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Pepperdine University  
Graduate School of Education and Psychology

INTERNATIONAL POLICY EXPERIENCE: SHORT-TERM INTERNATIONAL TRAVEL  
COURSES IN STRUCTURED DEGREE PROGRAMS

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Organizational Leadership

by

Kirk Marshall Clayton

July, 2016

Farzin Madjidi, Ed. D. – Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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Again, thank you all from my heart for your exceptional and timely support.

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California Association of Resources  
Learning Disabilities Association  
Council on Exceptional Children  
National Congress of Blacks in Higher Education  
International Platform Association  
United States Track and Field- Master Official  
California and National Teachers Associations

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Dean's List- San Jose State University and California Lutheran University

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*America's Colored People: Ignorance or Racism?* (2005)

*Discipline: Where Has It Gone? Do Dress Codes Equal Discipline?* (1995)

*Mandatory Dress Codes Suggested By Study: Campus Strife* (1982)

*Bring Back Mandatory Dress Codes, Says Researcher: American Educator* (1981)

## ABSTRACT

This descriptive quantitative research examined 7 years of data to find what are the benefits, challenges, and outcomes of short-term international travel courses in a structured degree program in the organizational leadership, doctoral program at Pepperdine University Graduate School of Education and Psychology from 2007 to 2014. While there is currently a plethora of study abroad research, most of the existing research explores semester or academic-year programs. Very few studies have investigated shorter durations or students' perceptions and experiences during these programs or their experiences with, self-identified encounters during these courses. This study aimed to alleviate the dearth of information.

The main purpose of the study was to determine what were:

- the personal characteristics of students who participated in short-term, course-based, international travels in structured degree programs?
- the perceived benefits experienced by students who participated in short-term, course-based, international travels in structured degree programs?
- the perceived shortcomings experienced by students who participated in short-term, course-based, international travels in structured degree programs?
- the perceived challenges faced by students who participated in short-term, course-based, international travels in structured degree program.
- the major areas of perceived learning by students who participated in short-term, course-based, international travels in structured degree programs?
- the changes recommended for improving these programs?

The study found that 91% of the participants favored the logistical components of the trips; 91% were very satisfied with the trip selected; 93% felt that the lead faculty member's level of academic experience was high; 93% indicated that they felt safe and hotel accommodations were good; and 100% felt that overall the program was effective. Weaknesses were post-trip debriefing of important learning during the trip scored (20%), reading materials about the trip scored 14%, evaluation of assignments and supplemental material including, handout and videos about the trip scored 26%, and 46% of the participants said academic demands were weak. This study provides useful information that can help determine whether or not international trips in structured degree programs are meeting their intended goals and objectives; whether or not there are areas of improvement with the EDOL short-term study-abroad programs from the student's point of view.

## Chapter I: Introduction

The academic world of shared learning is getting flatter (Friedman, 2005). Also, Friedman suggests:

The United States today is in a truly global environment, and those competitor countries are not only wide awake, they are running a marathon while we are running sprints. If a lack of shared learning is left unchecked, this could challenge the United States preeminence and capacity to innovate. (p. 253)

Globalization is a term that constantly surrounds the educational arena today. There are continuous discussions about the growing interconnectedness of the world and the impact this has on education. The spread of technology, wide use of English, and international trade all contribute to a more connected global environment. V. Clarke (2004) suggests that as the world becomes smaller and various cultures intermix, intercultural education is a necessity. Schools hold the power of preparing students to meet the demands of a global society and this must be achieved through preparing students to be “world citizens” (p. 52).

In an effort to meet the demands of globalization, the education sector is increasingly promoting study-abroad programs to encourage students to experience the international world firsthand and prepare them with intercultural knowledge. I. Clarke, Flaherty, Wright, and McMillen (2009) support a similar idea that study-abroad programs are being used to promote diversity and openness toward other cultures. Many scholars in the field argue that students learn best about diverse cultures when they experience them directly and study-abroad programs enable this opportunity.

I. Clarke et al. (2009) state that study-abroad programs enable students to “re-conceptualize their views of the various cultures they encounter” (p. 3). It is hoped that by



experiencing a new culture, students will be more understanding of the world outside their home and better prepared for a future where globalization trends are the norm.

With the concept of world citizenship and globalization comes the necessity for intercultural sensitivity. Hammer, Bennett, and Wiseman (2003) define this concept as “the ability to discriminate and experience relevant cultural differences” (p. 422). Students who attain a level of intercultural sensitivity are better able to work with individuals from different cultures, appreciate difference, and view the world as a conglomerate of cultural identities. Fuller (2007) further illustrates the goals of study-abroad programs such as “increasing students’ awareness of the interdependence of nations, enlarging their valuation of diversity, developing global perspectives, sharpening language proficiency and increasing one’s stock in the future job market” (p. 322). Students who attend a study-abroad program and come away with a level of intercultural sensitivity is better able to meet the demands of a global world.

Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena. I. Clarke et al. (2009) reported that in the last ten years the number of students studying abroad has grown by 150% (p. 1). In recent years, study-abroad departments increasingly emphasized short-term international experiences. The Institute for International Education (IIE) reports that for the 2006-2007 school year 55% of students studying abroad are participating in short-term programs, 40% attend mid-length programs, and 4% attend long-term programs (Institute for International Education (IIE, 2008). Short-term programs are increasingly popular for many reasons such as financial feasibility and lack of interference with courses of study because many programs can take place during summer or spring break. Brubaker (2007) suggests that short-term programs allow students to take credits that fulfill degree requirements outside of their home campus, and offer

comfort to students who would rather travel as a group and be away from home for less time. Chieffo and Griffiths (2009) provide other ideas about the popularity of short-term programs suggesting they are ideal for non-traditional students who may be older or hold jobs, and would be unable to participate in a longer experience. The authors note that short-term opportunities allow students to engage in multiple experiences abroad contributing to the appeal. These reasons as well as other personal motives are encouraging students to choose short-term programs when they study-abroad.

Institutions of higher education continue to promote short-term programs with intercultural sensitivity as a desired outcome, so understanding the nature of a short-term program is of great importance. According to Chieffo and Griffiths (2009), short-term programs include “anything less than a standard academic semester or quarter” (p. 366). Short-term programs can be during the academic school year or in summer, can include internships, service learning projects, or regular academic courses. Many short-term programs are led by faculty members who travel with a group of students to an international location and often relevant themes determine the site location. Short-term programs often incorporate site visits with course instruction, have U.S. or international instructors, but usually there is never direct enrollment in an international institution due to the short length of time for study (p. 366). Given the limited duration of short-term programs it becomes necessary to evaluate if such programs are producing students with intercultural sensitivity. Schools continue to promote short-term programs but there appears to be little effort to assess whether these programs are meeting their goals.

This study evaluates the impact short-term study-abroad programs have on graduate doctoral students in the Doctor of Education in Organizational Leadership (EDOL) program and can provide insight and further desire for research on the place of short-term programs in the

study-abroad field. Study-abroad is in the midst of a significant period of evolution. The past decade has witnessed a substantial increase in types of study-abroad programs, student participation, and recognition and esteem on both university and national levels.

Accompanying this rapid growth are increasing numbers of studies conducted from various disciplinary perspectives that question long-held assumptions about the nature and impact of study-abroad experiences. Study-abroad seems to be advancing beyond its two decades long identity as “a curious hybrid between an academic discipline and a professional practice whose discourse is often characterized by the repetition of unquestioned dogmas and the use of inadequately defined terms” (Grünzweig & Rinehart, 2002, p. 6 as cited in McMurtrie, 2012).

There now appears to be a call for accountability that goes beyond the belief that a study-abroad experience in and of itself automatically results in desired outcomes, such as increased understanding of other cultures (Cohen, Paige, Shively, Emert, & Hoff, 2005; Stronkhorst, 2005), especially in the case of short-term programs lasting eight weeks or fewer. This call for accountability has sparked studies seeking to assess specific outcomes engendered by participation in a study-abroad program (Rundstrom-Williams, 2005), as well as for improving the quality and facilitation of existing study-abroad programs (L. Engle & Engle, 2002; Stronkhorst, 2005).

Additionally, more research that investigates students’ experiences during study-abroad is needed (Van Hoof & Verbeeten, 2005), as such research illuminates the complexity of study-abroad, explores the outcomes engendered by participation in a study-abroad program (Rundstrom-Williams, 2005), as well as for improving the quality and facilitation of existing

study-abroad programs (L. Engle & Engle, 2002; Stronkhorst, 2005). In addition, Ewing (2013) stated:

There is an upsurge of graduate schools education becoming an international/global concern for local universities. Students can pursue short-term opportunities to study-abroad and experience different cultures, languages, perspectives, and to make rational connections. Students' gain valuable global Prospector's that can be applied to opportunities in international corporations, global finance institutions, international economic and development institutions, and government agencies. (p. 12)

Also, Twombly, Salisbury, Tumanut, and Klute (2012) believed that short-term study-abroad experiences are not viewed as a *fad* but they can *stand-alone*. Also, this academic tool can generate applied learning results for the university and its students. Twombly et al. (2012) concur that studying abroad has become a key educational means for helping graduates to acquire the intercultural competencies needed to succeed in the global economy. The federal government, business community, and higher education sector are united in their belief that studying abroad is critical to such success.

Although research suggests positive outcomes of study-abroad programs, existing studies leave educators with some challenging questions for ways in which short-term study-abroad, in the 21st century, can renew its purposes and fulfill its promises. For instance, Twombly et al. (2012) state:

Many learned skills gained from short-term study-abroad programs can be transferable and validated with increasing and broadening short-term study-abroad participation has proven particularly challenging. It has becoming increasingly more important for research to be conducted to identify how this academic tool can be improved. (p. 110)

According to Festervand and Tillery (2001), short-term study-abroad programs provide a worthwhile tool that works best with faculty participation. This required faculty participation in short-term study-abroad programs contributes to faculty members' international professional development and teaching effectiveness. Furthermore, Festervand and Tillery (2001) said, "a study-abroad program can provide an edge to faculty members attempting to transfer to students the similarities and differences of other culture and it is absolutely critical that students and faculty study and experience the international business environment" ( p. 110). Festervand and Tillery (2001) continued:

In addition to the learning that occurs from on-site visits and presentations, students and faculty will experience cultural diversity at the macro- and micro-levels. This acculturation process will reshape how both groups view the world, its people, and its marketplace. In the case of educators, the international experience will provide the basis for developing new and richer teaching and learning materials gleaned from direct visits with representatives of industry, education, and government in another country and participation in its daily activities. (pp. 110-111)

## **Background**

The academic world is becoming increasingly globalized, hence, it comes as no surprise that top graduate schools and their students are beginning to expand their thoughts of travel. Twombly, et al. (2012) state, throughout its history, the purpose of study-abroad and types of programs have adapted to national objectives and to a variety of forces affecting higher education generally and institutions specifically.

Many universities, from Ivy League to state universities, encourage their students to travel abroad during parts of their studies. In other words, identifying types of study programs,

once a simple task, has become a complicated affair. Most organizations categorize study-abroad programs by a primary single defining characteristic, such as length, location, or its outcomes. As a result, new schemes have been proposed that allow providers and researchers to map program characteristics onto levels of immersion or some other way of differentiating program expectations. The resulting mapping has the potential to better capture the complex expectations of study-abroad and to differentiate outcomes between, for example, a short term study-abroad experience of two weeks or more. Providers of study-abroad programs continue to include higher education institutions as well as third-party providers.

Twombly et al. (2012) suggest such short-term programs are increasing and should be included in university graduate degree programs. As a result, many institutions of higher learning are viewing these short-term study-abroad opportunities as ways to enrich graduate students' educational programs with new cultural and educational experiences. Gone are the days when research entailed locking oneself in a library and memorizing endless rules of leadership out of a textbook. This worldly library is now in a café in Switzerland, a teahouse in China, or even a restaurant overlooking the ocean in Buenos Aires.

The unconventional schooling and non-traditional graduate studies travel programs are no longer berated by the standard traditional educational communities like they were in the 1980s and early 1990s (Ewing, 2013). Furthermore, Ewing (2013) states:

Short-term global education and understanding of global issues in degree programs can be viewed as travel and learn. Travel and learn is the underlying component of each of the study-abroad opportunities is the ability for students to open themselves to new perspectives and to add another dimension to their education. (p. 14)

Kevin Davis, Vice Dean, of New York University explained that another important component of each short-term study-abroad is, “We live in a world that’s so interconnected that we think it’s a huge benefit for students to develop the knowledge and cultural sensitivity that will allow them to work with people from around the globe” (Ewing, 2013, p. 12).

More universities have begun to offer courses that include short-term study visits to other countries. Education, economics, and student empowerment are fast becoming the educational norm. For this reason, Ewing spoke with several top universities such as Fletcher School at Tufts University, Columbia Law School, Johnson School of Management at Cornell University, and NYU School of Law to learn about their innovative opportunities for graduate students in several fields and disciplines including international relations, business, finance, and law. The vast range of customizable joint-degree, short-term travel courses, and international offerings for students signifies a shift towards globalized learning that will continue to dominate the realm of graduate school (Ewing, 2013).

However, speaking of an undergraduate study-abroad program, R. South (personal communication, April 4, 2014) pointed out that the Cincinnati University’s short-term, academic travels have three main goals and three effective reasons:

- (a) first-year students can earn three credit hours for completing this course, (b) it is a totally new learning experience for these freshman students, and (c) this short-term international travel experience can generate in continual travel interest for our students.
- Also, this program is effective for these reasons: (a) many of our students have never been outside of Cincinnati; (b) many have never been on an airplane and most of all, (c) many of our students have never experienced other cultures.

Although there is evidence, as pointed out earlier, that there has been an increase in the number of study-abroad programs at the graduate education level, McMurtrie (2012) states, “the growth in study-abroad approaches is at a standstill” (p. 1). According to the latest *Open Doors* report by the Institute of International Education, in 2010-2011 the number of Americans who studied abroad was down by 1.3 %” (p. 2).

According to McMurtrie (2012), while the numbers, which are on a two – year lag, were no doubt influenced the by America’s economic woes, the poor showing highlights the challenges colleges face in making study-abroad an intricate part of the college experience. “Those numbers are not growing fast enough, says Peggy Blumenthal, senior counsel at the Institute of International Education, “we’re going to have to find other ways to internationalize the thinking of Americans if we’re not going to get them all aboard” (p. 1).

According to the November, 2012 Institute of International Education Report, 273,996 students went abroad in the 2010 academic year. Europe remains the preferred region of study, drawing 55% of all students. But China has steadily inched up over the years and is now the fifth most popular destination, reflecting a growing interest in Asia's leading economy. According to a separate survey by the Institute of International Education, if those students travel to China for service learning projects, research, and other non– credit – bearing work were added in, the total number of students who traveled to China in 2011 was 26,000.

According to Twombly, et al. (2012), despite all of the attention study-abroad has receive, it remains an activity in which a majors participating in study-abroad participation remains the domain of women, white students, and humanities and social science majors. The one notable departure from this pattern is an increase in participation among business majors. Reasons for these participation patterns are complex and vary by gender and race/ethnicity and



university course of study, and perceived costs, is a universal and expected obstacle and deterrents for male students involving in short-term study-abroad peers interactions (p. ix).

Twombly et al. (2012) state:

From a critical perspective and counteracting the positive vision of study-abroad, critics raise important questions about the purpose, the homogeneity of study-abroad participants, and the experience of study-abroad. Those who question the purpose of study-abroad challenge its role as an instrument of American imperialism and commercialism, suggesting that the objective of creating ‘global citizens’ is an imperialistic act of the United States. Others challenge the very meaning of study-abroad in a globalized world. Qualitative researchers who have studied the experience raise important questions about the experience itself and provide implications for understanding the outcomes of study-abroad. (p. x)

In retrospect, Twombly et al. (2012) suggest that the push for study-abroad is premised on the notion that study-abroad is uniquely positioned to develop the kinds of intellectual skills needed to compete in a global economy. The expectations are high for both participation rates and outcomes.

Despite the overwhelming positive views Americans have of the potential of study-abroad, there are nagging concerns that the study-abroad population remains relatively homogeneous and outcomes may have more to do with who participates than program activities. There are also critics who suggest that study-abroad providers are merely promoting a 21st-century form of American imperialism.

### **Statement of the Problem**

Every academic year, it is estimated that thousands of American graduate students from universities around the nation take part in short-term international travel courses in structured degree programs. Therefore, there is a critical need to quantitatively research and document the outcomes of these programs. Also, there is a need to study the effectiveness of these short-term travel courses and examine whether or not they reflex the anticipated benefits, challenges, and outcomes from the students' points of view.

### **Statement of the Purpose**

The statement of the purpose of a research study, according to Creswell (2009), "is the most important statement in the entire study, and it needs to be clearly and specifically presented" (p. 111). The purpose of this study is to examine the benefits, challenges, effectiveness, and outcomes of short-term international travel courses in structured degree programs in the Educational Doctoral Organizational Leadership Program (EDOL) at Pepperdine University's Graduate School of Education and Psychology for 7 years, from 2007-2014. The researcher's intent is to share the data gathered from this research with all stakeholders. It is anticipated that the data gathered from this research will be used by the academic community to improve the effectiveness of short-term international study programs which are included in graduate degree programs. The research is documenting the results and effectiveness of short-term international travel courses in a structured degree program will reflect the university's and the student's perspectives.

The main purpose of the study was to determine what were:

- the personal characteristics of students who have participated in short-term, course-based, international travels in structured degree programs?

- the perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- the perceived shortcomings experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- the perceived challenges faced by students who have participated in short-term, course-based, international travels in structured degree program.
- the major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs?
- the changes recommended improving these programs?

### **Recent Statistics**

According to the latest *Open Doors* report by the Institute of International Education, in 2010-2011 the number of students who study-abroad grew at a low 1.3 % (McMurtrie, 2012). While the data which are on a two-year lag, were no doubt influenced by the country's economic woes, the poor showing highlights the challenges colleges face in making study-abroad an integral part of the college experience. Peggy Blumenthal states (as cited in McMurtrie, 2012) that, "These numbers are not growing fast enough, we're going to have to find other ways to internationalize the thinking of Americans if, we're not going to get them all abroad the short-term study-abroad programs" (p. 2). Furthermore, according to the *Open Doors* (2012) report, 273,966 students went abroad in the 2010 academic year. Europe remains the preferred region for 5% of all students studying abroad. But the number of students going to China has steadily increased over the years and that country is now the fifth most popular destination, reflecting a growing interest in Asia's leading economy.

According to a separate survey by the Institute of International Education (as cited in McMurtrie, 2012).

