/2021	27	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABandCollege_transcript	Like, the media and social media, social media, and the news outlets all depict certain countries in a certain way. A	Admin	4/21/2021	30	0.40%		DOCUMENT
Retention	High impact practice	STABandCollege_transcript	I never experienced anything like that...	Admin	4/21/2021	6	0.10%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	study abroad changed the way I see my future, in a good way	Admin	4/21/2021	13	0.20%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	.And I would, like I said, I would, I would highly recommend. Studying abroad to all my friends.	Admin	4/21/2021	18	0.20%		DOCUMENT
Retention	Campus relationships	STABandCollege_transcript	Using all the resources that are completely available to them to do so.	Admin	4/21/2021	13	0.20%		DOCUMENT
Retention	Self-efficacy	STABandCollege_transcript	I wish I can do it again, to be honest with you	Admin	4/21/2021	12	0.20%		DOCUMENT
Learning Objectives	Soft skills	STABandCollege_transcript	should be included in like every like college students like curriculum.	Admin	4/21/2021	11	0.10%		DOCUMENT
Retention	Learning communities	STABandCollege_transcript	programs where they get a lot more students out there	Admin	4/21/2021	10	0.10%		DOCUMENT
At-risk	Low income	STABandCollege_transcript	I wish that more students could be able to go out and something like this	Admin	4/21/2021	15	0.20%		DOCUMENT
Learning Objectives	Student engagement	STABandCollege_transcript	something...it's something I feel like was valuable to my college experience and others should be able to, too, so.	Admin	4/21/2021	21	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	family, just being very strong on education and, you know, very driven to go all the way	Admin	4/24/2021	17	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	My love for storytelling and kind of like just from your mass comm, and I kind of stuck with it. But like (Student G) sa	Admin	4/24/2021	36	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I have not looked back and I'm in grad school at AU right now, supposed to graduate in May, so.	Admin	4/24/2021	21	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	inquisitive thought about, like, culture and traveling and just knowing that there was another world out there	Admin	4/21/2021	17	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Olympics against each great level. And we always studied the contract at one year. We were Ireland another year.	Admin	4/21/2021	53	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I had travel before that Costa Rica was actually my first country that I did a mission trip on. And then when I got to	Admin	4/24/2021	42	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	just kind of always just having that knowing and that wanting to know about different cultures, different foods, differ	Admin	4/23/2021	53	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	I don't regret it because if opened up my world to a lot of things that I didn't know, existed outside of my little own world	Admin	4/21/2021	28	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Jotting down notes, venture outside of your comfort zone, because studying abroad definitely gets you out of your c	Admin	4/21/2021	33	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Studying abroad, the second time put, and especially since I'm older, it really shaped who I am now if that makes s	Admin	4/21/2021	25	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	So listen to Hispanic music all the time, or I listen to K Pop. I listen to all kinds of different music because it's just int	Admin	4/21/2021	40	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	But the stories he would tell us was what always interested me and you always bring something. That I want to exp	Admin	4/21/2021	43	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	a few, my friends were actually talking about studying abroad to Japan. I saw it as a perfect opportunity	Admin	4/23/2021	19	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	But I have people there with me that I knew. So that I didn't feel like alone or just. Thrown into cold water just by my	Admin	4/21/2021	27	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	I grew up with a family that really had an interest in traveling	Admin	4/21/2021	13	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Central America, but I am going to isn't one. It was a critical part and now it's impacted the research that I'm doing i	Admin	4/21/2021	29	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	I always wanted to learn Spanish, I grew up speaking German. Wanted to try, something different and I ended up g	Admin	4/23/2021	34	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I still talk about it. It's ridiculous. I think it's one of the things, the hallmarks a study abroad, once you go, you're lega	Admin	4/24/2021	41	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	I ended up having an hour long conversation with a taxi driver about our mutual love of salsa, in Spanish for a really	Admin	4/21/2021	45	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	And then we also talked about superheroes, which learn the names for all the Avengers in Spanish. So that's kinda	Admin	4/21/2021	24	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	I was hang out with a couple of the members who went on the trip with me and they were introduced me someone t	Admin	4/21/2021	36	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	yeah, people do like, study abroad and other places as well and	Admin	4/23/2021	12	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	And I realize she looks like so I'm just like. Well, you know, we're in Japan, you don't see a lot of people like us i	Admin	4/21/2021	45	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Seriously, she's like, well, yeah. And then she was just like, well, what are your last name is and we're just like. I me	Admin	4/21/2021	63	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	And we're like, well, yeah, cause. You know, historically, speaking, that's not really our last names. And so we had I	Admin	4/21/2021	86	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Gave us her last name to, like. Have a piece of like, African history with us. Instead of like, our own last names. It w	Admin	4/21/2021	36	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	I met her and we had a conversation and stuff like that. We were, I think we're actually walking back from the park t	Admin	4/23/2021	47	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	We didn't know each other, but we're just like, hey, and you do and what's going on how you feeling and she was ju	Admin	4/21/2021	47	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	People are talking, let's keep moving. If we got any stares or any questions, it was just if we knew each other there	Admin	4/21/2021	74	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	Because during our study abroad, we had an assignment	Admin	4/24/2021	9	0.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	And so my assignment was homosexuality in Central America and so I had to interview people not only did not spe	Admin	4/21/2021	37	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	And, um, I found one. But he was very shy and uncomfortable with speaking. So I was like. You know, would you li	Admin	4/21/2021	74	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	I think the hardest part was the language barrier. And then, for me, it was, I'm in I'm in a brand new city. I've never t	Admin	4/21/2021	87	0.40%		DOCUMENT
Learning Object									