If those students traveling to China for service-projects, research, and other non-credit-bearing work were added, the total number of students who travel to China in 2011 would climb to 26,000. Mexico and Japan saw their figures plummet by 42 and 33 %, respectively. No doubt the declining interest was due to continuing drug-related violence in Mexico and the tsunami in Japan in the spring of 2011.

Short trips are increasingly popular among students. About 38 % of students study-abroad during the summer and 13 % studied abroad for eight weeks or less during the academic year. Fewer than 4 % of students spent the entire academic year abroad. One exception to this trend is the number of American students pursuing their degree abroad. According to the Institute of International Education which collects data on global student mobility, about 46,000 Americans earned degrees abroad in 2011, up 4 % from a year earlier. The top travel destinations are Britain and Canada (Goodman as cited in McMurtrie, 2012).

the Institute's president, states that colleges would be mistaken to blame study-abroad sluggish growth entirely on economic conditions. Rather, institutions need to make the option more accessible to more types of students, like science majors and athletes, and offer it earlier than in the student's junior year at university. Goodman (as cited in McMurtrie, 2012) said: "We have the wrong paradigm" (p. 2).

McMurtrie (2012) said: "Institutions that have created such avenues say they have met with success. Angelo State University in Texas, for example, has tripled its study-abroad numbers since 2007 by engaging faculty members in designing interdisciplinary, four-week or three-credit courses" (p. 2). Sharynn Tomlin, director of the Center for International Studies, (as

cited in McMurtrie, 2012) says: “While overall participation remains small, the growth is significant” (p. 4). Hers is a regional institution where students do not travel much in general. In addition to a significant amount of scholarship money, which pays for roughly half the cost of a trip, Ms. Tomlin (as cited in McMurtrie, 2012) continues by saying: “the key to success of our study-abroad program, short-term or long-term, has been to get faculty members excited about the prospect of teaching about the history of freedom in Europe or on biodiversity in Costa Rica” (p. 4).

McMurtrie (2012) concurs with Festervand and Tillery (2001) the importance of faculty members’ involvement in short-term study-abroad program is to generate student and faculty success. Festervand and Tillery (2001), believe: “Faculty participation in a short-term study-abroad program contributes to faculty members international professional development and teaching effectiveness and ultimately contributes to academic improvement” (p. 106).

Also, Festervand and Tillery (2001) believe faculty should stimulate the students in class who have limited exposure in international activities by clearly explaining to each student the present benefits as perceived by the university. Then the student can elect to take part or not. A study-abroad program can provide an academic edge to a faculty member attempting to transfer to students the similarities and differences of another culture. It is absolutely critical that student and faculty study and experience the international business environment. In addition to the learning that occurs from all on-site visits and presentations, students and faculty will experience cultural diversity at the macro-and micro-levels. This articulation process will reshape how both groups view the world its people, and its marketplace. In the case of educators, the international short-term learning experience will provide the basis for developing new and richer teaching and

learning materials gleaned from direct visits with representative of host country's leaders in industry, education, and government and participation in its daily activities.

### **Research Questions**

The research questions that informed the study were:

1. What are the perceived strengths and weaknesses of the quality of various academic components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?
2. What are the perceived strengths and weaknesses of the quality of various logistical components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?
3. What is the perceived overall effectiveness of the international trip attended by students who have participated in short-term, course-based, international travels in structured degree program?
4. What are the changes recommended for improving these programs?
5. What are the demographic characteristics of those students who have participated in short-term, course-based, international travels in structured degree programs?

### **Significance of the Study**

The significance of this study is that the data gathered in this quantitative research can:

(a) inform the administrators, faculty, and students of the Educational Doctoral Organizational Leadership Program (EDOL) at Pepperdine University's Graduate School of Education and Psychology of the benefits, challenges, and outcomes of short-term international travel abroad

courses in the structured degree programs offered by the organizational leadership doctoral program;. (b) focus on the growing popularity of short-term study-abroad programs and aims to determine the impact of such programs on producing knowledgeable EDOL graduate students; (c) provide useful information to the EDOL faculty regarding the effectiveness of their short-term study-abroad programs and helps them determine whether these programs are meeting their intended goals and objectives; and (d) provide specific data that indicate whether or not there are areas of improvement with the EDOL short-term study-abroad programs and what, if any, may be ways to address these problems from the student's and faculty's points of view.

### **Definition of Key Terms**

*Affinity groups:* Members of this group bond to each other primarily through a common endeavor and only secondarily through affective ties, which are, in turn, leveraged to further the common endeavor. In such affinity groups, people are committed through their immersion in practice, since it is the practice itself that gives them their identity and not some *occupation*, fixed set of skills, or culture apart from the practice.

*Andragogy:* The adult learning theory popularized by Knowles, 1984. Andragogy (from the Greek meaning *adult learner*) is based on five key principles that influence how adults learn: self-concept, prior experience, readiness to learn, orientation to learning, and motivation to learn.

*Bar graphs:* Has a rectangular bar drawn over each category. The higher of the bar shows the relative frequency in that category. The bar graph is more precise than the pie chart for visual comparison of categories with similar relative frequencies.

*Close question:* the possible answers are set out in the questionnaire and the respondent ticks the category that best describes the respondent's answer.

*Continuous orientation:* The ongoing and uninterrupted process of providing orientation during all phases of the education experience: pre-departure, on-site, and re-entry.

*Course-embedded:* study-abroad: a short study experience that forms an integral part of, or an optional add-on to, a course given on the home campus at mid-term breaks.

*Departmental program:* a study program operated by and academic department; often course work is specific to the discipline of the sponsoring department. In some cases the department bears full administrative responsibility; in others, it runs the program through a partnership with the overseas educational office.

*Descriptive statistics:* Summarize the information in a collection of data.

*Dogmas:* Principle, belief or statement of ideas or opinion not researched nor fact based.

*Education abroad:* education that occurs outside the participant's country. Besides studying abroad, examples include such international experiences as work, volunteering, non-credit internships, leadership training, and directed travel, as long as these programs are driven to a specific degree.

*EDOL:* Doctor of Education in Organizational Leadership. This is an educational course of study offered by the Graduate School of Education and Psychology, Pepperdine University. This program of study has a short-term international travel courses built into its structured degree programs.

*Emotional intelligence:* (Goleman, 2006) refers to the capacity for recognizing individual feelings and those of others, for motivating self, and the managing emotions well in self and in relationships.

*E-pal program:* an arrangement through which education abroad students are introduced to local students by electronic communication such as e-mail or social networking sites, with the



expectation that they will carry on conversations beginning as early as several months prior to arrival in the foreign country. In some cases, the local student will meet the education abroad student upon arrival and participate in the welcome orientation. In some cases, and E-pal student can also serve as an on-site conversation partner and cultural informant.

*Frequency distribution table:* Is a listing of possible values for a variable, together with the number of observations at each value.

*Hypothesis:* is a statement about a population. It is usually a prediction that a parameter describing some characteristic of a variable takes a particular numerical value or falls in a certain range of values.

*Interval scale:* For a quantitative variable, the possible numerical values are said to form an interval scale. Interval scales have a specific numerical distance or interval between each pair of levels.

*Interquartile range:* The difference between the upper and lower quartiles, denoted by IQR. This IQR measure describes the spread of the middle half of the observations.

*Learning outside of the home campus:* education abroad is a subset of a wider universe of study outside of the home campus that includes a variety of educational experiences.

*Likert scales:* Jamieson (2004) states that a Likert scale is actually the sum of responses to several Likert items. These items are usually displayed with a visual aid, such as a series of radio buttons or a horizontal bar representing a simple scale. In a good Likert scale, the scale is balanced on both sides of a neutral option, creating a less biased measurement. The scale in Likert scale refers to the total sum of all Likert items in the question — not the 1-5 range you see for each item. In addition, Clason and Dormody (1994) described a Likert scale as composed of a series of four or more Likert-type items that are combined into a single composite score/variable

during the data analysis process. Combined, the items are used to provide a quantitative measure of a character or personality trait. Typically the researcher is only interested in the composite score that represents the character/personality traits. A Likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes.

*Likert-type items:* Clason and Dormody (1994) identified Likert-type items as single questions that use some aspect of the original Likert response alternatives. While multiple questions may be used in a research instrument, there is no attempt by the researcher to combine the responses from the items into a composite scale. On the other hand, a Likert-type scale involves a series of statements that respondents may choose from in order to rate their responses to evaluative questions (Vogt, 1999).

*Mean:* Is the sum of the observations divided by the number of observations?

*Median:* Is a simple measure of the center. It splits the sample into two parts with equal numbers of observations, when they are ordered from lowest to highest.

*Mode:* Is the value that occurs most frequently.

*Networking:* is not about superficial connections and brief connections. It's about cultivating relationships with others in a meaningful way, so that you have people to turn to when you need information and support and also people you can help when they need information and support.

*Nominal levels:* The scale does not have a high or low end the categories are unordered.

*On-site orientation:* orientation programming that is facilitated at the location of the education abroad experience, usually shortly after arriving abroad. On-site orientation usually includes presentations on the academic program, housing, regional geography, health, and safety, rules of conduct, and other issues of getting started and living successfully in a new culture. On-

site orientation may include follow-up workshops on housing issues, cultural adjustments, career preparation, and re-entry and so forth in contrast to pre-season an on-site orientation usually does not yield academic credits.

*Open-ended questions:* The possible responses are not given. In the case of a questionnaire, the respondent write down the answer in his/her words.

*Ordinal levels:* This scale falls between nominal and interval. It consists of categorical scales having a natural ordering of values.

*Other/Please explain:* Other/please explain' to accommodate any response not listed.

*Pie charts:* Is a circle having a slice of the pie for each category. The size of the slice represents the percentage of observations in the category.

*Population:* Is the total set of subjects of interest in a study.

*Pre-departure orientation:* programming intended to prepare students for a meaningful, successful, and educational experience abroad. Pre-departure orientation addresses everything from practical concerns with passports and student visas, health and safety, and academics to cultural adjustments, intercultural learning, and diversity awareness. It includes information on what to expect in the educational abroad program, including such matters as housing, finances, transportation, and emergency contacts. Orientation may consist of written material, in person meetings, webinars, online training modules, e-mail correspondence, phone conversations, or a combination of these elements.

*Program design:* the basic structure of an educational abroad program. It combines such considerations as duration, scheduling, level, phases (e.g., a one-week orientation followed by a 10-week class study and a 4-week internship); and pedagogical model e.g., field study, integrated university courses).

*Program model:* a combination of characteristics that provides a shorthand description of an education abroad program.

*Quantitative research:* A means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, discussion. Researchers who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings (Creswell, 2009).

*Reflection:* a consideration or analysis of a topic or experience that has an academic base but is also personal in nature. This is a common pedagogical method for courses of study-abroad programs that examine cross- cultural issues. Through reflection, participants are asked to examine a particular cultural issue or practice in the host country and analyze it through their personal lenses. Generally, reflection is done through a journal or other pieces of writing.

*Sample:* a sample is a subgroup of the population which is the focus of your research enquiry and is selected in such a way that it represents the study population. So too, a sample is composed of a few individuals from whom you collect the required information.

*Short-term course:* Short-term study-abroad programs have been difficult to define; however, there is a universal acceptance that they include certain characteristics such as a duration of less than one month, field expertise and knowledge of the culture and society of the country that is being visited by the lead faculty member, and student immersion into the culture that results in a gainful learning experience. Critical thinking and inquiry attitude are essential components of this experience. Short-term programs are increasing in popularity for many

reasons: they are generally more affordable than longer programs, they appeal to students who may be unwilling or unable to commit to a semester or a year abroad, and they allow students in structured academic programs of many disciplines, including social work, to gain experience that enhances their understanding of the profession in a global context. These courses can last eight weeks or less; may include summer, January, or other terms of eight weeks or less.

*SPELIT*: The SPELIT Power Matrix is a theoretical framework/foundation and analysis methodology developed for graduate students to have a framework for determining and formulating the answer to the question: What is? So too, this methodology is intended for practitioners doing a market analysis or diagnosis prior to implementing transitions or benchmarking in anticipation of an intervention. SPELIT's organization is: social environment, political environment, economic environment, legal environment, intercultural environment and technological environment (Schmieder-Ramirez & Mallette, 2006).

*Spring trimester*: Educational instruction this occurs mostly or entirely between January and May. It includes spring semester programs, and a combination of spring and summer programs.

*Statistics*: Consists of a body of methods for obtaining and analyzing data.

*Summer trimester*: occurring mostly or entirely between May and August.

*Survey Monkey*: is a web survey development cloud based company, founded in 1999 by Ryan Finley. Survey Monkey is one of the most well-known and trusted online surveys makers. Survey Monkey allows researchers to ask many types of questions, including text, ranking, and multiple choice. Survey Monkey is a tool that is used in numerous ways to collect data and gather responses from the field. *Survey Monkey* cuts out the busy work of collecting data and can help keep the researcher engaged and satisfied.

*Thematic ideas approach:* thematic ideas usually pertain to literature and answer the question what is the author trying to teach you, the reader, or what is the point the author's trying to make as related to a particular topic. In this case, International policy experience its benefits, challenger and outcomes (positive or negative) of short-term international travel courses in structured degree programs in the EDOL program at Pepperdine University's Graduate School of Education and Psychology.

*Thematic program:* is a study-abroad program focused on a particular subject e.g., leadership, environmental studies, academic, teacher education, gender awareness and in-country travel).

*Variables:* Is a characteristic that can vary in value among subjects in a sample or population.

### **Key Assumptions**

The key assumptions for this study were:

- This research could provide useful information to educators regarding the effectiveness of short-term study-abroad programs and could help them determine whether or not these programs were meeting their intended goals.
- EDOL graduate students who attend a study-abroad program and come away with a level of intercultural sensitivity are better able to meet the demands of a global world.
- Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena.

### Limitations of the Study

- The main limitation of this research study is that it was limited to participants' self-reported perceptions of their experiences of EDOL short-term study-abroad programs in one university.
- The population and sample size of participants was large; 243 students and faculty members and this also impacted the generalization of the study's findings of the EDOL short-term travel program participants.
- General limitations of this study included the various experiences that students encountered at their particular study-abroad sites. All locations exposed students to different cultural and educational experiences influencing them in different ways. The choice to work with a university in a large urban area incorporated participants with greater intercultural experiences prior to studying abroad than possibly working with students from a less active study-abroad environment.
- The decision to work with one particular EDOL department meant that the findings are not representative of all short-term study-abroad programs, just this particular experience. Also, the small participation rate might imply that these findings were representative of only the students who responded to the survey and could not be generalized beyond this study.
- Another limitation is that not all students who participated in the GSEP's EDOL short-term study-abroad programs at Pepperdine University were invited to participate in the survey; factors such as previous study-abroad

experiences, knowledge of a language, or personal cultural backgrounds did not factor into the selection process.

- In organizing the survey in this fashion a control group was not present for comparison. Also, the voluntary nature of the survey presented limitations as the survey was unable to guarantee participation of any students/graduates.

### Summary

There are a plethora of graduate schools that offer short-term or longer, international travel courses in structured degree programs. However, some short-term, international courses cannot generate applied quantitative research results for the universities that can be implemented in a timely manner. In addition, more quantitative research is needed to examine whether or not short-term international courses in structured degree programs are worth it to the university's faculty and students. The numbers of such short-term international travel courses in structured degree programs are increasing and should be included in many university graduate degree programs.

Short-term study-abroad should be viewed as a way to not only introduce students to one or more cultures, but also, and perhaps more importantly, as an opportunity to develop cultural learning strategies that can prepare students for future intercultural experiences abroad and at home. Students possess varying backgrounds, personalities, interests, goals, and previous travel experience, students need to be met where they are in their culture learning journey and given the freedom and encouragement to explore and discuss what is intriguing and meaningful to them.



## Chapter II: Literature Review

### Introduction

The purpose of this chapter is to summarize studies that have researched structured international policy courses associated with academic programs at the university level. The chapter will examine the benefits, challenges, and outcomes of these short-term international policy courses in structured degree programs (Creswell, 2009). The present study focuses on the international policy course offered in one of the doctoral programs at the Graduate School of Education and Psychology, Pepperdine University. This is groundbreaking research as this area has not been previously researched. The researcher aims to examine the literature that is relevant to the six research questions which form the basis of this study. The literature review will cover research published between 1973 and 2016.

The researcher aims to address deficiencies in the present and past research. These deficiencies may exist, “because this topic, to some degree, has not been explored with a particular group, sample, or population’s worldview” (Creswell, 2009, p. 106). The present research may need to be replicated to see if the same findings hold, given new samples of people or new sites for study; or the voices of underrepresented groups have not been heard in published literature (Creswell, 2009).

### Making Connections

It is the researcher’s intent to frame the deficiencies as Creswell (2009) suggests and hence:

- cite the deficiencies to make the case stronger for a study;
- identify specifically the deficiencies of other studies (e.g., methodological flaws, variables overlooked);

- examine areas overlooked by past studies, including topic, special statistical treatment, and significant implications;
- discuss how the researcher's purposed study will remedy these deficiencies and provide a unique contribution to scholarly literature. (p. 107)

### **Rationale for the Study**

The three areas that this study aims to address are:

1. What are the personal characteristics of students who have participated in short-term, course-based international travel in structured degree programs?
2. What are the perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
3. What are the perceived shortcomings experienced by students who have participated in short-term, course-based, international degree programs?

The three reasons why it is believed that this study will help to improve practice are:

1. What are the perceived challenges faced by students who have participated in short-term, course-based, international travel in structured degree programs?
2. What are the major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs?
3. What changes are recommended to improve these programs?

The three reasons it is perceived that this quantitative research study will improve policies associated with Pepperdine University Graduate School of Education and Psychology's short-term international courses are:

1. the researcher will review these courses and recommend any changes to the short-term study-abroad program guidelines of the doctoral program at the Graduate School of Education and Psychology (GSEP), Pepperdine University;
2. the researcher will offer prescriptive suggestions for change;
3. the researcher will document the major areas of perceived learning by GSEP organizational leadership doctoral students who have participated in these short-term, course-based, international travels in their structured degree program.

The purpose of this study is to examine the benefits, challenges, effectiveness, and outcomes of short-term international travel courses in the organizational leadership doctoral program at the Graduate School of Education and Psychology (GSEP), Pepperdine University. The researcher's intent is to share the data gathered from this research with all stakeholders.

The main purposes of this study are to determine, from a student's perspective, what are:

1. the personal characteristics of students who have participated in short-term, course-based international travels in structured degree programs;
2. the perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs;
3. the perceived shortcomings experienced by students who have participated in short-term, course-based, international travels in structured degree programs;
4. the perceived challenges faced by students who have participated in short-term, course-based, international travels in structured degree programs;
5. the major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs

## Background and History

According to Laubscher (1994), there is a plethora of research on study-abroad courses relating to language and culture. In addition, when Weaver (1989) assembled a bibliography containing over 250 study-abroad research entries, many of these entries “listed under the rubric of ‘research’ [were] actually something other than the presentation of research findings” (p. 7). Since then, the body of substantive research on study-abroad courses has significantly increased. There exists, for example, a sizeable amount of language-focused research perhaps because language learning has traditionally been the prime learning domain associated with a sojourn abroad.

Thus, myriad topics relating to many types of study-abroad experiences have been investigated from several perspectives: longitudinal study of a student’s adjustment (Bacon, 2002); the abroad experience of women and under-represented students (Twombly, 1995; Van Der Meid, 2003); perspectives on living with a host family (Knight & Schmidt-Rinehart, 2002; Schmidt-Rinehart & Knight, 2004), use of ethnographic methods in learning abroad (Jurasek, Lamson, & O’Maley, 1996), experiential education during study-abroad (Lutterman-Aguilar & Gingerich, 2002; Montrose, 2002; Steinberg, 2002), the impact and outcomes of study-abroad on student learning and future aspirations (Farrell & Suvedi, 2003; Ingraham & Peterson, 2004; Orahod, Kruze, & Pearson, 2004; Rundstrom-Williams, 2005; Stronkhorst, 2005; Sutton & Rubin, 2004; Van de Berg, Balkcum, Scheid, & Whalen, 2004), factors influencing the study-abroad experience (Merva, 2003); study-abroad program classification and evaluation (L. Engle & Engle, 2003; Gillespie, Braskamp, & Braskamp, 1999); curricular interventions (DiBiasio & Mello, 2004; L. Engle & Engle, 2004; Trooboff, Cressey, & Monty, 2004), and others. Additionally, there are numerous editorials and descriptions of practice that summarize the

implementation, administration, and logistics of programs (Archangeli, 1999; Bolen, 2001; Brandt & Manley, 2002; Chen, 2002; Davis & Mello, 2003; Day, 1987; Foster, 2001; Levy, 2000; Milleret, 1990; Shannon, 1995).

While there is currently a plethora of study-abroad research, most of the existing research explores semester or academic-year programs, focuses on identifying specific learning outcomes measured by pre-and post-test, and other issues that are not specifically related to the current study. Very few studies have investigated shorter durations or students' perceptions and experiences during a program. Few have explored students' perceptions of, and experiences with, self-identified encounters during a short-term international travel courses in a structured degree program.

### **Theoretical Framework**

A well-defined theoretical framework will help the researcher to view areas of interest and instructions more accurately. It helps define the research problem and structures the writing of the researcher's literature review. In addition, it acts as a filtering tool to select appropriate questions and to guide data collection, analysis, and interpretation of findings. According to Merriam (2001), "All aspects of the researchers study are affected by its theoretical framework" (p. 47).

The SPELIT Power Matrix (Schmieder-Ramirez & Mallette, 2006) analysis methodology was developed to provide a framework for determining and formulating the answer to the question: what is? This methodology is intended for practitioners doing a market analysis or diagnosis prior to interpreting transitions or benchmarking in anticipation of an intervention. The researcher will apply two sections of the SPELIT Power Matrix; social and intercultural, as the framework for this research.

## Analysis of Adult Learning

In today's world, adult learners are faced with many challenges and extraordinary opportunities in the classroom, workplace, and at home. There are many aspects of the external environment to ponder when trying to arrive at a decision and/or solving a problem. To create positive odds for success takes a new way of thinking, a mental model paradigm shift in the way problems are handled and solved in business, in the classroom, and in the community. Senge (1990) explains that "mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action; very often, we are not consciously aware of how mental models or the effect they have on our behavior" (p. 8). A shift is to "make change and/ or to change directions" (Webster's New World Dictionary, 1998). For adult learners, the Knowles' (1984) analysis methodology is a useful and systematic method of assisting in developing such a shift in thinking and consequently a new way of seeing the world and themselves within it. Knowles (1984) presented five principles that affect the way that adults learn: (1) Adult learners have a need for self-direction and learn best when they have some control over what they learn, (2) Linking learners' prior experience to learning is an important way to create powerful learning. (3) Learners' readiness to learn is linked to their perception of its importance in filling their roles. (4) Adult learners seek knowledge they can use immediately to solve a problem or complete a task. (5) Adult learners are motivated to learn by internal incentives and curiosity (ASTD, 2006). The SPELIT Power Matrix analysis (social and intercultural) will help to guide the thinking towards identifying and observing all the possible positive and negative's explored students' perceptions of, and experiences with, self-identified encounters during a short-term international travel courses in a structured degree program.

Knowles (1984) learning theory coupled with andragogy, the theory of adult learning is based on five key principles that influence how adults learn: self-concept, prior experience, readiness to learn, orientation to learning and motivation to learn was discussed in order to understand the complex character of adults as life-long learners. In addition, Knowles, Holton, and Swanson (1998) gave six core principles of adult learning involving the shaping of the learner's goals and purposes, which include: (a) a learner's need to know, (b) self- concept of the learner, (c) prior experience of the learner, (d) readiness of the learner, (e) orientation to learning, and (f) motivation to learn. In 1993 (Knowles) expanded his list of six adult learning traits:

- (1) Adult need to know why it is important to learn something before they learn it.
- (2) Adults have a concept of self and do not like others imposing their will on them.
- (3) Adults have a wealth of knowledge and experience and want that knowledge to be recognized.
- (4) Adult become ready to learn when they know the learning will help them with real problems.
- (5) Adults want to know how the learning will help them in their personal lives.
- (6) Adults respond to external motivations, such as the prospect of a promotion or an increase in salary.

### **SPELIT Analysis (Social and Intercultural) Utilized in this Study**

The social part of the framework examines the assumption that it is important to assess social networks, reporting structures, and social cultural norms in an organization. Wenger (1998) asserted that the researcher should make the assumption that learning is fundamentally a deep social activity and that it is part of how leaders lead. Thus, the social environment analysis of the SPELIT model emphasizes the connectedness that makes up the social community of the organization. It examines how the community is calibrated, thus groups are organized, and shared interests are maintained. This is a critical portion of the SPELIT (Social and Intercultural)

model and one which indicates how the culture is configured in a very tangible way. Short-term study-abroad should be viewed as a way to not only introduce students to one or more cultures, but also, and perhaps more importantly, as an opportunity to develop cultural learning strategies that can prepare students for future intercultural experiences abroad and at home. Students possess varying backgrounds, personalities, interests, goals, and previous travel experience, students need to be met where they are in their culture learning journey and given the freedom and encouragement to explore and discuss what is intriguing and meaningful to them.

This research will examine the data that indicate what are the benefit, challenges, and outcomes of short-term international travel courses in a structured degree program.

The intercultural environment analysis of SPELIT examines the ability to respond to cultural differences; one of the keys to being an effective global leader. The theories that support and assess the organizational environment for sensitivity in these areas were developed, and are being developed, by Hofstede (1980), Hammer (1999), and M. J. Bennett and Bennett (2004). This section of SPELIT (Social and Intercultural) coupled with the Intercultural Developmental Inventory (IDI) has also been used to assess sensitivity in organizational leadership doctoral students, (Schmieder-Ramirez, Fortson, & Madjidi, 2005). With the concept of world citizenship and globalization comes the necessity for intercultural sensitivity. Hammer et al. (2003) define this concept as “the ability to discriminate and experience relevant cultural differences” (p. 422). Pepperdine University EDOL Students who attain a level of intercultural sensitivity are better able to work with individuals from different cultures, appreciate difference, and view the world as a conglomerate of cultural identities. Fuller (2007) further illustrates the goals of study-abroad programs such as “increasing students’ awareness of the interdependence of nations, enlarging their valuation of diversity, developing global perspectives, sharpening



language proficiency and increasing one's stock in the future job market" (p. 322). Students' who attend a study-abroad program and come away with a level of intercultural sensitivity is better able to meet the demands of a global world.

### **Studies Relating to Cultural Sensitivity**

Many studies surrounding intercultural sensitivity focus on comparing the experiences of students who remain on campus versus those who choose to study-abroad. Across the board, results indicate that students who study-abroad are more competent in their development of intercultural sensitivity than their counterparts who remain on campus. For example, Chieffo and Griffiths (2004) conducted a survey of students at the University of Delaware to measure global awareness which they define as "intercultural awareness, personal growth, and development, awareness of global interdependence, and functional knowledge of world geography and language" (p. 167). They concluded that students abroad, even attending programs for as little as four weeks, were more aware of different cultural perspectives, engaged in activities to learn about a new culture, and were more patient with non-English speaking peers. This resulted in a student's overall greater global awareness than students who remained on campus. Fuller (2007) carried out a study measuring intercultural sensitivity development in theological students who studied abroad in contrast to those who remained at home. Although his overall results proved to be statistically insignificant, the study-abroad students scored higher for intercultural sensitivity levels than their peers who did not study-abroad. Again, this indicates the correlation between studying abroad and the development of intercultural sensitivity.

I. Clarke et al. (2009) studied the intercultural proficiencies of study-abroad students which encompass global mindedness, intercultural communication and openness to diversity, and intercultural sensitivity. They used the Intercultural Sensitivity Index (ISI) (Olson & Kroeger,

2001) to measure intercultural understanding as well as other intercultural proficiency scales of students abroad versus their on-campus peers. I. Clarke et al. (2009) concluded that study-abroad students had higher levels of global mindedness and higher levels of intercultural sensitivity scores in the acceptance, adaptation, and integration stages outlined by M. J. Bennett and Bennett's (2004) Developmental Model of Intercultural Sensitivity (DMIS), which the ISI uses as its theoretical framework. However, it should be noted that in the first three stages from the DMIS scale, denial, defense, and minimization, there was no difference in score between the student groups. Interestingly, I. Clarke et al. (2009) reports that the higher scores in the DMIS stages outlined in this study suggest that students who study-abroad "may be better prepared to understand life choices and behaviors within another cultural context" (p. 5). This illustrates the impact study-abroad has, although not always statistically great, on the personal development of intercultural understanding in students.

In another study involving a comparison between on-campus students and those that study-abroad, Rundstom-Williams (2005) focuses on the intercultural communication aspect of intercultural sensitivity. The study uses the Intercultural Sensitivity Index along with various other measurement instruments to determine the variance in communication skills between the student groups. In correlation with the previously discussed studies, the results concluded that students who studied abroad had greater intercultural communication skills. It also pointed out that location did not determine the level of intercultural skills, and experience with multiple cultures contributed to higher scores. This again highlights that exposure to different cultures through study-abroad enhances intercultural skills in students.

Another component that researchers focus on is program duration and intercultural sensitivity. Various studies look at how the length of a program impacts the study-abroad

experience and development of intercultural skills. Zamastil-Vondrova (2005) used journal writing and interview sessions to evaluate students' perceptions of their short-term study-abroad experiences. Zamastil-Vondrova wanted to focus on the intrinsic value of short-term programs by determining if they achieve the goal of enhancing global citizenship. It was concluded that overall students had a "greater level of sensitivity and patience with regard to cultural and linguistic awareness" (p. 46). Students also developed practical coping skills to meet challenges and a realization of the importance of international issues. Although this study focused on perceived skill development, it provides evidence that short-term programs are valid options for producing global-mindedness.

Brubaker (2007) carried out a similar study using interviews and student letter writing to gain insight into the cultural experiences of students on a short-term study-abroad program. She determined that culture learning needs to be incorporated into the program development because although students were aware of cultural differences, they did not always understand these differences. The study revealed that students had a greater awareness of cultural differences and were open-minded about these differences, but were not able to fully understand what they were experiencing possibly due to the duration of a short-term program. This is important because it again illustrates that short-term programs have the capacity to produce openness and experience with diversity, but may not allow for full development of skills to manage this new knowledge.

Medina-Lopez- Portillo, (2004) conducted a study that focused directly on intercultural sensitivity and program duration. The researcher focused on a seven week language program and a sixteen week language program in Mexico. It was concluded that program duration does impact intercultural sensitivity and the students on the longer program had greater levels of intercultural sensitivity. Using a pre and post-departure analysis, Medina-Lopez-Portillo

discovered that 67% of students on the longer program advanced to a new DMIS level, while only 31% from the seven week program advanced to a different stage (p. 185). Based on these results it is feasible to assume that students who study-abroad longer have greater intercultural sensitivity development. Interestingly, Fuller (2007) noted the importance of duration in his study. Although it was not his primary intention, he discovered that students who had studied abroad the longest achieved the highest scores throughout his study and therefore higher levels on intercultural sensitivity.

A final study that is worth noting is that of V. Clarke (2004) which analyzed the global awareness of college students. Although it does not directly focus on students who study-abroad it is worth highlighting because it incorporates similar ideas of measuring the perception students have about their own global awareness. V. Clarke suggests that students who appreciate various cultures are more globally aware and better able to adapt to the global world. Of the randomly selected college students, 60% studied a foreign language, 38% had visited a foreign country, and 73% took a course in a foreign culture (p. 57). The study confirmed that there is a positive correlation between global awareness and internationalism illustrating that “knowledge about a country and ability to operate there enhanced sensibility and a desire to interact with other peoples” (p. 62). This study is important to research in this field because it illustrates the impact study-abroad programs could have on students who already perceive themselves to be globally aware. By continuing exposure with foreign cultures, greater awareness is possible and intercultural sensitivity achievable.

### **Leadership**

The American Heritage Dictionary (1985) indicates the word *leader* emerged as early as the year 1300, but the word *leadership* did not emerge until the mid-19th century (Bass, 1981).

To show the changes in how people viewed leadership and management over the decades, Drucker (1992) shared this, “There need to be individuals who are accountable for the organization mission; its performance, and its results. Society, community, and family may have *leaders*, but only organizations know *management*” (p. 11).

### Definitions of Leadership by Various Authors

Author	Definition
Bingham (1927)	The person who had the highest number of desirable traits in the areas of character and personality
Haiman (1951)	An interactive process, in which one individual influences the behavior of others towards a goal
Bennis (1959)	To induce another person to behave in a desired fashion
Bass (1960)	Leadership is confirmed when the behavior or actions of someone else was actually changed
Cashman (2008)	A person who creates value by influencing others in an authentic manner
Bolman & Deal (2008)	Offering one to others.
Bryman (1992)	Achieving a common goal by influencing other people.
Blanchard (2010)	An influence process that leads to worthwhile results.

Figure 1. Definitions of leadership by various authors.

Brownwell (2006) described leadership competencies as skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage (see Figure 1).

The Society for Human Resource Management (2007) special expertise panels identified top workplace trends for 2007-2008. Among these, building leadership capability through attracting, growing and leveraging organization talent will be vitally important for organizations

to differentiate and thrive in the next decade. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage.

A focus on leadership competencies and skill development promotes better leadership (Mumford, Campion, & Morgeson, 2007). However, skills needed for a particular position may change depending on the specific leadership level in the organization. By using a competency approach, organizations can determine what positions, and at which levels, require specific competencies (Garonik, Nethersell, & Spreier , 2006).

Mc Cauley, (2006) have identified some essential leadership competencies that are consistent among organizations. They divide the overall structure into competencies for leading the organization; leading the self and leading others in the organization (see Figure 2). When selecting and developing leaders, HR professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, organizations can make better informed decisions in hiring; developing and promoting leaders (Spencer & Watkin, 2006).

#### Leading the organization:

- managing change
- solving problems and making decisions
- managing politics and influencing others
- taking risks and innovating
- setting vision and strategy
- managing the work
- enhancing business skills and knowledge
- understanding and navigating the organization

#### Leading the self:

- demonstrating ethics and integrity
- displaying drive and purpose
- exhibiting leadership stature
- increasing your capacity to learn
- managing yourself
- increasing self-awareness
- developing adaptability

#### Leading others:

- communicating effectively
- developing others
- valuing diversity and difference
- building and maintaining relationships
- managing effective teams and work groups

*Figure 2. Leadership competencies.*

Adapted from *Developmental Assignments: Creating Learning Experiences Without Changing Jobs* (1), by C. McCauley, 2006, Greensboro, NC: Center for Creative Leadership Press. Copyright 2006 by: Center for Creative Leadership. Adapted with permission.

Developing successful global leaders is a competitive advantage for multinational organizations (Caligiuri, 2006). In addition to essential leadership competencies, global leaders face special challenges that require additional competencies. To clarify, a global leader is commonly defined as someone that cultivates business in a foreign market, sets business strategy at a global level and manages globally diverse and diffused teams (Caligiuri, 2006). According to Kramer (2005), 73% of managers agree that domestic business leadership and global leadership

differ in the skills required. Some of the challenges that global leaders may face are managing a diverse group of employees and business processes; adaptively approaching problems and challenges; adjusting to new values and cultures; and adapting to different types of business and personal stressors.

To address the unique challenges of global leaders, researchers have identified global leadership competencies that can contribute to success. Among these global competencies, developing a global mindset, cross-cultural communication skills, and respecting cultural diversity are paramount to succeeding in the global workplace (Rosen, Digh, Singer, & Phillips, 2000).

McCall and Hollenback (2002) studied successful global leaders and developed a list of common competencies specific to the global leader (see Figure 2 and Figure 3). HR practitioners can use global leadership competencies to support the development of leaders and thus the overall global business strategy. In addition to essential leadership competencies, global leaders face special challenges that require additional competencies. To clarify, a global leader is commonly defined as someone that cultivates business in a foreign market, sets business strategy at a global level and manages globally diverse and diffused teams. According to Kramer (2005), 73% of managers agree that domestic business leadership and global leadership differ in the skills required. Some of the challenges that global leaders may face are managing a diverse group of employees and business processes; adaptively approaching problems and challenges; adjusting to new values and cultures; and adapting to different types of business and personal stressors (Kramer, 2005).



- Open-minded and flexible in thought and tactics
- Cultural interest and sensitivity
- Able to deal with complexity
- Resilient, resourceful, optimistic and energetic
- Honesty and Integrity
- Stable personal life
- Value-added technical or business skills

*Figure 3. Global executive competencies.*

From *Developing Global Executives: The Lessons of International Experience* (p. 7), by M. McCall and G. Hollenbeck, 2002, Boston, MA: Harvard Business School. Copyright: 2015 by Harvard School. Reprinted with permission for educational purposes only.

### **Trust in Leadership**

Robbins and Judge (2011) state, “trust is a psychological state that exists when you agree to make yourself vulnerable to another because you have positive expectations about how things are going to turn out” (p. 312). So too, trust is a primary attribute associated with leadership; breaking it can have serious adverse effect on a group’s performance.

Part of the leader’s task has been, and continues to be, working with people to find and solve problems, but whether leaders gain access to the knowledge and creative thinking they need to solve problems depends on how much people trust them.