Category	Code	Case	Text	Coder	Date	Words	% Words	Comment	Variable
Learning Objectives	International interactions	STABtoCareer1_text	And just how someone from America could come in and just stand in the gap for them and just, hey, say, hey, I'm r	Admin	4/21/2021	83	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	It's just like, really, really it was really a touching moment	Admin	4/21/2021	12	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	like some of them could barely read, barely write but again, just to let them know, that there's somebody in that star	Admin	4/21/2021	28	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	languages has always been something I've been interested in	Admin	4/21/2021	10	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Going and studying abroad in Japan and meeting all sort of kids being so excited to see Americans, it just warmed i	Admin	4/21/2021	28	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Like, one of my tipping point and you're like, yeah, I'm just gonna, I'm gonna do it and go leave America and teach f	Admin	4/21/2021	36	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	culture is something that has always captivated me and I kind of see myself as. Someone who can live, like, any, ar	Admin	4/21/2021	27	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I feel like I could settle anywhere. Um, You know, again, there's just there's such a of freedom in traveling abroad	Admin	4/23/2021	23	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	working abroad, living abroad and also too, I feel like. And when you live abroad, you don't need as much to survive	Admin	4/21/2021	28	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Stepping outside of your self for once and just living in the culture that you're in	Admin	4/21/2021	17	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Because when the first time I went outside the country, we all have in our mind struggle. But when you actually look	Admin	4/21/2021	47	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I should go over there and I live over there because. Honestly, my dream is to live in Europe. I feel like my soul belc	Admin	4/23/2021	42	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	But I just really feel like culture, culture is just a huge thing that we forget here. Sometimes and I feel like, if someon	Admin	4/21/2021	71	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Get a world view of of everywhere else, because it kind of will help you at home and where you are. I mean, we live	Admin	4/21/2021	54	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	you know, whether you speak a different language or, you know, you may know how to deal with a particular race o	Admin	4/23/2021	47	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	I think the materialism aspect of it does really hit home. I say as somebody that's paying two grand in rent to live in	Admin	4/21/2021	49	0.20%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	but it prepared me in a sense for the class that I'm taking on foreign correspondence. Because right now the way th	Admin	4/21/2021	51	0.30%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	We have to write, like, three separate stories about that particular country. And I already kind of did that so it prepar	Admin	4/21/2021	59	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	And it doesn't make it seem intimidating to go and move to another country. Or even for the contract work. And just doe	Admin	4/24/2021	73	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I don't know how to act and even walk and talk to be here kind of thing. It's removed the imposter syndrome, which	Admin	4/21/2021	63	0.30%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	The amount of relationships and bonds that I came out with. Has been phenomenal because I still have the group c	Admin	4/21/2021	60	0.30%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	That's what it is about, because we keep talking about going back to Panama soon, but because of the pandemic, i	Admin	4/24/2021	63	0.30%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	And still keep it strong after and then with our study abroad advisor (program manager). I had a good connection w	Admin	4/21/2021	34	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	Yeah, yes, it does Student I. It did feel like family cause.	Admin	4/21/2021	12	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	Again, those bonds that you make, when you travel abroad, they just really, they continue on	Admin	4/21/2021	16	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	You know, again, just touching on the materialistic aspect of America, you know, you buy someone, I don't know, a	Admin	4/21/2021	47	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	And again, it felt like family	Admin	4/21/2021	6	0.00%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Bonds those relationships, I mean, they are on your Facebook page and your Instagram on your Twitter, and, you k	Admin	4/21/2021	30	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	plenty of times where we're on the trip and it really felt like, like, a family	Admin	4/21/2021	22	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	That's what I'm talking about just like stuff like that where you see them caring about you in such a way	Admin	4/21/2021	23	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	But the, uh, the guy who was over the AirBnB, he actually checked in me every time he came over. Um. The first tir	Admin	4/21/2021	48	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	gentleman who was in charge of the AirBnB, he surprised me, because he stopped by the house to do his regular v	Admin	4/21/2021	136	0.70%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	we met on that trip, um, even (interviewer) to this day, I consider family like, we, I referred to (interviewer) as auntie	Admin	4/24/2021	28	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	we still like the, uh, vast majority of us that went on that trip still have a good chat to this day. We still talk about eve	Admin	4/24/2021	112	0.60%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	At a baseball game and there was this one. I don't believe he was African American. I think he was like, maybe His	Admin	4/21/2021	62	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Oh, oh, okay. Actually, we're jamming out. And the next day we found out we were like, on the big screen twice and	Admin	4/21/2021	71	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Especially since I found out that my neighbor across the street from me is actually Japanese, and I'll see him out in	Admin	4/21/2021	28	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I wouldn't necessarily say that I did a personality overhaul because I'm very much still the same person, but in the s	Admin	4/21/2021	43	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	I had not been around peers. The year before I was in and out of hospitals, because I had a lot of health stuff going	Admin	4/21/2021	96	0.50%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	We're all in this together. This is our experience. I think one of the last night, I went out clubbing, which Panama w	Admin	4/21/2021	64	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	I the bartender that certainly my very first drink actually follows me on Instagram and we talk still now, which is very	Admin	4/21/2021	58	0.30%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	It was very much more personal to sit down over breakfast and have conversations. Like, tell me about your kids at	Admin	4/21/2021	41	0.20%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	I just it brought me back, because I remember (program manager and program chaperone) and a bunch of us, the c	Admin	4/21/2021	39	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	We had very fun times with that game and I still play it to this day and it just it baffles me that I have really se	Admin	4/21/2021	35	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Oh, so this is what like, actual, real adults who aren't like, crazy are like, they're a bunch of peers.	Admin	4/21/2021	22	0.10%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	because how better to bond with real people when you are put in. Different set of circumstances, like, even, like, sleepin	Admin	4/21/2021	30	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	she still wanted to play like, like, I missed that at the top. It felt like family game night, but like, every night all the time, it'	Admin	4/24/2021	28	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	she is your mom, she's your sister. She's your auntie	Admin	4/21/2021	12	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	she's your mother, your aunt, your everything	Admin	4/21/2021	8	0.00%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	Just like, I know I'm sweating and you're just so sorry she's like, no, I don't care. Like, I'm doing this for you and I'm	Admin	4/21/2021	38	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	bonds and you became one of the strongest family members we could ever have	Admin	4/21/2021	14	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	I'm on the right path career wise. This is really what, I felt comfortable most doing journalism and learning other peo	Admin	4/21/2021	40	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	confirmed my identity because where I was, it was very much in a crossroad in my life and again, going back to the	Admin	4/21/2021	44	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	This is my life. I'm going to run with it and that's exactly what happened	Admin	4/21/2021	17	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	I learned a lot from the people that I met obviously,	Admin	4/21/2021	11	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	I learned so much from the people that I went with as well as just the knowledge of. The kind of family aspect	Admin	4/21/2021	23	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Like, the real world is not worried about this.	