Trust is a process and some of the main attributes to foster trust are; integrity, benevolence, an ability and propensity. Most of all, trust is not just about the leaders; the general characteristics of the entities will influence the development of trust.

### **Research on Impact of Short-Term Study-abroad Programs**

Brubaker (2006) concluded that as short-term study-abroad programs have become more popular, the volume of research on them has grown. While existing research illustrates conflicting assertions about short-term study-abroad, they all demonstrate a desire to better understand these programs in order to justify and improve them.

Some recent studies have focused on articulating the impact of a short-term study-abroad experience on participants, because “there is not much generalizable evidence to support the claim of study-abroad life-changing benefits or even modest gains in cultural understanding or other qualities students are expected to acquire when they go overseas” (Chieffo & Griffiths, 2003, p. 27). However, in two large-scale questionnaire studies, Chieffo and Griffiths compared study-abroad students’ perceived learning outcomes to those of students who remained on the U.S. institution’s home campus. Overall, their results indicated that the short-term study-abroad experience “may have a significant impact on the international orientation of students” (Chieffo and Griffiths, 2003, p. 31). Looking at the specific area of *global awareness*, development, awareness of global interdependence, and functional knowledge of world geography (Chieffo & Griffiths, 2004 ), also suggested positive outcomes. Chieffo and Griffiths (2004) found that the students in their study, who had spent one month abroad, were “more confident in their levels of intercultural awareness and functional knowledge than their peers who remained on campus” (p. 175). Thus, they concluded that even short-term study-abroad is a worthwhile endeavor and can have a significant impact on participants.

Similarly, in a longitudinal study investigating the correlation between specific program features, such as program duration and student outcomes, Dwyer (2004) administered a survey to 3,723 alumni of the Institute for the International Education of Students (IES) that was based on the IES Model Assessment Program categories of student learning environment, intercultural development, resources required for academic and student support, and program administration and development. The findings of this study indicate that as far as program duration was concerned, short-term study-abroad students “were as likely or more likely to achieve sustainable

benefit from studying abroad in comparison with semester students” (p. 161). Dwyer (2004), therefore, supports carefully-planned programs lasting at least six weeks.

In their case study of two cohorts of international business students who participated in a 3½-week faculty led program in the Czech Republic, Zamastil-Vondrova (2005) also found that short-term study-abroad had a positive impact on participants. This study specifically focused on participants’ construction of knowledge regarding linguistic awareness, cross-cultural perception, attitudinal reflection, and student perception of academic skill development. In what they characterized as a critical discovery, Zamastil-Vondrova concluded that “the qualitative data illustrate that significant development took place – at least in the minds of the students. Although, it may appear superficial, this is a critical discovery” (p.46). For example, many students “emerged with a greater level of sensitivity and patience” (p. 46) with respect to linguistic and cultural awareness, managed challenges in their new environment, and learned about and made sense of culture from first-hand experiences.

Zamastil-Vondrova (2005) argued that their study provided “powerful verification that students are capable of reflecting on their cultural experiences” (p. 49). They concluded that “the qualitative data illustrate that significant development took place – at least in the minds of the students. Although, it may appear superficial, this is a critical discovery” (p. 46). For example, many students “emerged with a greater level of sensitivity and patience” (p. 46) with respect to linguistic and cultural awareness, managed challenges in their new environment, and learned about and made sense of culture from first-hand experiences.

### **Academic Outcomes of Study-Abroad Courses**

Most important, in 2000, researchers at the University of Georgia at Atlanta began an ambitious effort to document the academic outcomes of study-abroad courses across the 35-

institution University of Georgia system. Ten years later, they found that, upon returning to their home campus, students who studied abroad have improved academic performance, higher graduation rates, and improved knowledge of cultural practices and context compared to students in control groups. They also found that studying abroad helps, rather than hinders, academic performance of at-risk students (Redden, 2010).

Additional review of existing literature suggests that such short-term study programs should be included in graduate studies university program. McMurtrie (2012) points out that, according to the latest *Open Doors* report by the Institute of International Education, the number of Americans who study-abroad grew an anemic 1.3 percent in 2010-11. While the numbers, which are on a two-year lag, were no doubt influenced by the country's economic woes, the poor showing highlights the challenges colleges face in making study-abroad an integral part of the college experience. "Those numbers are not growing fast enough," says Peggy Blumenthal (as cited in McMurtrie, 2012) senior counsel at the Institute. "We're going to have to find other ways to internationalize the thinking of Americans if we're not going to get them all abroad."

According to the Institute of International Education report (2012), 273,996 students went abroad in the 2010 academic year. Europe remains the preferred region of study, drawing 55% of all students. But the numbers for China have steadily, although only incrementally, increased over the years and China is now the fifth most popular destination, reflecting a growing interest in Asia's leading economy. According to a separate survey by the Institute, if those students traveling to China for service-learning projects, research, and other non-credit-bearing work were added in, the total number of students who traveled to China in 2011 climbed from 13,144 in 2010 to 26,000 in 2011. Mexico and Japan saw their figures plummet by 42% in 2010 and 33% in 2011. No doubt the declining interest was due to the continuing drug-related

violence in Mexico and the tsunami in the spring of 2011 in Japan. According to the Institute of International Education, top study-abroad destinations for U.S. students between 2010 and 2011 were the United Kingdom and Canada. The number of American students going to Costa Rica and South Korea jumped, while violence in Mexico and natural disaster in Japan contributed to large drops for those countries.

Short trips are increasingly popular among students. About 38% studied abroad during the summer, and 13% studied abroad for eight weeks or less during the academic year. Fewer than 4% of students spent the entire academic year abroad. Still, there is one exception to this trend is the number of American students pursuing their entire degrees abroad. According to the Institute of International Education's Project Atlas, which collects data on global student mobility, about 46,000 Americans took this path in 2011, up 4% from a year earlier. The top destinations are Britain and Canada.

Allan E. Goodman, (2007) as cited in McMurtrie, 2012) the Institute's president, says colleges would be mistaken to blame study-abroad sluggish growth entirely on economic conditions. Rather, institutions need to make the option more accessible to more types of students, like science majors and athletes, and offer it earlier than in the junior year. “We have the wrong paradigm” (p. 2).

Specifically, institutions that have created such avenues say they have met with success. Angelo State University, in Texas, for example, has tripled its study-abroad numbers since 2007 by engaging faculty members in designing interdisciplinary, four-week, three-credit courses. Short trips are increasingly popular among students. About 38% studied abroad during the summer, and 13% studied abroad for eight weeks or less during the academic year. Fewer than 4% of students spent the entire academic year abroad.

While overall participation remains small, says Tomlin, director of the Center for International Studies, the growth is significant. Hers is a regional institution where students do not travel much in general. (She recalls how taken aback one high-school senior was when Tomlin asked where she would like to study-abroad. “I don't ever want to leave Texas!” the student exclaimed (“Chronicle of Higher Education: Global, 2012, p. 2”).

In addition to a significant amount of scholarship money, which pays for roughly half the cost of a trip, Ms. Tomlin says the key to success has been to get faculty members excited about the prospect, say, of teaching about the history of freedom in Europe or on biodiversity in Costa Rica. Tomlin said, “Some of our biggest critics,” she says proudly, are now our biggest supporters” (Tomlin, 2012, p. 2). In other words, study-abroad in a new global century has become a key educational means for preparing graduates with the intercultural competencies needed to succeed in our global economy (Twombly et al., 2012). The federal government, business community, and higher education sector are united in their belief that study-abroad is critical to such success.

Although research suggests positive outcomes of study-abroad, existing studies leave educators with some challenging questions: (a).Who studies abroad (or who does not) and why? (b) What are the outcomes of study-abroad?

### **Intercultural Learning Outcomes**

In another phase of the University of Georgia study (2010), researchers administered a 29-question intercultural learning outcomes instrument to 440 study-abroad and 230 non-study-abroad participants from 13 Georgia institutions. “There are so many different ways in which students are going overseas and we had to look at a way to assess that across this variety of platforms” (Sutton & Rubin, 2010, p. 1).

From pre-to- post-test, study-abroad participants surpassed non-study-abroad participants in measures related to functional knowledge of cultural practices – the ability to say what’s funny in another culture, for instance, or take a train or bus to reach a destination. Study-abroad students also grew in their knowledge of cultural context – for example, in their knowledge of how different cultural settings affect one’s own reactions and interactions with others – relative to non-study-abroad students.

Again, on measures related to knowledge of global interdependence and world geography there was no significant difference between the control group and study-abroad students. (The general decline in knowledge of world geography, the ability to name four rivers in Europe and three in Asia, or name six countries in Africa was unfortunately a common finding irrespective of time overseas (Redden, 2010).

### **Disciplinary Learning Outcomes**

Another phase of the University of Georgia study (2010) considered student learning in courses taught on campus and abroad. Researchers looked at three case studies of courses taught on the home campus and overseas – a Novels of Jane Austen class (taught in Oxford), a French Revolution and Napoleon class (taught in Paris) and an Intercultural Communication class (also taught in Paris).

I was disappointed that despite some vigorous efforts we ended up with only three really good case studies. There were a variety of reasons why. We insisted that the majority of the learning objectives had to be the same [in both versions of the course]... another requirement was that they had to be taught by the same teacher. (Sutton & Rubin, 2004, p. 1)

Researchers also wanted the student assignments to be the same on campus and overseas, as external evaluators looked at student work in gauging student learning.

Students seemed to acquire more *fact detail* knowledge in courses taught on campus. In the Austen class, for instance, students who took the course on campus cited more examples in their essays. One external rater noted, of the campus-based class, “I saw more answers that demonstrated a deeper understanding, not just of Austen’s body of work, but also of the political and social climate during the time of her writing” (Redden, 2010, p. 5). In some ways, Redden said, this finding is to be expected, as the duration of the study-abroad lengthens. Lee, Director Center for International and Intercultural Programs- Xavier University, New Orleans, Louisiana said that he agreed with Redden (2010) and added that a study-abroad experience would be the single most important element of the students’ academic career at Xavier University. Lee continued:

It will help you gain a combination of critical thinking skills, technical expertise, global awareness and it will change your perspective about the world in which we live. In today's market it is essential to learn another language, study-abroad and learned about other cultures in order to actively participate and make a difference in an increasingly global society.” (Lee, personal communication, April 4, 2014)

In addition, Lee explained why a student should consider short-term study-abroad programs at Xavier University. A student can academic credit fulfill requirements in his major, minor or elective coursework, experience hands -on learning, gain intellectual insight, develop global competencies, develop the ability to work effectively in an international setting, gain awareness of and adaptability to diverse cultures, perceptions and approaches, familiarize yourself with major currents of global change and the issues they raise, increase in active



communication across cultures and linguistic boundaries, copper hand their international dimensions of field of study, prepare for the future, gain problem-solving skills, a sense of direction and purpose for future career, learn how to work independently as well as part of a team, demonstrates self- reliance and an adventurous spirit.

To ensure the Xavier University program is successful the Center for Intercultural and International Programs informs parents early:

A study-abroad opportunity is part of the total education experience. We know that for many of you attending Xavier, this is the first time you've left your family and the idea of study-abroad would appear to be another pretty big step. We also understand that the suggestion of studying abroad may be unwelcome all precedent as an unanticipated, unbudgeted burden. You need to convince your parents or guardian that study-abroad completes the college experience for you. Your parent or guardian will have many questions and the Center for Intercultural and International Program is here is here to help them gain a better understanding. There are a variety of program types that gives you the option of choosing when, where and how long you study-abroad. You can study-abroad with students from other universities around the world. You can also study-abroad through an exchange program, which would allow you to travel independently. (Lee, personal communication, April 4, 2014)

Dr. Parra, Associate Director, International Affairs, Nova University, Fort Lauderdale, FL. adds the following:

Programs vary in length from short-term programs that lasts from ten days to three weeks to longer stays of a semester or more. Study-abroad programs immerse the student in a classroom setting in another country for a semester or more. No matter what their

preference, there is a study-abroad program that is tailor-made for them. (Dr. Parra, personal communication, April 4, 2014)

Dr. Parra states that Nova's study-abroad office has the mission of supporting students in their pursuit of finding good international opportunities to enhance their program of study. "We believe that an international opportunity is a must in anyone's career, and encourage our students to pursue these opportunities because we strongly believe that they will enrich their future as professional" (Dr. Parra, personal communication, April 4, 2014). For example, according to Dr. Parra:

This summer, 13 students from the Department of Conflict Analysis and Resolution Graduate School of Humanities and Social Sciences Nova Southeastern University traveled to the fascinating country of Suriname as part of the SHSS Study-abroad Program. In 2011, the program was faculty-led by Dr. Bastidas and Dr. Luna. The goal of this interdisciplinary program was to introduce students to the field of environmental conflict in the context of international development. To attain this goal, the group traveled to Suriname and for eleven intense days experienced the historical, ecological, and cultural diversity of this beautiful country in South America.

During the first part of the trip we had the opportunity to interact with government officials, university professors, natural resource management experts, and development practitioners. Through their lectures and presentations, these experts provided us with Suriname's socioeconomic, cultural, political, and ecological contexts needed to understand the complexity of conflict situations in this diverse country.

Through the second part of the trip we were immersed in the Surinamese culture, visiting several regions of the country, including mining and agricultural areas, the

biggest rice mill in the Caribbean, the biggest hydroelectric plant in Suriname, and various other development projects underway. Most significantly, we interacted with the Surinamese people. We heard the hopes and problems of commercial and small farmers, men and women who depend on agriculture for their livelihood.

We interacted with families that opened their homes to us and were patient enough to answer all the questions our group had related to their livelihoods, culture, religion, and life in general. We experienced the local cuisine, traditions, and natural environment of Suriname.

Towards the end of the trip we returned to the capital city of Paramaribo, where we spent time reflecting on how our understanding of Suriname and its people had been shaped by our experienced lectures, field trips and participant observations. Students began focusing on their final projects, analyzing specific conflicts and linking trip experiences to theoretical frameworks in our field of study.

Thus, our university strives to prepare global citizens, citizens who will have the sensitivity to understand the work from a different perspective, and in doing so, study-abroad is one of the most important components proposed to them. (Dr. Parra, personal communication, April 4, 2014)

This statement concurs with Redden, (2010) and Lee (2014) that short-term study-abroad is a much needed tool to ensure students receive a sound worldly education. Brubaker (2006) concurred with Parra and Lee that there is a need to continue to push students towards short-term international travel courses that are connected to a structured degree program.

Festervand and Tillery (2001) describe how faculty participation in a short-term study-abroad program contributed to faculty members' international professional development and

teaching effectiveness. The academic program and development experience described a short term program within the context of a graduate economics course that was developed in Japan and conducted on several occasions. The faculty who participated in this program assumed the role of students, not program leaders, instructors, or coordinators. In this role, numerous experimental benefits, skills, and knowledge were acquired that otherwise would not have been possible. The intent of this article was to identify specific areas in which international professional development takes place and demonstrates how this international experience ultimately contributed to academic improvement.

In their study, Festervand and Tillery (2001) discussed an international program that was developed predicated on the acceptance of the changes they suggested and the critical relevance of international exposure for both students and faculty. Faculty members, administrators, and the university as a whole should accept the responsibility for preparing students, as well as faculty, for the challenges and opportunities increasingly found in the global marketplace. The experience described in the Festervand and Tillery article showed how this professional development responsibility has been defined and operationalized in the college of business at Middle Tennessee State University.

According to Festervand and Tillery (2001), their purpose was to share the experiences, insights, and conclusions gleaned from participation in a short-term, international graduate economics course offered in Japan.

We serve in the role of guest, adjunct faculty, and part-time program contributors; on the basis of our combined experiences, we developed a chronicle of our activities and associated professional reflections. We also profile the program, identified and discussed

multiple areas in which this experience contributed to our professional development and offer professional development suggestions. (Festervand & Tillery, 2001, p. 106)

Furthermore, Budden, Baraya, and Juban (2005) developed an MBA study-abroad program at Southeastern Louisiana University that concurred with Festervand and Tillery, (2001) that the international experience is critical for MBA faculty and students, but providing such an experience as part of the curriculum is often difficult for relatively small programs. This short-term program developed by the college of business at the university as a partnership program in Costa Rica is one step toward the college's goal of furthering global understanding and communication among its faculty and students, a critical element in MBA education (Ortiz, 2004; Shetry & Rudell, 2004).

There are components of the program which consist of the faculty emphasizing the program goals: a multi-disciplinary focus; and emphasis on communication and understanding; leadership development; linkage to regional and international agencies; and an integrated, holistic conceptualization of business. To meet these goals the program consists of three components: an orientation on campus; a ten-day visit to Costa Rica; and written reports, interviews, and presentations when students return to campus. Students participating in the program, which takes place during the intercession between spring and summer terms, can receive up to six course credits for that work.

The benefits of the program for faculty and student it enhanced the global awareness of both faculty and students and has resulted in a network of relationships between Southeastern Louisiana University and institutions in Latin America. In the three years of the program, seven Southeastern Louisiana University and faculty members have taken part. They attended the same

lecture and participated in each business tour along with the students, thus enhancing their own understanding and knowledge base.

Another benefit of the relationship with partners in Costa Rica has been the bolstering of Southeastern Louisiana University's image with educational programs and other Latin American countries. Southeastern Louisiana University now has become a host university to an association of Latin America entrepreneurs who send their students to campus to study U.S. business practices.

Cain (2014), Coordinator and PDSO for International Students, states that the Center for International Education (CIE) was established at Southern University A&M College to provide students with the opportunity to study-abroad and to engage in service learning activities that would allow them to acquire a second language and knowledge of foreign cultures.

Cain continued, "Through our programs abroad we promote cultural diversity among Americans who study-abroad as well as create activities to help fulfill the institutions mission of producing graduates who possess a high quality global educational experience" (Cain, 2014, p. 1).

Establishing itself as the leader in international education, the Center for International Education (CIE) is responsible for creating study-abroad programs all over the world, collaborative research projects with international partner universities, campus wide forums and conferences, and for serving as the focal point for all international activities and information on the Baton Rouge campus. The Center is actively pursuing external support for its international initiatives. Innovative study-abroad programs through the CIE, Southern University have been created for Africa, Europe, Latin America, and Asia that involve academic study and service learning activities. The CIE works with academic units across the campus to develop international programs for their majors and minors. The Center serves as the catalyst for bringing

global education to all levels of campus life. At the conclusion of faculty- led student short-term study- abroad courses in structured degree programs, both faculty and students are required to complete one student-faculty survey and one program survey. The results of these studies are used as qualitative rationale for continuing the study-abroad programs at the university.

Most recently, Rourke and Kanuka (2012) in a study of student engagement and study-abroad assessed student engagement during a short-term study-abroad program using the National Survey of Student Engagement (NSSE). Data were collected from a group of Canadian graduates spending six weeks in Mexico. This program included a 10-day bus tour, three half – credit courses and accommodations with local families.