Admin	4/21/2021	9	0.00%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Fighting, fighting for what my parents wanted me to be. And trying to figure out what I wanted to be	Admin	4/21/2021	20	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	Because journalism is something I really, really love. And doing that outside of this country, it was in a complete diff	Admin	4/21/2021	22	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	It helped me reassured myself. It helped to me	Admin	4/21/2021	9	0.00%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Do what you love to do and so, after I studied abroad, I sat down with my parents and I told them, this is what I'm g	Admin	4/21/2021	42	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I was one of the co-founders, and for that, it was almost empowering because my mom came to the initiation and st	Admin	4/21/2021	42	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Because travelling abroad is so much bigger than me	Admin	4/21/2021	9	0.00%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Just to know that I could go anywhere and be. Okay	Admin	4/21/2021	11	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	I can remember when we went to Liberia, we were there when Ebola was going on	Admin	4/21/2021	16	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Every country has its. What's the word I'm looking for? It's torture, but there's also some beauty in it and I think that	Admin	4/21/2021	60	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I think, just having that reassurance that I can go anywhere in the world and live anywhere in the world and still be c	Admin	4/21/2021	33	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Just the reassurance that I do have a connection with people and to be able to go somewhere and to hear people's	Admin	4/21/2021	48	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I've always been the type of person, like, once on dedicated to something I want to see it through	Admin	4/21/2021	20	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	She made me realize there was something into it. It just seemed a lot greater than what I initially thought it could be.	Admin	4/21/2021	23	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	I was at Gardner and (interviewer) can attest I was there, like, taking naps on the couch. I was watching my friends	Admin	4/21/2021	24	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	Do things like that (Student I), like, drove us and knew. It was like me and 3 other ladies, and we all had fun. I re	Admin	4/21/2021	62	0.30%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	I want to just thank (interviewer) for doing all she could to take to me that far	Admin	4/21/2021	17	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	There are things you can do is. And, for me, I really appreciate that, because sometimes we need that extra push. S	Admin	4/21/2021	32	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	And then two, I want to thank (Student I), because I have never been karaoke until I met her. And that was 1 of the	Admin	4/21/2021	32	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	this scholarships coming out this scholarship coming out you can do this, you can do that and I'm like, okay, cool. A	Admin	4/21/2021	40	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	Maybe three, we went to a karaoke bar because the, the ladies that I actually roomed with, they went with (interview	Admin	4/21/2021	22	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	It is a completely different round one and it's going to be awesome	Admin	4/24/2021	14	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Like, you have your own like she said, you have your room. There's like 2 couches a table, because you get to orde	Admin	4/24/2021	77	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	Real life, real life experience. Because for the classroom time	Admin	4/21/2021	10	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	Because it was so stressful, cause, you know, we had a deadline and you have to get certain things done by that d	Admin	4/21/2021	66	0.30%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	And I just roll with it and it ended up being fine, but it also set me up while deadlines, of course, are taken seriously.	Admin	4/21/2021	78	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	The, like, the real world was different, because it taught me how to make sure that I'm always prepared. Make sure	Admin	4/21/2021	78	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	you can describe it better. And so, when we were in Liberia, we were learning about like, security and protecting pe	Admin	4/21/2021	120	0.60%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	when we went on those tours and those were highly assisted with tour guides. So I learned more into the tour guide	Admin	4/24/2021	58	0.30%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	They just, they made the experience, not only educational, but entertaining. And like (Student F) said, those were th	Admin	4/24/2021	88	0.40%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	There's no classroom in the world that you can be in where you are also living in your, you're not you're not living in	Admin	4/21/2021	53	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	They made us breakfast every morning, which was crazy. I mean, there's no Holiday Inn the world. You can go to v	Admin	4/21/2021	51	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	And they actually took us past and American hotel. They went out of the way to show us that they had a Marriott anc	Admin	4/21/2021	45	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	You know, because like we had actually, we've never seen a hotel in our lives because it was such a big deal. I'm ex	Admin	4/21/2021	59	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	They were conditioned to have this narrow minded thinking, but the friend who went on the trip. Their mindset was t	Admin	4/21/2021	100	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Because, like (Student I) said before. We lived with a host family and at first, my American mind was like, Where's r	Admin	4/21/2021	33	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	because they, they treated us, like, we have known each other for a very long time. They made us feel like a pa	Admin	4/21/2021	32	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	And you say, okay, well, Where's my thing because a few of us, when we got to the house. A few other students we	Admin	4/21/2021	65	0.30%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	We saw each other differently at that point. So, being that close wasn't a thing in. Any kind of situations, but, um. I c	Admin	4/21/2021	76	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Um, and, and for some people, some people can adapt to culture. Some people can adopt to come out of out of the	Admin	4/21/2021	38	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Whether you are in abundance or not. And to just realize that somebody somewhere does habit worse than you. Sc	Admin	4/21/2021	63	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	if you think that that's gross or weird, you need to do it or else you're going to put their pipes that those really differe	Admin	4/21/2021	44	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Don't like, whatever, but it also made me realize just like. There is a privilege that comes with having travelled befor	Admin	4/21/2021	73	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	I think it was my person, like, my people skills, like, the needed work in the sense of, like. Being able to reach out an	Admin	4/21/2021	73	0.40%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	And it was also really nice because we had two professors who were incredibly adaptable. I would say and also kin	Admin	4/21/2021	76	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	Because there were things that I learned during that trip that I. Definitely see myself. Doing differently with how I ca	Admin	4/21/2021	33	0.20%		DOCUMENT
Retention	High impact practice	STABtoCareer1_text	I wish I would have studied about my freshman year. Because then I would have had more chances. To get more e	Admin	4/21/2021	50	0.30%	</	

Category	Code	Case	Text	Coder	Date	Words	% Words	Comment	Variable
Retention	Self-efficacy	STABtoCareer1_text	one particular day that was just going through it. Like, there's no better way to put that. I can't, I just felt very off	Admin	4/21/2021	186	0.90%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	It helped me in a sense that I had, I'd always. I've always been kind of somebody that's like flexible. Like, just I can j	Admin	4/21/2021	130	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer1_text	Because I grew up kind of not 100% spoiled, but I grew up. Thinking that, you know, I have the best of things and th	Admin	4/21/2021	43	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	because I do remember this one instance where one of the ladies we were living with every day at like 7AM, she'd c	Admin	4/21/2021	90	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Okay, like, at 7AM, miss this thing's going to come in her tie-dye dress and turn the air off, like, and now we're going t	Admin	4/21/2021	50	0.30%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	She came in every morning with a smile	Admin	4/21/2021	8	0.00%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	Things are not the way that they are at Savannah State everywhere. There is a reason why Savannah State feels li	Admin	4/21/2021	22	0.10%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer1_text	Then for some reason that translation of going and studying abroad and carrying that whole kind of experience and	Admin	4/21/2021	59	0.30%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	I just miss and it's like, really the location just the people, especially whenever I go down to Savannah like I'm visitin	Admin	4/21/2021	35	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	Different anxieties that come with being in college. It just I found that when I was in Gardner, and just with people li	Admin	4/21/2021	49	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	There was always, you know, a new face coming in the door and no matter where they were from what language th	Admin	4/21/2021	46	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Were actually invited by the African individual that we met during the study abroad trip. She invited us to basically t	Admin	4/21/2021	84	0.40%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	The, the very home atmosphere of it. It's not upply. I don't know how to, like, I'm trying so hard to nail this one word	Admin	4/21/2021	73	0.40%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	Like over students and how they perceive you like everyone at Savannah State at least by large. I'm not saying it's	Admin	4/21/2021	93	0.50%		DOCUMENT
Retention	Campus relationships	STABtoCareer1_text	because it was something that we learned through [Interviewer] and individuals that teach you how to be yourself i	Admin	4/21/2021	30	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	But when we did meet those, like, African tents, and, like the Indian tents and stuff like, that, we. Did like open I'm li	Admin	4/21/2021	99	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	having just let her be us and having a moment where no one's really judging us we're just all enjoying the moment	Admin	4/21/2021	24	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer1_text	Taught to us, and helped us have it within ourselves and not just be like, questioning if we should dance along if w	Admin	4/21/2021	54	0.30%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	I really, really miss it because when we were taught, we're all talking. It made me reminisce about one of our last ni	Admin	4/21/2021	66	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	You should go too. Go salsa dance the club because it's the last night that you're going to be there and he probably	Admin	4/21/2021	68	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer1_text	That there is a freedom I have when I travel that I don't really have in America. I don't know what it is, but it's just li	Admin	4/21/2021	53	0.30%		DOCUMENT
Retention	Learning communities	STABtoCareer1_text	So we were just up at the club, because it was, I think (participating student) birthday the night before we supposed	Admin	4/24/2021	60	0.30%		DOCUMENT
At-risk	Low income	STABtoCareer2_text	I played softball and got a scholarship	Admin	4/23/2021	7	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I saw the impact that studying something like that could have on the world	Admin	4/23/2021	14	0.10%		DOCUMENT
At-risk	First generation	STABtoCareer2_text	I'm setting the standard for my own children	Admin	4/23/2021	9	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	one day have my own nonprofit that combats human trafficking	Admin	4/23/2021	10	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I really wanted to see the world, and I wanted to do speak around the world	Admin	4/23/2021	16	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I wanted to actually get to know the culture	Admin	4/23/2021	9	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	I wanted to have a purpose there	Admin	4/23/2021	7	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	other scientists around the world actually got to speak to the leading scientist while in South Africa.	Admin	4/23/2021	17	0.10%		DOCUMENT
Learning Objectives	Soft skills	STABtoCareer2_text	make more connections if I went to some place international	Admin	4/23/2021	10	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	I feel like your office pushed me to study abroad	Admin	4/23/2021	10	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	I fell in love with it and then I just kept going	Admin	4/23/2021	12	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	you were definitely a driving force, between me into deciding to go	Admin	4/23/2021	12	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	you and the whole office were there to support	Admin	4/23/2021	9	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	always had a huge interest in culture, whether it's food, it music it's clothing	Admin	4/23/2021	16	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	the international study department, they had a couple of scholarship opportunities, so that just added to it already	Admin	4/23/2021	24	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	The university seemed to really help to support it. I saw a lot of movement, a lot of encouraged and whether it was I	Admin	4/23/2021	31	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	just being immersed in a different culture and having that exposure	Admin	4/23/2021	11	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	kinda like a reset for me and just being able to gain a different perspective at that time, for me personally	Admin	4/23/2021	21	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	She went to the Peace Corps for her...his mom and dad met was in the Peace Corps	Admin	4/23/2021	18	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Seeing different artifacts from different places that they travelled to	Admin	4/23/2021	10	0.10%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	when I came to Savannah state, and the met [Interviewer] who was really encouraging	Admin	4/23/2021	14	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	being a part of law enforcement, Spanish speaking, specifically with human trafficking	Admin	4/23/2021	12	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	That it was a culture and just a language that I wanted to know, and become more familiar with outside of the class	Admin	4/23/2021	31	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Push my American viewpoints away and learn the culture of...of another, another place	Admin	4/23/2021	14	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I was out there we had the opportunity where we would go to a park and some other people will join us	Admin	4/23/2021	22	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	it was really interesting to see there...a sport is so international	Admin	4/23/2021	12	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	different another place idolizes or appreciate, you know, American best for the people that play basketball in Americ	Admin	4/23/2021	21	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	As a female and then seeing me play, they're like, oh, my God, you're a woman, you play basketball	Admin	4/23/2021	21	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I was already used to Ghanaian food	Admin	4/23/2021	7	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	It's like, oh, you should try to try that. You'll like it. And I'm just ordering straight off the menu	Admin	4/23/2021	23	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	We were already talking about bringing over some soccer balls and stuff so it was. It was interesting that they were	Admin	4/23/2021	40	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	it felt more like home. I can...it's just an extension, a connection of. What was already in me because even the	Admin	4/23/2021	23	0.20%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	What we did was we did international tours so I met more people from other places.	