Evaluations of study -abroad programs typically examine changes in students' disciplinary knowledge, professional development, personal development, additional-language skills, and intercultural competences. The last two outcomes have been the focus of researchers' attention. Most researchers find differences in students' scores before and after study-abroad, but these differences are not large enough to move the students up a developmental stage (Asay, Younes, & Moore, 2006; Bataller, 2010; Black & Duhon, 2006; Douglass & Jones-Rikkers, 2001; Emert & Pearson, 2007; Pierson, 2010).

Overall, the specific value of study-abroad programs has been examined in Gonyea, Kinzie, Kuh, and Laird's (2008) National Survey of Student Engagement (NSSE) study that found that students' participation in four *high-impact activities* is strongly associated with gains in deep learning, general education, personal and social development, and practical competence.

### **Summary**

The purpose of this study was to examine the benefits, challenges, effectiveness, and outcomes of short-term international travel courses in structured degree programs in the

organizational leadership doctoral program at the Graduate School of Education and Psychology, Pepperdine University. The researcher's intent is to share the data gathered from this research with all stakeholders. It is anticipated that the data gathered from this research will be used by the academic community to improve the effectiveness of short-term international study programs which are included in graduate degree programs. The writer will document the results and effectiveness of short-term international travel courses in a structured degree program from the student's perspective.

In addition, the purposes of this study are to determine, from the student's perspective, what are: The personal characteristics of students who have participated in short-term, course-based, international travels in structured degree programs?

- The perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- The perceived shortcomings experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- The perceived challenges faced by students who have participated in short-term, course-based, international travels in structured degree program.
- The major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs?
- Name five changes recommended for improving the EDOL program.

Furthermore, there is a need to fill the gap in the research as it relates to the impact on the personal and professional development of students who participate in study-abroad programs. Rourke and Kanuka (2012) suggest the National Survey of Students Engagement may offer one solution to this gap in research and practice. The construct measured by the National Survey of



Student Engagement is *student engagement*, which is a reflection of the extent to which students engage in learning activities that have a demonstrable impact on their intellectual and psychological development. Few evaluators had documented the impact of study-abroad on the remaining outcome-disciplinary knowledge and personal and national development. These outcomes are casually associated with study-abroad and often use to justify them, but empirical evidence is lacking. Taken as a whole, then, evidence that would demonstrate the merit of these programs, contribute to program design, and focus research programs is incomplete.

As this literature review shows, although study-abroad research is increasing and helping to articulate the complexities of the study-abroad experience, it is currently a “patchwork of knowledge” (Chieffo & Griffiths, 2003, p. 27).

Additional studies are clearly warranted, especially on the short-term study-abroad context, as this duration is not only becoming the most popular study-abroad option, but is also simply a very different experience from semester, summer, or academic-year programs. While existing studies provide a basis on which additional studies can build, current research on short-term study-abroad seems to offer conflicting assertions about the experience.

This dissertation study will help to fill the gap in the research on international policy courses; their benefits, challenges, and outcomes; by exploring students’ perceptions of and experiences with short-term international travel courses in structured degree programs. The study aims to specifically examine the organizational leadership doctoral program at the Graduate School of Education and Psychology, Pepperdine University.

## Chapter III: Methodology

### Introduction

In response to an ever-changing global environment that demands a higher degree of global awareness from those who pursue leadership roles in various organizations, a large number of learning institutions have commenced short-term international travel programs as part of their degree offerings. Despite the popularity of these programs, there is a dearth of information with regard to how effectively these trips meet the needs of students and what the strengths and weaknesses of these programs are as perceived by their various participants.

Accordingly, this study was designed to determine the following:

1. the factors influencing the selection of one particular trip over other options available for students who have participated in short-term, course-based, international travels in structured degree programs.
2. the perceived strengths and weaknesses of the quality of various academic components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs.
3. the perceived strengths and weaknesses of the quality of various logistical components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs.
4. the perceived overall effectiveness of the international trip attended by students who have participated in short-term, course-based, international travels in structured degree program.
5. the changes recommended for improving these programs.

6. the demographic characteristics of those students who have participated in short-term, course-based, international travels in structured degree programs.

This chapter outlines the research design and methodology used in this study. First, the research questions are re-stated. Second, the nature of the study is described. Third, the methods and measures including the data source, collection strategy, data collection instrument, and the validity and reliability of the data collection instrument are described. Fourth, the data analysis process and design are described. Fifth, issues relating to protection of human subjects are discussed. Sixth, the strengths and weaknesses of the study are discussed.

### **Re-Statement of Purpose**

The statement of the purpose of a research study, according to Creswell (2009), “is the most important statement in the entire study, and it needs to be clearly and specifically presented” (p. 111). The purpose of this study was to examine the benefits, challenges, effectiveness, and outcomes of short-term international travel courses in structured degree programs in the Educational Doctoral Organizational Leadership program (EDOL) at Pepperdine University’s Graduate School of Education and Psychology. The researcher’s intent is to share the data gathered from this research with all stakeholders. It is anticipated that the data gathered from this research will be used by the academic community to improve the effectiveness of short-term international study programs which are included in graduate degree programs. The research documenting the results and effectiveness of short-term international travel courses in a structured degree program reflects the university’s and the student’s perspective.

### **Re-Statement of Research Questions**

The research questions that informed the study were:

1. What are the factors influencing the selection of one particular trip over other options available for students who have participated in short-term, course-based, international travels in structured degree programs?
2. What are the perceived strengths and weaknesses of the quality of various academic components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?
3. What are the perceived strengths and weaknesses of the quality of various logistical components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?
4. What is the perceived overall effectiveness of the international trip attended by students who have participated in short-term, course-based, international travels in structured degree program?
5. What are the changes recommended for improving these programs?
6. What are the demographic characteristics of those students who have participated in short-term, course-based, international travels in structured degree programs?

### **Setting**

Pepperdine University's Graduate School of Education and Psychology offers a Doctor of Education in Organizational Leadership, hereafter referred to as the EDOL program. The EDOL program has been offering , short-term course-based international trips as part of the requirements for completing the program since 2007. The countries visited by students include

Mexico, China, India, Chile, Argentina, Belize, and Peru with future plans to include other countries. These trips typically are of one to two weeks duration and may be attended by 10-50 students depending on the trip. This short-term, study-abroad sojourn is part of the requirement for the EDOL program's *International Policy Experience* course.

The *International Policy Experience* course is designed for EDOL graduate students to gain an international perspective on policy development. Typically, students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing and contrast them with those of the United States. For example, the China trip includes five cities: Beijing, Xian, Guilin, The Li River Valley, and Shanghai. In each city, an EDOL student is able to travel, learn, document his or her experiences and share these experiences after the short-term international study-abroad sojourn. Students will incur travel costs. Prices vary in relation to airline, hotel, food, venue, and materials ("Graduate School of Education and Psychology Academic Catalog, 2011-2012, p. 140").

### **Synthesizing the Short-Term International Learning Experiences**

To share their China experiences, EDOL students have two choices designed by the professor in charge of the program. First, write a 2-3 page press release for one of the companies visited while in China, including pictures. This press release is sent to the Public Relations department at Pepperdine University for possible posting on the University's website. Groups should be made of 2-3 cohorts each cohort will write a section of the paper and combined to be submitted as a group assignment. Second, individual assignments, a cohort will write a 2-3 page reflection paper of the highlights and lowlights of the trip and submit it to the professor. Each sample will be submitted to the professor after returning to Pepperdine University School of

Education and Psychology. China sites visited were Mozilla (Firefox), Microsoft, Concordia International School, United States Embassy and the Department of State.

Queries cohorts can respond to are: What did you learn? What was most memorable? What was not so memorable? What has changed for you because of this trip?

Each EDOL student has an exceptional and timely opportunity to assimilate and expand his or her perspectives and inspire new leaders after completing the short-term international study-abroad course. We live in a global economy and as members of this society and as leaders EDOL students need a core understanding of other cultures in order to make effective business and general decisions.

### **The EDOL Cohort Student**

The students attending the EDOL program are mostly working professionals who attend classes in the evenings and weekends, or through a blended delivery model that offers the program in a mix of 60% face-to-face instruction and 40% online courses. Participation in a short-term, course-based international trip is mandatory and each student is required to attend one trip, while the students may attend multiple trips upon being granted a special permission.

To gain an international perspective on policy development, students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing and contrast them with those of the United States. Students are required to participate in a trip to an international location. Students will incur travel costs which vary in relation to airline, hotel, food, venue, and materials.

## Description of the Research Methodology

The researcher conducted a descriptive quantitative study using a Likert scale survey as the main data gathering instrument (Creswell, 2009) to inquire into the following:

- The personal characteristics of students who have participated in short-term, course-based, international travels in structured degree programs.
- The perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs.
- The perceived shortcomings experienced by students who have participated in short-term, course-based, international travels in structured degree programs.
- The perceived challenges faced by students who have participated in short-term, course-based, international travels in structured degree program.
- The major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs.

## Research Design

The study was completed using an investigative approach. The quantitative survey questionnaire consisted of 96 questions using a Likert scale (Jamieson, 2004) as well as several questions necessary for obtaining demographic information; gender, age, race/ethnicity, previous study-abroad experiences, and, if so, the university location. The invitation to participate in the study was sent to current students and graduates via e-mail with a direct link to the questionnaire to ensure confidentiality. The *Survey Monkey* (<https://www.surveymonkey.com>) software was used to tabulate the results. Descriptive and comparative analyses were used to describe the data gathered with the questionnaire.

### **Definition of Analysis Unit**

The analysis unit for this study was one graduate or one current student who participated in a short-term study-abroad course as part of Pepperdine University Graduate School of Education and Psychology's EDOL program. The data sources for this study were the students of the GSEP's EDOL program at Pepperdine University. The GSEP's EDOL program was selected for this research because it includes a structured short-term study-abroad course in the Educational Doctoral Organizational Leadership program.

### **Population**

This study focused on all current Pepperdine University Graduate School of Education and Psychology Doctoral Organizational Leadership students who have attended an international trip as part of the *International Policy Experience* course and who have travelled as part of their degree completion requirement. It is estimated that since 2007-2014 approximately 243 current students have attended these international trips. The correct student breakdown is: 105- current students on coursework and 138- current students on dissertation stage equals 243 students who were asked to participate in the survey. It was the intent of this survey to study the entire population of these students and as such, no sampling techniques were used.

### **Data Collection Procedures**

A list of all current and previous participants in the EDOL international trip courses from 2007-2014 was obtained from Pepperdine University Graduate School of Education and Psychology. Permission in writing to contact these students was granted on April 10, 2015 by Dr. June Schneider-Ramirez, the director of the program and Dean Williams, Dean of Pepperdine University's Graduate School of Education and Psychology (see Appendix A). Once the current list of the qualifying EDOL students was obtained from the Pepperdine University



Graduate School of Education and Psychology, the office staff of the EDOL department contacted each student via an e-mail containing an invitation to participate in the study and a link to an electronic copy of the survey. A copy of the invitation letter is included in Appendix B.

The survey contained an electronic informed consent form approved by Pepperdine University's Institutional Review Board (see Appendix C). Two weeks after the first mailing of the survey, a second e-mail was sent to the same group with a link to the survey asking the group to complete and return the survey if it had not already been done. A third and final e-mail was sent to the participants one month after the original mailing of the survey with the same content as the second reminder letter. Six weeks after the original e-mail to students, the data collection phase was deemed completed.

Both confidentiality and anonymity of the participants were maintained. The e-mails were sent out by the alumni office at the Graduate School of Education and Psychology and as such, the researcher never knew the actual names of the students. Students completed an electronic survey that only identified them through a *code* which made tracing a response back to the name of the sender impossible, while allowing for elimination of duplicate responses. As an encouragement for participation, a donation was made to the EDOL scholarship fund in the honor of all EDOL students who participated in the study.

### **Description of Data Gathering Instrument**

To assess the effectiveness of short-term course-based international travel of students in structured degree programs, a survey instrument was designed. After a thorough review of the literature, the author created a 96-question survey intended to measure the variables needed to address the research questions. In addition to these 96 questions, the respondents were given an opportunity to add variables not measured by the instrument by asking them to add their own

item in a section termed *other factors that should have been considered*. The instrument was divided into five sections. Section 1 contained 20 questions. These questions inquired into factors influencing the selection of which of the available trip to attend. The questions in this section utilized a 5-point Likert scale where the choices vary from (a) *Very Un-Important*, (b) *Un-Important*, (c) *Neither Important nor Un-Important*, (d) *Important* (e) *Very Important*. Section 2 contained 18 questions. The questions in this section inquired about strengths and weaknesses of the various academic components of the study. (a) *Very Weak* (b) *Weak* (c) *Neither Weak nor Strong* (d) *Strong* (e) *Very Strong*. Section 3 contained 20 questions. Questions in this section inquired about the overall strengths and weaknesses of the quality of each of the logistical components of the trips. (a) *Very Weak* (b) *Weak* (c) *Neither Weak nor Strong* (d) *Strong* (e) *Very Strong*. Sections 2 and 3 utilized a 5-point Likert scale varying from *Very Weak* to *Very Strong*. Section 4 contained 21 questions. This section inquired into the overall effectiveness of the trip. A 5-point Likert scale varying from (a) *Strongly Disagree* (b) *Disagree* (c) *Neither Agree nor Disagree* (d) *Agree* (e) *Strongly Agree* was used. All Likert scales used were bivalent and symmetrical around a neutral middle. Section 5 asked 17 demographic type questions including age, gender, income, ethnicity, and so forth. The information sheet that accompanied the questionnaire is attached as Appendix D. A copy of the questionnaire with the instructions sent to the *Panel of Experts* is attached as Appendix E. The instrument was designed for online administration through *Survey Monkey*.

### **Validity of Data Gathering Instrument**

The data gathering instrument was a quantitative survey questionnaire that was developed by the researcher (see Appendix F). The questions were based on the six research questions generated by the problem statement and the review of the literature. Validity refers to the truth or

probable truth of a deductive argument. Also, it is the degree to which the researcher's instruments, will truly measure what they are purports to measure (Creswell, 2010). In addition, validity, as viewed by Roberts (2010), is the degree to which the researcher's survey instrument truly measures what it purports to measure.

A panel of experts consisting of three members was formed to establish the content validity of the instrument, as well as improving the reliability of the instrument by providing feedback into readability and ease of understanding of the questions posed.

### **Panel of Experts**

The members of the panel of experts were from different sections of the United States and China. Dr. Gabriella Miramontes who is from California is a graduate of Pepperdine University's Graduate School of Education and Psychology. She is a Quality Rating Supervisor with Los Angeles Universal Preschool (LAUP). Empirically speaking, she has firsthand experience with survey and questionnaire development and evaluation. For example, her first observation as a member of the panel of experts was:

As I am going through the questions, I'm finding it difficult to indicate whether something is relevant or not given that I don't have any context. It could all very well be relevant... or not. Additionally, without context for your study, I am not able to modify anything so that it does become relevant. I just wanted to bring this to your attention.

Dr. Alejandra Parra who is from Florida is Associate Director, International Affairs at Nova Southeastern University (NSU). Empirically speaking, she has firsthand experience with international studies and her mission is supporting students in their pursuit of finding a good international opportunity to enhance their program of study. According to Dr. Parra, "We at NSU believe that an international opportunity is a must in anyone's career, and we encourage our

students to pursue these opportunities because we strongly believe that they will enrich their future as professionals.” Mr. Yang Zou is from Twain, China. He is a doctoral student in the EDOL program at Pepperdine University’s Graduate School of Education and Psychology. Empirically speaking, he has firsthand experience as a student and has completed the short-term international travel course. His is a successful student of the China trip and the Washington, D.C. domestic policy trip; both are short-term travel courses in the EDOL program.

The panel members were sent an online copy of the original instrument with instructions to complete their validation study. The instructions read:

Dear Panel of Experts Member:

Thank you for agreeing to participate in the validation process of this instrument. Your contribution is invaluable to the success of this study. The survey is divided into 5 sections. In each section, the respondent is prompted to answer a series of questions with respect to various components of the EDOL international trip. Please review the prompts in every section. Next, review each question in that section. Assess if each question in the section deals directly with the prompt for the section. For example, Section 1 intends to ask questions regarding what factors influenced a participant’s decision to select, for example, the India trip. Every question in Section 1 should therefore address how important various factors were to the respondent when he or she selected the India trip. Once you have assessed the relevance of each question as a factor in selection of a particular trip, depending on your assessment, mark one of three choices provided. For example, if you determined the first question, *Always Wanted To Visit The Destination Country* is an appropriate measure as a factor in deciding which trip to participate in,

mark *Relevant – Keep as Stated*; otherwise, either mark *Irrelevant – Delete* to eliminate the question, or *Modify* and offer a rephrasing or other modification to that question.

Please follow these instructions in all five sections. If you believe there are important questions that are not included, please recommend them.

If you have any questions, please feel free to contact me at [kirk.clayton@pepperdine.edu](mailto:kirk.clayton@pepperdine.edu)

All three panel members completed and returned the validation survey instrument timely. A copy of the validation study survey tool can be found in Appendix E.

The recommendations of the panel were:

- In Section 1, reword the question asking: “Concern for quality of food” to “Concern for safety of food.”
- In all sections, two options are provided to respond with an “Other (specify) reply. Delete one.
- There were no modifications recommended for Section 2.
- In Section 3, two questions asked about the quality of the work of “Local Guides” and “National Guides.” It was recommended that the words *If Applicable* should be added to both questions.
- In Section 4, it was recommended by one panel member that the question “I felt physically safe during the trip” should be eliminated. Since this recommendation was made by only one panel member and deemed important by the two other panel members and the chairperson of the study, the question was retained on the survey as stated.
- Changes in Section 5 asking for demographic information about the respondent were as follows:

- A question asking “Number of children: Living at home \_\_\_\_\_ and Total \_\_\_\_\_” was split into two separate questions to for added clarity.
- Several questions asking about the City, State, and the Zip Code a respondent resided in were replaced by “How long in hours and minutes is your one way commute to Pepperdine?”
- Three questions asking “Years of professional experience with your current organization” and “Number of years in your current position”, and “How many months ago was your last professional advancement (promotion, new job with more responsibility, or a position you highly sought)” were deemed irrelevant by the panel and were deleted.
- Option “Self-Employed” was added to the question asking the respondents position with current organization.

A copy of final version of the instrument is attached in Appendix F.