Admin	4/23/2021	16	0.10%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	And we actually fixed the equipment and then after we fixed everything	Admin	4/23/2021	12	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	hey, you're not from here and I would be like, no, I'm from this place now. And they'll just be like oh, How's that? Ho	Admin	4/23/2021	51	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	they want to get their curiosity filled and then they're just like, oh, that was cool. Play, Let's play a game	Admin	4/23/2021	23	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	pretty much every country I've been to, it's the same thing, like kids are just kids	Admin	4/23/2021	18	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I remember being asked if I like to climb mountains. By some little Chinese children and. It showed me their school	Admin	4/23/2021	44	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	You've got kids coming up to you trying to sell things and it was really overwhelming but there was there was a mor	Admin	4/23/2021	34	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	They're just trying to feed their families, like...like we do here when we're in the States, you know	Admin	4/23/2021	21	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	In some instances, like, people feel like they can get taken advantage of when they go to other countries you know,	Admin	4/23/2021	89	0.70%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I was an English teacher while I was there and so I got to work with, a different, I got to work with a lot of different k	Admin	4/23/2021	60	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	That's where our similarities really came in. And also, it was really interesting to me that they really like American ar	Admin	4/23/2021	64	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Just meeting them over there and then having them over here, it was just like a world of difference, but so many sin	Admin	4/23/2021	50	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	I was a Fulbright fellow. So I did work abroad. Got sent home by COVID	Admin	4/23/2021	15	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I find the U.S. to be pretty boring right now. So, (laughter) I'm ready to go.	Admin	4/23/2021	18	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I knew that I would love to work internationally	Admin	4/23/2021	9	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I wanted to actually move international, and I want to go to a new place, become their citizen, and essentially just m	Admin	4/23/2021	44	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	In depth time to let me go and look at all these countries and figure out who's doing what, and I also get to see whic	Admin	4/23/2021	55	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	When I did the study abroad for many connections and social work meeting, different meeting with different agencie	Admin	4/23/2021	59	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	You know, there's a need for social workers. The systems are already there and once you start connecting with the	Admin	4/23/2021	91	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	I knew I wanted to do something abroad. I stay out there, I guess and work	Admin	4/23/2021	16	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	that's why I went and I pursued the Peace Corps certification while I was at Savannah State. I never made it to Pea	Admin	4/23/2021	42	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	of encouraged me to just pursue what I want to do more as far as human trafficking, even though I didn't see it at se	Admin	4/23/2021	83	0.60%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	That's one thing that I said that after I graduated that I don't want to use my degree in the states. But if I can touch	Admin	4/23/2021	47	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I was like, very comfortable in my, um American lifestyle, because it's just like, why deviate away from something th	Admin	4/23/2021	53	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	my passion for helping others translates across different borders and and different arenas. And so being able to act	Admin	4/23/2021	63	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	she's coming to the States and I'm super excited and she's someone that I met when I was in the Republic of Geor	Admin	4/24/2021	77	0.60%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Getting in the field and learning a lot more about how international behavior analysis is. I really didn't understand hc	Admin	4/23/2021	98	0.70%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	. So I think I bonded a little bit more with the graduate students. With some of the projects we were working on in re	Admin	4/23/2021	49	0.40%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	We found our passion together, and we connected. We stayed connected. And so we were able to kind of build a re	Admin	4/23/2021	46	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	And we make those connections in both Ghana and Liberia.	Admin	4/23/2021	10	0.10%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer2_text	it's almost like they kind of lay the foundation and from there, we were able to just continue building on those relatio	Admin	4/23/2021	23	0.20%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	I could speak to you and I appreciate that. And you're always there. All I had to do was text. There was a time differ	Admin	4/23/2021	33	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	he just made sure none of us ended up dead. Um, his name is [deleted]. And I'm still friends with them on Faceboo	Admin	4/23/2021	260	1.90%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	that forced us to interact with our group more because, you know, we didn't really want to do everything alone. So,	Admin	4/23/2021	43	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	It is a very independent trip and that really helped me a lot in the long run. I think, Like, I was able to live in Trinidad	Admin	4/23/2021	29	0.20%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	Haiti, I think. We had a really good group, and I had a really good time. And if any of you guys needed anything, ew	Admin	4/23/2021	64	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	So, I think each trip has brought me something new	Admin	4/23/2021	10	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	That was we experienced those things together. I think Haiti made us closer	Admin	4/23/2021	13	0.10%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	. Even after the trip, people, the people from Haiti that hosted us, or were our guys still on my Facebook	Admin	4/23/2021	20	0.10%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	it's crazy. How sometimes situations like that, where you have, it's just like a, you just got to come together. I think i	Admin	4/23/2021	193	1.40%		DOCUMENT
Retention	Learning communities	STABtoCareer2_text	in Haiti. Experience that, I guess where we all kind of had to depend on one another. Just for that to work to kind of	Admin	4/24/2021	82	0.60%		DOCUMENT
Learning Objectives	Student engagement	STABtoCareer2_text	And professor (Name deleted). Before and after the trip, she was there for me. Always stay in contact with one of th	Admin	4/24/2021	64	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I want to do to see how. Connections and enable to network was the other. Out of the country, like law enforcement	Admin	4/24/2021	71	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	my birthday happened while I was over there and it was my first time away from, like, my family and friends, and the	Admin	4/23/2021	65	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Just exchanging different events and memories like that. I was really able to bond with them. Like, I went to their bir	Admin	4/23/2021	67	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I did meet a basketball player over there. Austin, Um, he is from Atlanta and he played for Georgian league and so	Admin	4/23/2021	144	1.10%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	Study abroad taught me that I am so much more than I ever thought I was. Before going, I really feel like I was in th	Admin	4/23/2021	141	1.00%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I just kind of been doing it and surviving, but I think when I got to Haiti and specifically Costa Rica, I didn't know	Admin	4/23/2021	43	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	It was more of like, I was able to let my guard down. Appreciate what I had around me, but just push and survive fo	Admin	4/23/2021	97	0.70%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	To kind of just push me and. Being out there now, I know that I can do it and better where I go to. No matter what p	Admin	4/23/2021	46	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I think the independence and self-reliance and just like, the mental fortitude that I've gained from doing study abroa	Admin	4/23/2021	27	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I know how to do things by myself. I'm independent now. I can handle it. I could handle pretty much anything. I mea	Admin	4/23/2021				