### **Reliability of Data Gathering Instrument**

The data gathering instrument was a quantitative questionnaire that was developed by the researcher (see Appendix F). Reliability is the degree to which the instrument consistently measures what it sets out to measure from one time to another. If the researcher measured the six questions again, the researcher would find the same quantitative results (Creswell, 2010). In addition, reliability as viewed by Roberts (2010) is the degree to which the researcher’s survey instrument consistently measures something from one time to another. If the researcher measured the same thing again, would the researcher find the same results? If the answer is in the affirmative, the survey instrument is deemed to be reliable.

## **Data Analysis**

The purpose of this study was to present data about short-term study-abroad in the GSEP's Doctor of Education in Organizational Leadership program; data on the benefits, challenges, outcomes and effectiveness from the students' perspective. By analyzing the data, it was expected that valuable information would be obtained on the study-abroad program's benefits, challenges, and outcomes. Overall, the data will be presented to help educators evaluate short-term travel courses in the GSEP's structured degree program and determine if the programs are achieving the desired outcome of producing intercultural benefits and other positive results after attending short-term study-abroad programs and five China cities: Beijing, Xian, Guilin, The Li River Valley and Shanghai.

## **Analytical Techniques**

Variables in the study were summarized and reported using appropriate descriptive statistics. Variables measured as attributes (nominal and ordinal levels of measurement) were reported using a frequency distribution table and supplemented by bar or pie charts as deemed necessary for added clarity. For comparison purposes, these variables were summarized in descending order based on the number of positive responses received. Variables measured as numeric (interval and ratio levels) were reported by their mean, mode, median, standard deviation, and interquartile range.

## **Human Participants Considerations**

The researcher successfully completed the Collaborative Institutional Training Initiative (CITI) for working with human subjects or participants. The researcher's Institutional Review Board (IRB) at Pepperdine University basic course reference number is 7532874 and this course was taken and passed on February 25, 2012. (see Appendix G).

The researcher acted in accordance with all ethical and legal obligations that were required by the Institutional Review Board (IRB) at Pepperdine University. All appropriate forms to communicate the purpose of the study, the methodology of the study, benefits of the study, estimated time commitment for the study were duly disseminated.

The application for exempt research was based on the following two reasons. The first was that “the study does not present more than a minimal risk to subjects” (Hall & Feltner, 2005, p. 20). The second was based on criteria for the research categories for expedited review which include:

research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies. (Hall & Feltner, p. 37)

This provision applied because of the need to collect data from graduates and current EDOL students in a timely manner.

The application for waiver or alteration of the informed consent process was made to insure the confidentiality of the study process and a greater level of confidentiality for participants. If the participants were to be asked to sign waivers of consent, confidentiality could be jeopardized. In addition, the voluntary nature of participation in the study which was stressed in writing for graduates and current EDOL students could be considered an appropriate affirmation of consent by participants. Also, consent is not usually requested in these circumstances (Gilzene, 2009). Participants were informed in the cover letter that accompanied the e-mail link to questionnaire what measures would be taken to insure



confidentiality and that any risk of disclosure of information would be extremely low. Data were not be collected until after IRB approval was obtained (see Appendix H).

While conducting the research for this study, the utmost regard was given to maintaining confidentiality and to the voluntary status of the participants. All materials associated with the study were kept in a password protected computer file. Graduates and current EDOL students were informed both by the researcher and in the survey materials that participation was voluntary.

### **Plans for IRB**

This study met the requirements for exemption under Section 45 CFR 46.101(b) (2) of the U.S. Department of Health and Human Services (2009) that govern the protection of human subjects. An application for exemption was filed with the Institutional Review Board (IRB) at Pepperdine University. This study involved an initial phone contact or e-mail to explain the study to each prospective participant. All participants received an informed consent form which was placed at the beginning of the survey. Each participant was given the opportunity to check one of the two boxes; either *Yes* he/she accepts the terms, or *No* he/she does not. If, a *No* box was checked, this effectively removed that potential participant from the research study. However, if a participant completed the online survey, this participant was deemed to have consented to the terms of the study.

The informed consent included the purpose of the study; the methodology of the study; benefits of the study, if any; estimated time commitment for the study; a statement noting participation is voluntary and can be withdrawn at any time; and a statement that participation will be anonymous and confidential. Anonymity was the key and was maintained throughout the

process. The responses from each of the participants was not tied to their names, but just organized by codes the researcher developed.

The information collected via surveys remained confidential and only a summary of the outcome of the survey is published in the dissertation study. The survey was conducted online using *Survey Monkey*, and the results could only be accessed by the researcher. All data remained on the researcher's personal computer which is password protected. Most important, all data will be destroyed within 3 years of the study's conclusion.

### **Summary**

The researcher's methodology to complete this research was through quantitative analyses of data obtained through a survey approach (Roberts, 2010). The quantitative approach generated numbers derived from questionnaires and statistical tests conducted on these data. The purpose of this study was to examine and document the benefits, challenges, effectiveness, and outcomes of short-term international travel courses in the structured degree program in the Doctor of Education in Organizational Leadership program at Pepperdine University's Graduate School of Education and Psychology. The researcher's intent is to share the data gathered from this research with all stakeholders. It was anticipated that the data gathered from this research will be used by the academic community, including, but not limited to, the School of Education and Psychology at Pepperdine University in West Los Angeles, California to improve their effectiveness of short-term international study courses which are included in the structured graduate degree program.

## Chapter IV: Findings and Results

### Introduction

This research attempted to alleviate a dearth of data on short-term international travel courses in structured degree programs with quantitative research and publish the research results for all Graduate School of Education and Psychology stakeholders. Every academic year, it is estimated that thousands of American graduate students from universities around the nation take part in short-term international travel courses in structured degree programs. Therefore, there is a critical need to research and document these programs' benefits, effectiveness, and outcomes from the faculty and students' point of view.

There are a plethora of graduate schools that offer short-term international travel courses in structured degree programs. However, some short-term, international courses cannot generate applied results for the universities that can be implemented in a timely manner. Despite the popularity of these programs, there is a dearth of information with regard to how effectively these trips meet the needs of students and what the strengths and weaknesses of these programs are as perceived by their various participants.

This research supports the idea that study abroad program in structured degree programs can be applied to promote diversity and openness toward other cultures. Thus, students who attain a level of intercultural sensitivity are able to study and work with individuals from different cultures, appreciate difference, and view the world as a conglomerate of cultural differences. This descriptive quantitative research examined seven years of data that indicate what are the benefits, challenges, and outcomes of short-term international travel courses in a structured degree program in the Education Doctoral Organizational Leadership Program at Pepperdine University Graduate School of Education and Psychology from 2007 to 2014.

## Demographic Characteristics of Participants

This study focused on all current Pepperdine University Graduate School of Educational and Psychology Doctoral Organizational Leadership students who had attended an international trip as part of the *International Policy Experience* course and who had travelled as part of their degree completion requirement. The 96 questions on the survey are multi-level open-ended questions, closed questions and ‘Other/please explain’ to accommodate any response not listed. There were a total of 243 cohort members to whom the survey questionnaires were electronically sent. At the end of the research period, there were 55 total responses received which equals 22.6% of the surveys.

**Gender of participants.** The average age of participants in the study was 42.3 years with a standard deviation of 9.01 years. The ages of participants, based on the Anderson-Darling test, were normally distributed. Forty years separated the oldest (68 years) and the youngest (28 years) participants on the trips. Half of the participants were 40 years and younger. Of the participants, 41.4% were males and 58.6 % were females (see Figure 4).

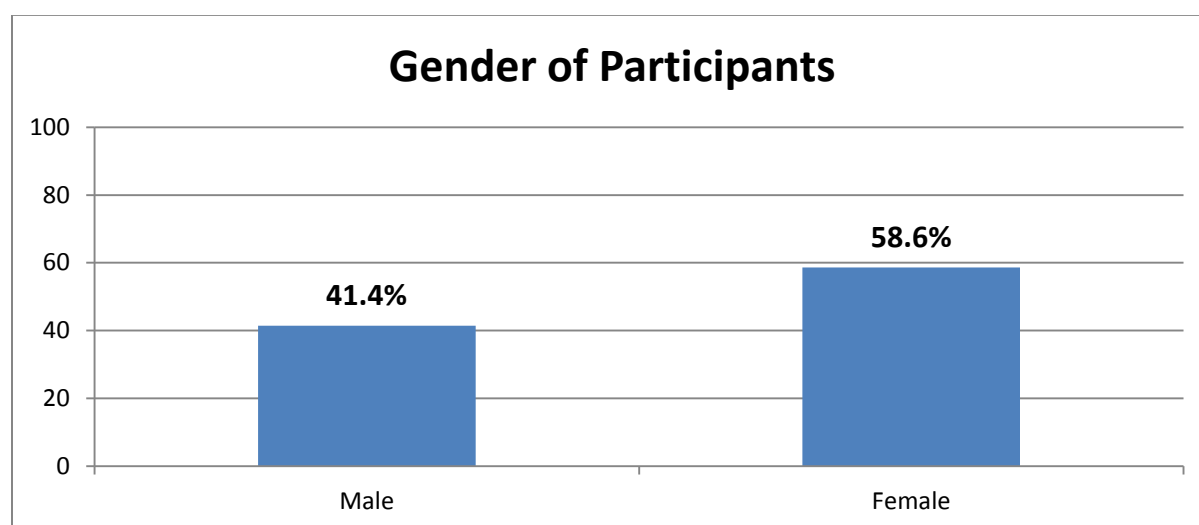


Figure 4. Gender distribution of participants.

**Income of participants:** The average income of participants was \$150,000. Based on the income graph, the lowest income in percent is a tie at 8% which is less than \$50,000 and between \$65,000 to \$ 79,999. The next highest was 13% which equals \$50,000 to \$79,999. The next highest in percent is 18% which is \$80,000 to \$99,000 and the highest income in percent is 55% which is \$1,000,000 and higher. The incomes generated by this graph were based on participants' self-report of personal incomes (see Figure 5).

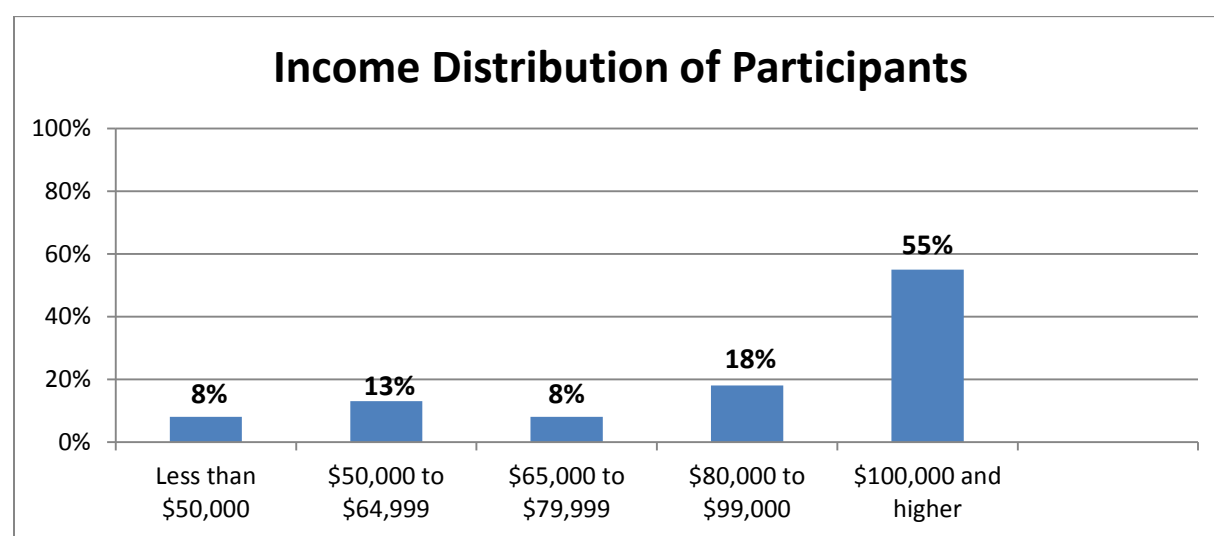


Figure 5. Income distribution of participants

**Marital status of participants.** The marital status of the participants was 63% married, 24% single, and 13% undeclared. On the average, the participants had 1.4 children at home with a standard deviation of 0.69. The number of children at home varied from 1 to 4. Among the 40 respondents, 68% of the respondents had one child at home, 23% had nine children, 8% had three children and 3% had four or more children. Five percent of the participants were in committed relationships and 7% of the participants were divorced/separated/widowed (see Figure 6).

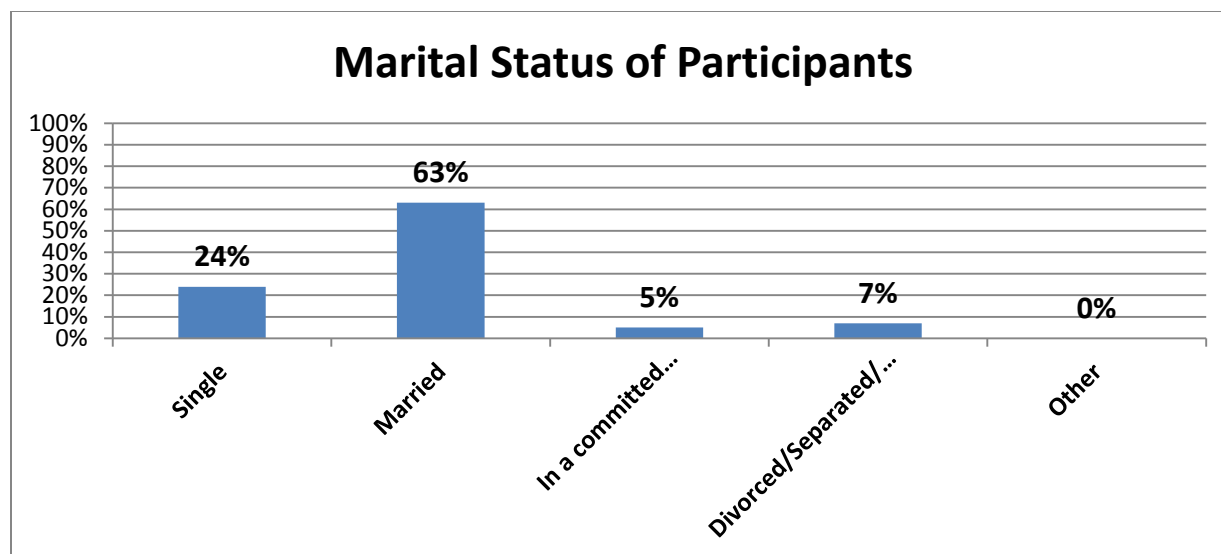


Figure 6. Marital status of participants.

Section Five of the survey questionnaire asked the EDOL cohort survey takers to tell the researcher about themselves. The results are reported in percentages with the visual aid of bar graphs. The rationale for this section was that it would give the researcher an overall understanding of the current EDOL cohort survey takers in the EDOL program within the School of Education and Psychology at Pepperdine University West Los Angeles, California for a seven-year period 2007-2014. The areas queried are (1) the number of previous international trips, (2) Years of professional experience, (3) Position held by participants, (4) Months from last promotion, (5) Your Cohort year in the EDOL program, and (6) Your distance away from the West Los Angeles campus?

**Number of previous international trips.** The highest number of international trips was six or 38.10%; one-two trips was second and scored 26.19%; three-four trips was third and scored 11.90%; five –six trips was fourth with a score 4.76%; and last was zero trips which scored 19.05% (see Figure 7).

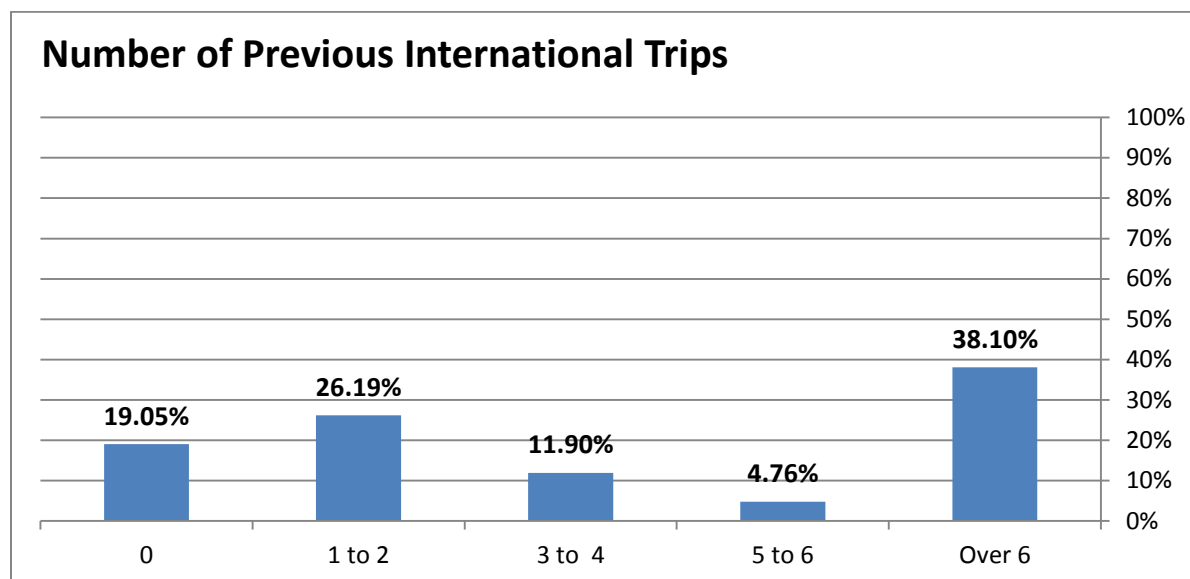


Figure 7. Number of previous international trips

**Years of professional experience.** Regarding the years of professional experience, the results were as follows: zero to five years was highest at 53%; second was six to ten years at 28%; there was a tie for third highest with 10% for years eleven to twenty. There were no participants with over twenty years of experience (see Figure 8).