Category	Code	Case	Text	Coder	Date	Words	% Words	Comment	Variable
Learning Objectives	International interactions	STABtoCareer2_text	...you create there's like this bond that you create, and you're able to share each other's thoughts without knowing t	Admin	4/23/2021	118	0.90%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	made me it just kind of like, made me realize that I am able to adapt	Admin	4/23/2021	17	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	it also made me realize that I'm more, culturally sensitive, and I thought that I was just going going into it. I just, I'm i	Admin	4/23/2021	74	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	If it's made me realize that I'm more sensitive than I thought that I was. So, that helped me and just to be able to kn	Admin	4/23/2021	50	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I'm like a naturally born independent person so we got off the plane. I was on. I was going to land somewhere out o	Admin	4/23/2021	48	0.40%		DOCUMENT
Learning Objectives	Soft skills	STABtoCareer2_text	, I learned really well	Admin	4/23/2021	4	0.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	what I adapted about myself is. I can live outside of America. I mean, I said it, I felt it, but that confirmed it like, no. I	Admin	4/23/2021	57	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I learned that I to live with, and some people will say its bare essentials, but in reality is not if you look at. What you	Admin	4/23/2021	98	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Over there, it was just so laid back. You get to the meeting when you get there. The meeting starts when you get th	Admin	4/23/2021	133	1.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	Haiti, you like everything was hours like, our food was hours 2 hours late. We were never on time for, like, our, our t	Admin	4/23/2021	200	1.50%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	the sea is completely different than what it is near, it's completely different than the Atlantic cause where I was, I wa	Admin	4/23/2021	77	0.60%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	instruments that we use that can tell the salinity, temperature, and depth of the ocean, and however they'll do it at a	Admin	4/23/2021	110	0.80%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	We did keep a journal. And I still have that journal um, I guess it kind of taught me about trip writing about your trip I	Admin	4/23/2021	29	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	China, since I did spend a good couple months there. I had a strange take away from their perspective of education	Admin	4/23/2021	90	0.70%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	it was a lot more of a personal learning experience. If I wanted to learn something, it was on me to learn it or to figu	Admin	4/23/2021	60	0.40%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I think I took away a lot more than education from any of those trips. I mean, I'm fairly successful, so I feel like it's ol	Admin	4/23/2021	82	0.60%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	when we did the tour to learn about the history of Haiti, and just learn about the culture, the kind of stuff that took aw	Admin	4/23/2021	51	0.40%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	As a student, you have resources such as the Internet, you can Google, Quizlet, you have all these things that you	Admin	4/23/2021	236	1.70%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I had to request information to be shared. I had to request for language at front I just guided my own trip, which is n	Admin	4/23/2021	93	0.70%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I think studying abroad would benefit anybody personally. I just think that there's nothing that you can lose from that	Admin	4/23/2021	26	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	my father had just passed away and this kind of gave me a moment to just kind of reflect and appreciate everything	Admin	4/23/2021	84	0.60%		DOCUMENT
Learning Objectives	Soft skills	STABtoCareer2_text	I probably would have went every opportunity that I could go. Um, I've only got to go one time, but, um, I know that I	Admin	4/23/2021	118	0.90%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	I think if she would have went to and did one of the international research that she was interested in, she would hav	Admin	4/23/2021	115	0.90%		DOCUMENT
Learning Objectives	Soft skills	STABtoCareer2_text	If you probably enhance their academic success, as they move forward. But, for individuals that are struggling, you	Admin	4/23/2021	246	1.80%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	you seeing that global impact study abroad. And what was needed in the world, allowed me to continue doing what I thc	Admin	4/23/2021	107	0.80%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	I learned that. All right, so when you doing research papers, especially in science, I've learned that you get. People	Admin	4/23/2021	185	1.40%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	They have connections to the biggest one is Australia because when, mostly when the sharks migrate, they're goin	Admin	4/23/2021	101	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	behaviors and behavior modification is like universal. It can be applied across cultures and one of the things, one of	Admin	4/23/2021	76	0.60%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	it's a different culture, but you still have that behavioral component. So that's what I look at. I look at everything fr	Admin	4/23/2021	88	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoCareer2_text	we had a chance to visit the social welfare office in Ghana, which was amazing, got to view an actual social welfare	Admin	4/23/2021	72	0.50%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	The standard for social work is, is. Is across the field no matter what country you're in. And in regards to career dev	Admin	4/23/2021	79	0.60%		DOCUMENT
Learning Objectives	International interactions	STABtoCareer2_text	I think that. I'll end up overseas, I mean, at this point, I just I'll end up overseas and I think my experiences study ab	Admin	4/23/2021	42	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoCareer2_text	Come to find out and I was able to get a concentration in Spanish, with my degree. Which is really awesome and, I'll	Admin	4/23/2021	40	0.30%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	while I'm at work. Someone, on hand, What's your name? Where are you from? Where you calling from? Where yo	Admin	4/23/2021	86	0.70%		DOCUMENT
Retention	High impact practice	STABtoCareer2_text	criminal justice, we didn't have one specifically for our program. And it would have been nice to be able to experie	Admin	4/24/2021	47	0.30%		DOCUMENT
At-risk	Low income	STABtoCareer2_text	being financially affordable for everyone. And I think that sometimes what, with any opportunity, if you don't have th	Admin	4/24/2021	34	0.30%		DOCUMENT
Retention	Campus relationships	STABtoCareer2_text	I do want to say thank you though, because I know when I was about to go and before I even knew if I got the Glim	Admin	4/23/2021	135	1.00%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	I really think I can find, um, find myself being inside that department for my career	Admin	4/24/2021	16	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	they kind of recruited me into their, uh, department, because they saw my work ethic, and some of the stuff that I w	Admin	4/24/2021	26	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	I wanted to be running away from home	Admin	4/24/2021	8	0.10%		DOCUMENT
At-risk	Entry exam scores	STABtoGraduation_text	rejected by all 11...11 Yeah, 11 colleges in the state of Georgia	Admin	4/21/2021	13	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I love watching growing up. In Japanese culture during that time, period, like between World War one and World W	Admin	4/21/2021	21	0.30%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	And I met [interviewer]. I'm just like, I need the passport. It's like, okay, I can do that	Admin	4/21/2021	20	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	This is where I want to be for like, for most of my life	Admin	4/21/2021	14	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I love the culture of Japan, I love the food, I love the scenery.	Admin	4/21/2021	14	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I love the people. That's part of the main reasons why I want to wanted, to go	Admin	4/21/2021	18	0.20%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	I told myself so, you know, like, you know, if something like this ever happens, you know, the opportunity comes, yo	Admin	4/24/2021	29	0.40%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	aspired to travel the world and see what was outside of the United States	Admin	4/21/2021	14	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	multiple ways to live and it kind of helps you structure your life a little bit better because, you know that there's mult	Admin	4/21/2021	35	0.40%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	You [laughter] okay, so basically, you,	Admin	4/21/2021	6	0.10%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	Yeah, so as soon as you told me,	Admin	4/21/2021	8	0.10%		DOCUMENT
Learning Objectives	Student engagement	STABtoGraduation_text	Dr. Toney, she was one of my, uh, instructors in COBA,	Admin	4/21/2021	11	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	I looked on a list, there were other opportunities, like to travel other places. And so I said humm, you know the Virgi	Admin	4/24/2021	39	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I wonder what the world is outside of the United States.	Admin	4/21/2021	11	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	it's advertising all these places. I just like, you know, I want to go there	Admin	4/21/2021	16	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	if I had a friend who was from another country, and they're like, here	Admin	4/21/2021	15	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I think when we were going to the university, and had the opportunity to see other college students. Because most c	Admin	4/24/2021	79	1.00%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I was able to see how some of the things that they, they like culturally. And it was some things were kind of similar t	Admin	4/21/2021	74	0.90%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	I was still learning Japanese. And I was completely fluent at that time, and people were just like, oh, you can speak	Admin	4/24/2021	30	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	She was like, oh, Korea was like this and that was like, what does America is like this and, like, my country has that	Admin	4/21/2021	36	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I actually managed to find another, another, another African American there at that Starbucks, but it's pretty funny, I	Admin	4/21/2021	25	0.30%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	Japanese people, inside of Starbucks. Actually, while I was working on one of the assignments on work or space or	Admin	4/21/2021	46	0.60%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	And, like, he, he proceeded to ask me, you know, ask me questions about my country and I ask some questic	Admin	4/21/2021	40	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	Because he brought up, he brought our celebrities, like he brought up Takatchi Six (sp). it's like, he's like are most /	Admin	4/21/2021	124	1.50%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I remember it was Friday night and we're about to leave and these African girls came walking in we looked at each,	Admin	4/21/2021	75	0.90%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	Yes, heck yeah!	Admin	4/21/2021	3	0.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	Yeah, I would say so I would definitely, you know, go abroad	Admin	4/21/2021	12	0.10%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I guess they can work here for, work here for a bit and they pay for your housing. For the most part I have to go bac	Admin	4/21/2021	55	0.70%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	before I left, no, I didn't really think much about working abroad, but now that I've traveled, yes	Admin	4/21/2021	20	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I've been looking at the the Peace Corps Program, that was one I was looking at. That was was one of the ones tha	Admin	4/21/2021	79	1.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I have had Peace Corps on my mind for the most part after I graduated, or at least near graduation.	Admin	4/21/2021	20	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	I am thinking about doing my masters and Ph.D. in Japan	Admin	4/21/2021	12	0.10%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	Program Manager absolutely	Admin	4/21/2021	3	0.00%		DOCUMENT
Retention	Learning communities	STABtoGraduation_text	Out of my peers, everyone has their days	Admin	4/24/2021	8	0.10%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	the bonds are able to make over there was uh phenomenal was both uh, students on study abroad trip	Admin	4/21/2021	19	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	and the people in Japan. Because I remember we went to the university,	Admin	4/21/2021	13	0.20%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	Sapporo City University. Yeah, yeah. And we got the we got a chance to interact with some students, you know, m	Admin	4/21/2021	37	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	Rio because he's on my Instagram and he watches like, my stories and I see his stuff and he comments on stuff. Y	Admin	4/21/2021	44	0.50%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I'm actually glad you reminded me. Uh, because it has been a while, it has been a lot and I still got the picture on In	Admin	4/21/2021	44	0.50%		DOCUMENT
Retention	Learning communities	STABtoGraduation_text	I think everybody bond was maybe a little bit stronger than mine because I didn't didn't watch anime and manga a	Admin	4/24/2021	89	1.10%		DOCUMENT
Retention	Campus relationships	STABtoGraduation_text	And, of course, I'll always know those people from when we travel, [interviewer] was incredible. I think that from ou	Admin	4/21/2021	35	0.40%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	I get along with people from a different country than people here. I have less [laughter] culture shock [laughter] I ha	Admin	4/21/2021	38	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	Japan pretty much accept who I am for the most part. And I don't really just get a sense of like, I'm being judged co	Admin	4/21/2021	100	1.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	we were walking and we felt a lot safer because that's something. Plus no one's racially profiling us, following on u	Admin	4/21/2021	28	0.30%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	they didn't really judge us as much as I thought they would but, you know, because instance of things and situat	Admin	4/21/2021	68	0.80%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	Well, this is America, but here we can judge you. I can say something about [Student E] and I say something about	Admin	4/21/2021	37	0.50%		DOCUMENT
Retention	Learning communities	STABtoGraduation_text	I definitely feel like the bonds in the, um, when you travel are stronger, because, I mean, you're not just there for on	Admin	4/21/2021	44	0.50%		DOCUMENT
Retention	Learning communities	STABtoGraduation_text	So I don't want to say surviving, but they're learning and trying to do things at the same time. So, you kind of I don't	Admin	4/24/2021	55	0.70%		DOCUMENT
Learning Objectives	International interactions	STABtoGraduation_text	For the most part, because who knows when I'll be able to see them again. That's one of the main reasons why, be	Admin	4/24/2021	53	0.60%		DOCUMENT
Retention	Learning communities	STABtoGraduation_text	we got to learn more about each other. It's like, yeah, we know each other how we are a campus like now traveling	Admin	4/21/2021	57	0.70%		DOCUMENT
Retention	High impact practice	STABtoGraduation_text	I stayed in Japan the more I can read the signs without a translator	Admin	4/21/2021	14	0.20%		DOCUMENT
Retention	High impact practice	STABtoGraduation_text	Kanji hit, I was like, I can't read this.	Admin	4/21/2021	10	0.10%		DOCUMENT
Retention	High impact practice	STABtoGraduation_text	I can pick up on their conversation	Admin	4/21/2021	7	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	Just taking care of, just taking care of myself and looking out for myself whenever I went out on my own for the mos	Admin	4/21/2021	48	0.60%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	So, yeah, if that if there's one thing that definitely learned about myself while being in Sapporo was that. I'm always	Admin	4/21/2021	41	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	how we're able to overcome certain situations that happened in Japan.	Admin	4/21/2021	12	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	opportunities to adapt and grow and be more accepting and understanding. It helps me now because now I know th	Admin	4/21/2021	23	0.30%		DOCUMENT
Learning Objectives	Soft skills	STABtoGraduation_text	I can use some of my just some of my smaller skills, what was it, the soft skills. I think they have been enhanced by	Admin	4/21/2021	40	0.50%		DOCUMENT
Learning Objectives	Student engagement	STABtoGraduation_text	Welcome setting	Admin	4/21/2021	2	0.00%		DOCUMENT
Learning Objectives	Student engagement	STABtoGraduation_text	looking out the door, seeing someone gardening, you know. We like waking up at like, I don't know 5 in the morning	Admin	4/21/2021	39	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	The Rising Sun country	Admin	4/21/2021	4	0.00%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	And that's when the sun would just sort of orange and stuff. But, like, yeah, it was just a totally different setting	Admin	4/21/2021	23	0.30%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	Yes, because she tends to self-doubt a lot	Admin	4/21/2021	9	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	For her career and, I'm just like, okay, there is you can go through these pathways and whatnot. So, I know this wo	Admin	4/21/2021	42	0.50%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	Um, yes, I believe that it will give someone a bigger perspective on the world around the	Admin	4/21/2021	32	0.40%		DOCUMENT