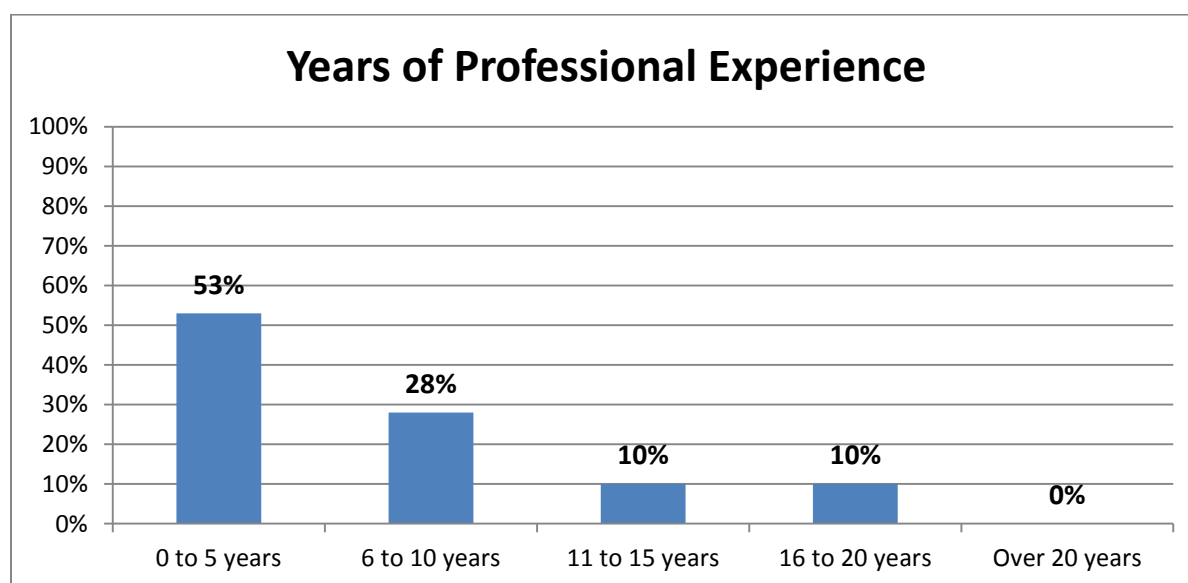


Figure 8. Years of professional experience.

**Positions held.** The positions held by participants include: Teaching K-12; Administration K-12; Administration Higher Education; Management Not-for-Profit; Non-Management Not-for-Profit; Management For-Profit ; Non-Management For-Profit; Full-time student and Other. The highest position held was Management For-Profit 28%; second was other 24%; there was a tie for third with 10% for Teaching Higher Education and Management Not-For-Profit; also, there was a tie for fourth place with 8% for Teaching K-12, Administration K-12 and Administration Higher Education; fifth place was Full-time student at 6%; sixth place was Non-management For-Profit 3%; and seventh place was Non-management Not-for-profit was 0% (see Figure 9).

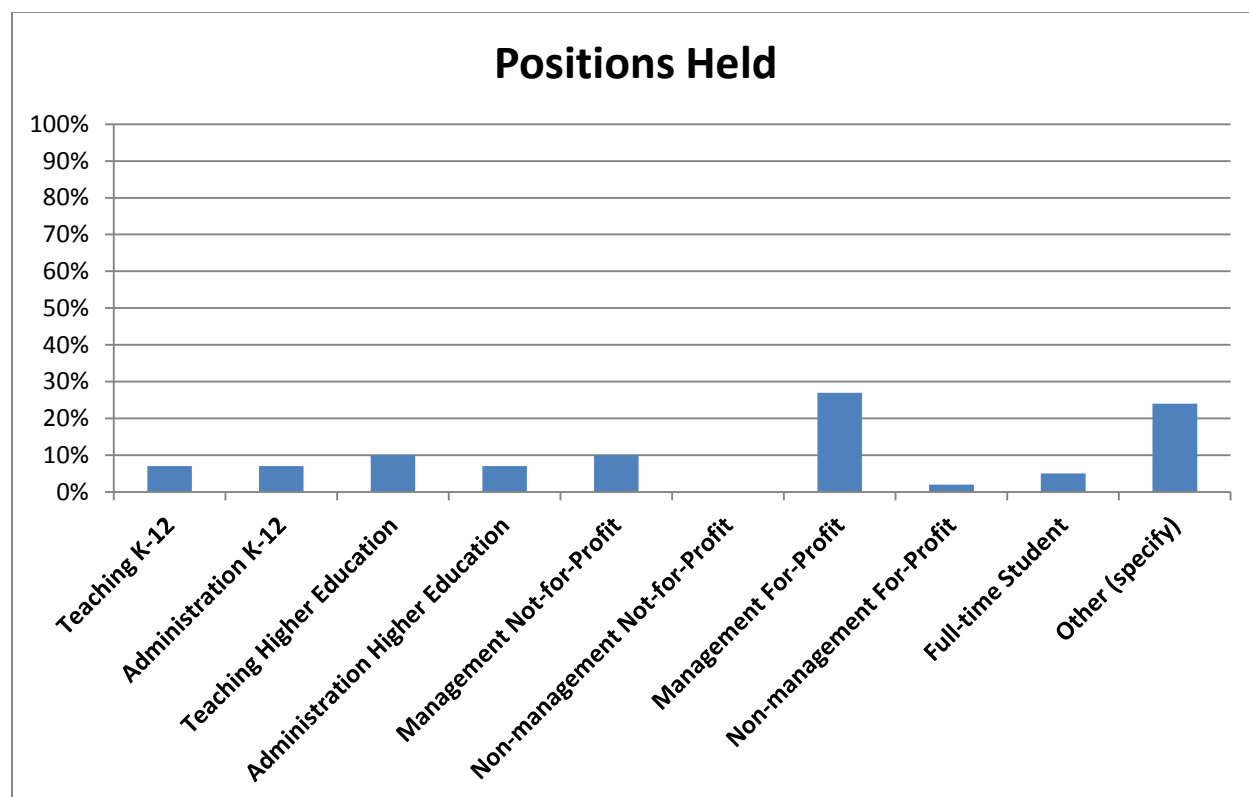


Figure 9. Positions held by participants.



**Months from last promotion.** The months from last promotion ranged from zero to over forty-eight months with a breakdown from zero to twelve months; thirteen to twenty-four months; twenty-five month to thirty-six months; thirty-seven to forty-eight months; and over forty-eight months. The highest number of months was zero to twelve month with 55%; second was thirteen to twenty-four months with 25%; fourth was over forty-eight months at 13%; fifth was thirty-seven to forty-eight months at 8% and last was twenty-five-thirty-six months at 0% (see Figure 10).

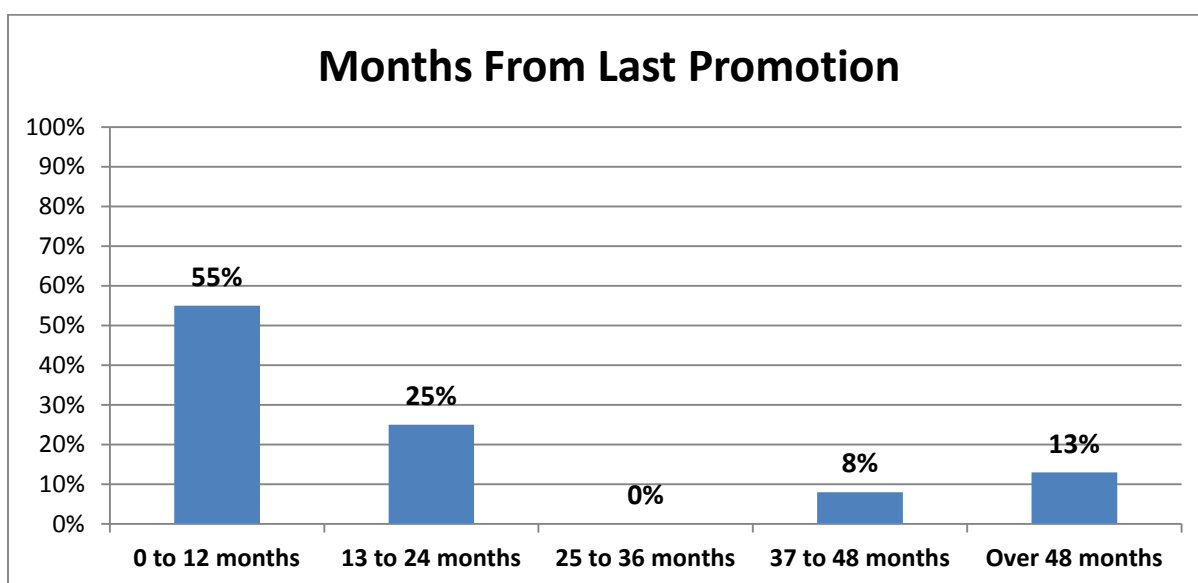


Figure 10. Months from last promotion.

**Cohorts' year started the EDOL program.** This item was designed to obtain the year the participants started the EDOL program in the Graduate School of Education and Psychology at Pepperdine University, West Los Angeles, California. The graph is designed to read by class placement (C) and year. The start years range from 2007 to 2014. This research is designed to covers a total of seven years.

The highest number for a start year was the class of 2013 at 30% of the participants; second, was the class of 2014 at 23%; third was the class of 2011 at 18%; fourth was the class of 2012 at 13%; there was a three way tie between the classes of 2007, 2009, and 2010 at 5% each; the lowest class start year was the class of 2008 at 3% (see Figure 11).

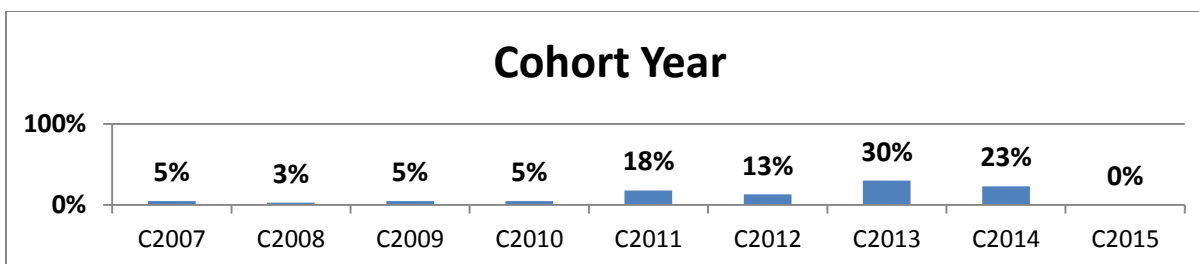


Figure 11. Year started the EDOL program.

**Miles away from residence to WLA campus.** This item was designed to determine how far a participant was traveling round- trip to attend EDOL classes in the Graduate School of Education and Psychology at Pepperdine University West Los Angeles, California. The mileage ranges are zero to five thousand miles. The longest travel distance was eleven miles to fifty miles by 40% of the participants; second 500 miles to 501 miles by 25% of the participants; third zero-to-ten miles by 18% of the participants; fourth was 101 miles to 500 miles by 13% of the participants'; fifth was 51 miles to 100 miles 5% of the participants (see Figure 12).

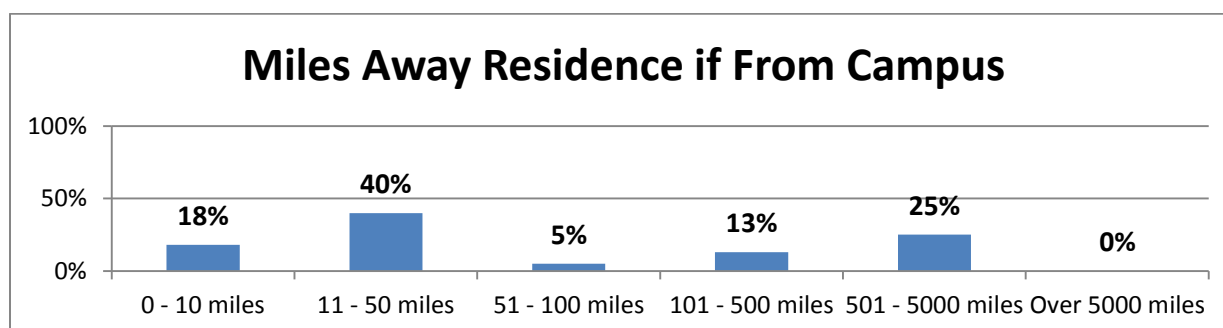


Figure 12. Residence miles away from WLA campus.

## Data Analysis

**A. Factors influencing selection of trip.** There were a total of 23 open-ended, closed and other survey questions in this section of the questionnaire. These questions responses ranged from weak or very weak to strong or very strong. For every item, percentages of very strong and strong scores were combined into one score and reported below. Combined scores of over 85% were reported as a “Very Strong” factor in selection of the trip. Combined scores 65% to 84.9% were reported as a “strong” factor; combined scores over 50% to 64.9% were reported as a “moderate factor”; combined scores of over 40 to 49% were reported as a “weak” factor and combined scores below 40% were reported as a “very weak” factor in selection of the trip:

### *Questions 1-23 responses.*

1. Potential for learning was very strong and scored 91%
2. Best opportunity to learn about a major international culture was very strong at 91%.
3. Timing of the trip was scored very strong with a score of 89%.
4. Interest in the culture was scored very strong with a score of 86%.
5. Itinerary for the trip was scored very strong with a score of 85%.
6. My perception of the academic relevance of the trip was scored as strong at 84%.
7. Length of the trip was scored as strong at 82%.
8. Relevance to program objectives was scored as strong at 81%.
9. Safety concerns scored as strong with a score of 72%.
10. Cost of the trip was scored as strong with a score of 69%.
11. Lead faculty members description of the trip was strong at 68%.

12. Sense of adventure was scored as strong and at 68%.
13. Quality of hotel accommodations was strong and scored at 68%.
14. Convenience of the trip was strong and scored at 66%.
15. Always wanted to visit the destination country (ies) was moderate and scored at 64%.
16. Potential for benefit to my career scored moderate with a score of 64%.
17. Health threat concerns scored moderate with a score of 60%
18. The exotic nature of the trip scored moderate at 53%.
19. Concern for quality of food scored weak at 48%.
20. Alternative trips were not as attractive scored weak at 47%.
21. Word-of-mouth from colleagues or friends scored weak at 47%.
22. Ability to include friends/family scored weak at 45%.
23. Cohort members written reflections were very weak with scores of 32%.

Finally, Table 1 reports a summary of factors determining the selection of a trip ranked from highest to lowest combined “strong” and “very strong” responses.

Table 1

*Summary of factors influencing selection of trip.*

Factors Influencing Selection of Trip	Weak or Very Weak	Neither Weak Nor Strong	Strong or Very Strong	Total
1.Potential for learning	7	2	91	100
2.Best opportunity to learn about a major international Culture	0	9	91	100
3. Timing of the trip	2	9	89	100
4. Interest in the culture	0	14	86	100
5. Itinerary for the trip	4	11	85	100
6.My perception of the academic relevance of the trip	5	11	84	100
7.Length of the trip	2	16	82	100
8.Relevance to program objectives	10	9	81	100
9.Safety concerns	9	19	72	100
10.Cost of the trip	11	20	69	100
11.Lead faculty members description of the trip	7	25	68	100
12.Sense of adventure	5	27	68	100
13.Quality of hotel accommodations	2	30	68	100
14.Convenience of the trip	7	27	66	100
15.Always wanted to visit the destination Country (ies)	9	27	64	100
16.Potential for benefit to my career	16	20	64	100
17.Health threat concerns	13	27	60	100
18.The exotic nature of the trip	17	30	53	100
19.Concern for quality of food	22	30	48	100
20.Alternative trips were not as attractive	19	34	47	100
21.Word-of-mouth from colleagues or friends	14	39	47	100
22.Ability to include friends/family	25	30	45	100
23.Cohort members written reflections	34	34	32	100

***Cohorts' reflections.*** Respondents were offered an opportunity to provide open-ended comments on this question. The following are some of the direct reflections of the participants:

- Less time on the bus - more time in the culture
- There were only a couple of minor logistical issues that I wished had been addressed prior, but the structure of our trip to India was very appropriate. Not too structured as to feel constrained and enough time to explore on our own. The logistics were all handled personally, so it was not like the China trip where a

"package" was purchased. This allowed for early arrival and a stop in Europe on the way back.

- More free time to explore.
- Belize is not a good country to visit for educational trip. No doubt I learned from the trip; yet, it didn't meet my expectations.
- Organized cohort experiences (sightseeing, activities, interactions)
- More individuals should try the India trip. China is important and eventually if you are to go international you will have to travel to China at some point in time. Hence, other destinations should be made available and explored.
- I would have students do more follow-up activities after the trip to reinforce the learning that took place. I felt that the written reflections were not insufficient.
- More opportunities to interact with the culture without having to stay up to all hours of the night.
- Allow other students who have been on the trips to come in class and answer questions. Pepperdine should get feedback after each trip and share with new students getting ready to travel. I would have had two choices
- In my view, all the arrangements were excellent given the size of the group. The only thing I would change is some of the personal behavior of particular individuals, which the school cannot control. The group should not wait an hour for students who stay out late drinking then can't get ready on time. Give a 15 minute grace period then leave.
- The food was on a steady decline as the trip went on. The restaurants we ate in towards the end of our trip were dirty and/or scary.

- None at this time. The trip was exceptional.
- Pepperdine can learn more from other universities who offer international trips.  
Add more locations to explore.
- More structured learning activities or opportunities to discuss observations of the host country in an organized group format.
- The visa company selected by Pepperdine was the wrong one as they were completely ineffective and lost my passport in the process of acquiring said visa. There should be more rigors in this pre-trip administrative function.
- A little more interaction with some of the local people would have been interesting. At times the schedule was a little overwhelming (especially with the time change). I would have enjoyed an extra day in either Shanghai and/or Guilin because the trip to those areas seemed a bit rushed and I really enjoyed both cities although the other cities had a lot to offer, as well.
- Provide more relevance to the international trips to the overall leadership component of our EDOL program, plus more relevance to the Educational component. To me it felt very "loose" and not directly correlated...a bit confused as to the goals and outcomes related to the degree. I don't disagree with international addition to this program, however in my own experience plus what I learned from others' experiences with the other trips that I did not attend, we all have a similar feeling that the trips are expensive, time challenging (as most of us work full time) and could be well worth the effort, however these trips did not tie to the program closely enough to bring more and related value.
- Opportunity to travel longer into more remote areas.

**B. Academic components of the trip.** This section explains the respondents' perceptions of the academic components of the trip from weak or very weak to strong or very strong. These questions responses ranged from weak or very weak to strong or very strong. For every item, percentages of very strong and strong scores were combined into one score and reported below. Combined scores of over 85% were reported as a "Very Strong Academic Component" factor in selection of the trip. Combined scores 65% to 84.9% were reported as a "Strong" academic component" factor; combined scores over 50% to 64.9% were reported as a "Moderate" academic component"; combined scores of over 40 to 49% were reported as a "Weak" academic component and combined scores below 40% were reported as a "Very Weak" academic component of the trip. Finally, responses were ranked and reported in Table 2.

***Questions 1-20 responses .***

1. Lead faculty member's level of experience was rated very strong- 93%
2. Lead faculty member's knowledge of the Country's socio-political, economic and Cultural issues of the country visit was rated as strong- 88%
3. Accessibility of the lead faculty member during the trip scored 88%
4. Regarding the trip was rated as strong – 84%.
5. Support provided by Pepperdine staff was viewed as strong- 83%.
6. Student-faculty relationship was rated as strong- 74%
7. Choice of companies/schools visited was rated as strong 71%
8. Overall assessment of your international trip was rates strong-71%.
9. Choice of national sites visited was rates moderate – 69%
10. Overall assessment of faculty's role was rated as moderate- 66%
11. Lead faculty member's knowledge was rated as moderate -62%.