Category	Code	Case	Text	Coder	Date	Words	% Words	Comment	Variable
Learning Objectives	Global awareness	STABtoGraduation_text	. I think working outside the country be the last thing I'll be thinking about. For the most part, but now that I got that	Admin	4/21/2021	46	0.60%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	That's definitely something I would say that it does push me to graduate because now it's like a completion type thir	Admin	4/21/2021	37	0.50%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	it is expanded my reason to leave the country even more, like, already had the mindset	Admin	4/24/2021	16	0.20%		DOCUMENT
Learning Objectives	Global awareness	STABtoGraduation_text	How was the food? How was the living there	Admin	4/24/2021	9	0.10%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	just capitalize on opportunity. You know, in the opportunity presents itself. And in your mind, you doubt and you're ju	Admin	4/21/2021	46	0.60%		DOCUMENT
Retention	Self-efficacy	STABtoGraduation_text	. I just always tell people just to go and just at least try to start the process of going and doing it, because if you don	Admin	4/21/2021	32	0.40%		DOCUMENT



Institutional Review Board (IRB)
For the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

APPENDIX S: IRB approvals

Protocol Number: 04059-2020

Responsible Researcher: Melanie Smith

Supervising Faculty: Dr. James Archibald

Project Title: *Study abroad and its effects on at-risk student graduation rates.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **Exempt** from Institutional Review Board (IRB) oversight under Exemption **Categories 2 & 4**. Your research study may begin immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS:

- *Upon completion of this research study all data (email correspondence, survey data, transcripts, participant name lists, etc.) must be securely maintained (locked file cabinet, password protected computer, etc.) and accessible only by the researcher for a minimum of 3 years.*
- *Identifiable participant information (name, email, student number, etc.) must be permanently deleted upon conclusion of cross-referencing and data collection.*
- *The Research Statement must be read aloud to each participant at the start of the recorded focus group session.*
- *Exempt protocol guidelines permit audio recording for the sole purpose of creating an accurate transcript. Once the transcript has been created, the recording must be deleted from all recording devices. Recordings are not to be stored and/or shared.*
- *Transcripts must be securely maintained with research data for three years.*

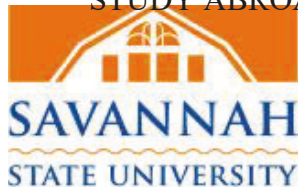
If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth Ann Olphie *08.19.2020*

Elizabeth Ann Olphie, IRB Administrator

Thank you for submitting an IRB application.

Please direct questions to irb@valdosta.edu or 229-253-2947.

**INSTITUTIONAL REVIEW BOARD**

3219 College St.
Box 40289
Savannah, GA 31404
P: (912) 358-4292
F: (912) 353-3093
Email: irb@savannahstate.edu

APPROVAL MEMORANDUM

Date: October 7, 2020

To: Ms. Melanie Smith
3219 College St.
Savannah, GA 31404

From: Dr. Lisa Yount, Institutional Review Board Chair

A handwritten signature in black ink that reads "Lisa Yount".

RE: Application number **20-2-751**
Use of Human Subjects in Research
Understanding study abroad and its effects on at-risk student graduation rates

The documentation that you submitted, in regards to the use of human subjects in the proposal referenced above, has been reviewed by representation on the Institutional Review Board. As Chair, I am writing to inform you that your research project has been approved by an exempt review process for a one year period. Should you need to request a revision to or extension for this approval, please access the link included here: [SSU IRB Approval Modification Request](#).

The Institutional Review Board has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. You are advised that you need to ensure the confidentiality of the respondents so their responses and participation will not impact their well-being. Also, the principal investigator must promptly report to the IRB Committee Chair, in writing, any unexpected problems causing risks to respondents or others.

By copy of this memorandum, your supervisor is reminded that they are responsible for staying informed concerning research projects involving human subjects in the department and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institutional regulations.

cc: Dr. James Archibald

SAVANNAH STATE