12. Timeliness of issues discussed was rated as moderate - 62%.
13. Choice of social group activities was rated as moderate- 62%.
14. Quality of assignments given was rated as moderate - 62%
15. Effective use of trip's time was rated as moderate – 57%.
16. Quality of instruction by faculty was rated as moderate - 53%.
17. Post trip debriefing of important learning during the trip was weak-48%.
18. Reading material (e.g., textbooks, books and articles) was weak- 46%.
19. Evaluation of assignments was rated as weak- 43%.
20. Supplemental Material (e.g., handouts, videos) was very weak- 39%.

Table 2

*Summary of ranked perception of academic components of trip*

### C. Logistics of trip.

Academic Components of the Trip	Weak or Very Weak	Neither Weak Nor Strong	Strong or Very Strong	Total
1. Lead faculty member's level of experience	0	7	93	100
2. Lead faculty member's knowledge of the country's socio-political, economic and cultural issues of the country visited	0	12	88	100
3. Accessibility of the lead faculty member during the trip	5	7	88	100
4. Regarding the trip	2	14	84	100
5. Support provided by Pepperdine staff	7	10	83	100
6. Student-faculty relationship	12	14	74	100
7. of companies/schools visited	19	10	71	100
8. Overall assessment of your international trip	7	22	71	100
9. Choice of national sites visited	12	19	69	100
10. Overall assessment of faculty's role	10	24	66	100
11. Lead faculty member's knowledge	21	17	62	100
12. Timeliness of issues discussed	12	26	62	100
13. Choice of social group activities	21	17	62	100
14. Quality of assignments given	19	21	60	100
15. Effective use of trip's time	17	26	57	100
16. Quality of instruction by faculty	26	21	53	100
17. Post trip debriefing of important learning during the trip	20	32	48	100
18. Reading materials	14	40	46	100
19. Evaluation of assignments	26	31	43	100
20. Supplemental Material (e.g., handouts, videos)	23	38	39	100

There were 14 open-ended, closed questions and other questions in this section of the questionnaire reviewing the overall logistics of the trip. For every item, percentages of very strong and strong scores were combined into one score and reported below. Combined scores of over 85% were reported as a “Very Strong” logistical component of the trip. Combined scores 65% to 84.9% were reported as a “strong” factor; combined scores over 50% to 64.9% were reported as a “moderate factor”; combined scores of over 40 to 49% were reported as a “weak” factor and combined scores below 40% were reported as a “very weak” logistical component of the trip. Finally, responses were ranked and reported in Table 3.

***Questions 1-14 responses.***

1. Overall assessment of hotel accommodations scored very strong- 93%
2. Overall assessment of flights scored very strong-88%
3. Overall assessment of food during the trip scored very strong -88%
4. Overall assessment of how well the lead Faculty member prepared you for the logistical challenges of the trip scored very strong -84%
5. Travel arrangements within the country travelled scored very strong- 83%
6. Local guide(s) (if applicable) scored strong -74%
7. National guide(s) (if applicable) scored strong -71%
8. Opportunity to explore the culture scored strong -71%
9. Opportunity to shop scored moderate -69%
10. Opportunity to interact with the local culture scored moderate -66%
11. Pace of the trip scored moderate -62%
12. Overall quality of the curriculum scored moderate -62%
13. Opportunity to bond with other cohort members scored moderate -62%

14. Overall quality of travel arrangements and accommodations scored moderate - 60%.

Table 3

*Summary of ranked participants perception of logistics of trip.*

Logistics of the Trip	Weak or Very Weak	Neither Weak Nor Strong	Strong or Very Strong	Total
1.Overall assessment of hotel accommodations	0	7	93	100
2.Overall assessment of flights	0	12	88	100
3.Overall assessment of food during the trip	5	7	88	100
4.Overall assessment of how well the lead Faculty member prepared you for the logistical challenges of the trip	2	14	84	100
5.Travel arrangements within the country travelled	7	10	83	100
6.Local guide(s) (if applicable)	12	14	74	100
7.National guide(s) (if applicable)	19	10	71	100
8.Opportunity to explore the culture	7	22	71	100
9.Opportunity to shop	12	19	69	100
10.Opportunity to interact with the local culture	10	24	66	100
11.Pace of the trip	21	17	62	100
12.Overall quality of the curriculum	12	26	62	100
13.Opportunity to bond with other cohort members	21	17	62	100
14.Overall quality of travel arrangements and accommodations	19	21	60	100

**D. Overall effectiveness of trip.** There were a total of 16 questions in Section 4 of the survey questionnaire. These questions asked the participants to rate the overall effectiveness of the trip. For every item, percentages of very strong and strong scores were combined into one score and reported below. Combined scores of over 85% were reported as a “Very Effective” response. Combined scores 65% to 84.9% were reported as an “Effective” response; combined scores over 50% to 64.9% were reported as a “Moderately Effective” response; combined scores of over 40 to 49% were reported as a “Ineffective” response and combined scores below 40%

were reported as a “Very Ineffective” response. Finally, responses were ranked and reported in Table 4.

***Questions 1-16 responses.***

1. I felt physically safe during the trip all cohorts strongly agreed at 100%.
2. Time demands of the trip were appropriate was rated as very effective -91%.
3. The trip increase my awareness of socio-political, economic and legal Challenges of the host country rated as very effective -91%.
4. I would like to participate in other international trips scored -91%.
5. I feel the trip was valuable scored very effective -89%.
6. The trip enhanced my understanding of a different culture rated -88%.
7. The trip increased my cultural awareness rated as very effective -88%.
8. The trip increased my understanding in global issues rated 85%.
9. The trip is a key component of learning in the program rated effective -88%.
10. The experiential nature of the trip was preserved rated as very effective -81%.
11. The trip met my expectations rated effective -78%.
12. The pace of the trip was appropriate rates as effective -76%.
13. The trip increased my understanding of global leadership issues rated as 76%.
14. The objectives of the trip were clearly articulated by the faculty member 76%.
15. The academic demands of the trip are rigorous rated as ineffective -46%.
16. Overall, how would you rate your international trip experience with Pepperdine ? Score is 80%.

Table 4

*Summary of ranked participants perception of overall effectiveness of trip.*

Overall Effectiveness of the Trip	Strongly Disagree or Disagree	Neither Disagree Nor Agree	Strongly Agree or Agree	Total
1.I felt physically safe during the trip	0	0	<b>100</b>	100
2.Time demands of the trip were appropriate	7	2	<b>91</b>	100
3.The trip increased my awareness of Socio-political, Economic and legal challenges of the host country	2	7	<b>91</b>	100
4.I would like to participate in other international trips	2	7	<b>91</b>	100
5.I feel the trip was valuable	4	7	<b>89</b>	100
6.The trip enhanced my understanding of a different culture	2	10	<b>88</b>	100
7.The trip increased my cultural awareness	2	10	<b>88</b>	100
8.The trip increased my interest in global issues	10	5	<b>85</b>	100
9.The trip is a key component of learning in the program	14	2	<b>84</b>	100
10.The experiential nature of the trip was preserved	7	12	<b>81</b>	100
11.The trip met my expectations	7	15	<b>78</b>	100
12.The pace of the trip was appropriate	7	17	<b>76</b>	100
13.The trip increased my understanding of global leadership issues	7	17	<b>76</b>	100
14.The objectives of the trip were clearly articulated by the faculty member	7	17	<b>76</b>	100
15.The academic demands of the trip are rigorous	34	20	<b>46</b>	100
16. Overall, how would you rate your international trip experience with Pepperdine?	3	17	<b>80</b>	100

**E. Positive overall aspects of trip.** Section 5 had 15 questions. This survey generated results that spoke to the students and faculty members overall observations of the short-term study abroad program connected to a structured degree program. The most positive aspects of the trip reflected very strong or strong scores over 87% (see Table 5).

**Questions 1-15.**

1. I felt physically safe during the trip scored 100%
2. Lead faculty member's level of experience scored 93%

3. Potential for learning scored 91%
4. Best opportunity to learn about a major international Culture scored 91%
5. National guide(s) (if applicable) scored 91%.
6. Time demands of the trip were appropriate scored 91%
7. The trip increase my awareness off Socio-political, Economic and legal challenges of the host country scored 91%
8. I would like to participate in other international trips scored 91%
9. Overall assessment of hotel accommodations scored 90%
10. Timing of the trip scored 89%
11. I feel the trip was valuable scored 89%
12. Lead faculty member's knowledge of the Country's socio-political, economic and cultural issues of the country visited scored 88%
13. Accessibility of the lead faculty member during the trip scored 88%.
14. The trip enhanced my understanding of a different culture scored 88%.
15. The trip increased my cultural awareness scored 88%

Table 5

*Summary of most positive observations regarding the trip.*

<b>Most Positive Observations (Strong/Very Strong Score over 87)</b>	<b>Weak or Very Weak Response</b>	<b>Indifferent Response</b>	<b>Strong or Very Strong Response</b>	<b>Total</b>
1.I felt physically safe during the trip	0	0	<b>100</b>	100
2.Lead faculty member's level of experience	0	7	<b>93</b>	100
3.Potential for learning	7	2	<b>91</b>	100
4.Best opportunity to learn about a major international Culture	0	9	<b>91</b>	100
5.National guide(s) (if applicable)	0	9	<b>91</b>	100
6.Time demands of the trip were appropriate	7	2	<b>91</b>	100
7.The trip increase my awareness off Socio-political, Economic and legal challenges of the host country	2	7	<b>91</b>	100
8.I would like to participate in other international trips	2	7	<b>91</b>	100
9.Overall assessment of hotel accommodations	5	5	<b>90</b>	100
10.Timing of the trip	2	9	<b>89</b>	100
11.I feel the trip was valuable	4	7	<b>89</b>	100
12.Lead faculty member's knowledge of the Country's socio-political, economic and cultural issues of the country visited	0	12	<b>88</b>	100
13.Accessibility of the lead faculty member during the trip	5	7	<b>88</b>	100
14.The trip enhanced my understanding of a different culture	2	10	<b>88</b>	100
15.The trip increased my cultural awareness	2	10	<b>88</b>	100

**F. Overall least positive observations of trip.** It was noted that among the 93 items in the survey, no item received a more than 34 percent weak or strongly weak response by participants. Only two items received 34 percent weak or strongly weak response. Below is a list of 10 survey questions that received a positive or strongly positive response of below 50% from the participants (see Table 6).

***Questions 1-10.***

1. Post trip debriefing of important learning during the trip scored 48%.
2. Concern for quality of food scored 48%.
3. Word-of-mouth from colleagues or friends scored 47%.

4. Alternative trips were not as attractive scored 47%.
5. Reading material (e.g., textbooks, books and articles) scored 46%.
6. The academic demands of the trip are rigorous scored 46%.
7. Ability to include friends/family scored 45%.
8. Evaluation of assignments scored 43%.
9. Supplemental Material (e.g., handouts, videos) scored 9%.
10. Cohort members written reflections scored 32%.

Table 6

*Summary of least positive observations regarding the trip.*

Least Positive Observations (Strong/Very Strong Scores below 50)	Weak or Very Weak Response	Indifferent Response	Strong or Very Strong Response	Total
1.Post trip debriefing of important learning during the trip	20	32	48	100
2.Concern for quality of food	22	30	48	100
3.Word-of-mouth from colleagues or friends	14	39	47	100
4.Alternative trips were not as attractive	19	34	47	100
5.Reading material (e.g., textbooks, books and articles)	14	40	46	100
6.The academic demands of the trip are rigorous	34	20	46	100
7.Ability to include friends/family	25	30	45	100
8.Evaluation of assignments	26	31	43	100
9.Supplemental Material (e.g., handouts, videos)	23	38	39	100
10.Cohort members written reflections	34	34	32	100

### *Cohorts' reflections.*

The following are some of the participant overall reflections regarding the trips.

- Less time on the bus - more time in the culture
- There were only a couple of minor logistical issues that I wished had been addressed prior, but the structure of our trip to India was very appropriate. Not too structured as to feel constrained and enough time to explore on our own. The



logistics were all handled personally, so it was not like the China trip where a "package" was purchased. This allowed for early arrival and a stop in Europe on the way back.

- More free time to explore.
- Belize is not a good country to visit for educational trip. No doubt I learned from the trip; yet, it didn't meet my expectations.
- Organized cohort experiences (sightseeing, activities, interactions)
- More individuals should try the India trip. China is important and eventually if you are to go international you will have to travel to China at some point in time. Hence, other destinations should be made available and explored.
- I would have students do more follow-up activities after the trip to reinforce the learning that took place. I felt that the written reflections were not insufficient.
- More opportunities to interact with the culture without having to stay up to all hours of the night.
- Allow other students who have been on the trips to come in class and answer questions. Pepperdine should get feedback after each trip and share with new students getting ready to travel.
- I would have had two choices
- In my view, all the arrangements were excellent given the size of the group. The only thing I would change is some of the personal behavior of particular individuals, which the school cannot control. The group should not wait an hour for students who stay out late drinking then can't get ready on time. Give a 15 minute grace period then leave.

- The food was on a steady decline as the trip went on. The restaurants we ate in towards the end of our trip were dirty and/ or scary.
- None at this time. The trip was exceptional.
- Pepperdine can learn more from other universities who offer international trips.
- Add more locations to explore.
- Not sure.
- More structured learning activities our opportunities to discuss observations of the host country in an organized group format
- The visa company selected by Pepperdine was the wrong one as they were completely ineffective and lost my passport in the process of acquiring said visa. There should be more rigors in this pre-trip administrative function.
- Is it ethical to purposefully buy goods that are not fake?
- A little more interaction with some of the local people would have been interesting. At times the schedule was a little overwhelming (especially with the time change). I would have enjoyed an extra day in either Shanghai and/or Guilin because the trip to those areas seemed a bit rushed and I really enjoyed both cities although the other cities had a lot to offer, as well.
- Provide more relevance to the international trips to the overall leadership component of our EDOL program, plus more relevance to the Educational component. To me it felt very "loose" and not directly correlated...a bit confused as to the goals and outcomes related to the degree. I don't disagree with international addition to this program, however in my own experience plus what I learned from others' experiences with the other trips that I did not attend, we all

have a similar feeling that the trips are expensive, time challenging (as most of us work full time) and could be well worth the effort, however these trips did not tie to the program closely enough to bring more and related value.

- Opportunity to travel longer into more remote areas.

## Findings

**Research question one.** What are the factors influencing the selection of one particular trip over other options available for students who have participated in short-term, course-based, international travels in structured degree programs?

Based on the survey questionnaire responses, 91% of the responses were very strong in favor of the logistical components of the trip. There were few weaknesses in the trip and they scored 81% positive based on the survey questionnaire.

**Research question two.** What are the perceived strengths and weaknesses of the quality of various academic components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?

Based on the survey questionnaire responses, 93% of the responses were very strong in favor of the logistical components of the trip. There were few weaknesses in the trip and they scored 81% positive based on the survey questionnaire.

**Research question three.** What are the perceived strengths and weaknesses of the quality of various logistical components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?

Based on the survey questionnaire responses, 93% of the responses were very strong in favor of the logistical components of the trip. There were few weaknesses in the trip and they scored 83% positive based on the survey questionnaire.

**Research question four.** What is the perceived overall effectiveness of the international trip attended by students who have participated in short-term, course-based, international travels in structured degree program?

The overall effectiveness of the international was positive at 100% agreed based on the research findings and reflected strongly agreed on the survey questionnaire by the Cohorts.

**Research question five.** What are the changes recommended for improving these programs?

Written responses from cohorts reflections are: Less time on the buss- more time in the culture, I would have students do more follow-up activities after the trip to reinforce the learning that took place, allow other students who have been on the trips to come in class and answer questions, Pepperdine should get feedback after each trip and share with new students getting ready to travel, the group should wait an hour for students who stay out late drinking then can't get ready on time, Give a 15 minute grace period then leave, Pepperdine can learn more from other universities who offer international trips, the Visa company selected by Pepperdine was the wrong one as they were completely ineffective and lost my passport in the process of acquiring said Visa, there should be more rigors in this pre-trip administrative function, however these trips did not tie to the program closely enough to bring more and related value.

**Research question six.** What are the demographic characteristics of those students who have participated in short-term, course-based, international travels in structured degree programs?

Of the participants, 58.6 % were females compared to 41.4% males. This finding concurs with the literature review for this research that reflects the largest percent of short-term study-abroad participants were females. In fact, according to Twombly, et al. (2012), despite all of the

attention study-abroad has received, it remains an activity in which participation remains the domain of women, white students, and humanities and social science majors. The one notable departure from this pattern is an increase in participation among business majors. Reasons for these participation patterns are complex and vary by gender, race/ethnicity, and university course of study; however, perceived costs are the universal and expected obstacles and deterrents for male students' involvement in short-term study-abroad programs (p. ix).

The average income for participants was \$100,000 which equaled 55%. Sixty-three percent of the participants were married, 38.10% of participants had taken six or more previous international trips, 53% of participants have five or more years of professional experience, 55% of participants had 12 months elapse from their last promotion and 30% was the highest number cohorts taking short-term trips in 2013.

From a critical perspective and counteracting the positive vision of study-abroad, critics raise important questions about the purpose, the homogeneity of study-abroad participants, and the experience of study-abroad. Those who question the purpose of study-abroad challenge its role as an instrument of American imperialism and commercialism, suggesting that the objective of creating 'global citizens' is an imperialistic act of the United States. Others challenge the very meaning of study-abroad in a globalized world. Qualitative researchers who have studied the experience raise important questions about the experience itself and provide implications for understanding the outcomes of study-abroad (Twombly et al., 2012, p. x).

Despite the overwhelming positive views Americans have of the potential of study-abroad, there are nagging concerns that the study-abroad population remains relatively homogeneous and outcomes may have more to do with who participates than program activities.

There are also critics who suggest that study-abroad providers are merely promoting a 21st-century form of American imperialism (Twombly et al., 2012, p. x).

With this in mind, Pepperdine School of Education and Psychology should continue to invite male students and different ethnic groups to the EDOL program. At the graduate level, speak to male students and other ethnic groups attending the university; to become an intricate part of the EDOL program and about the benefits of international travel and the timely need for male students and other ethnic group's presence as EDOL cohorts.

### **Summary of Research Findings**

The purpose of this study was to examine the benefits, challenges, effectiveness, and outcomes of a short-term international travel courses in structured degree programs in the EDOL program at Pepperdine University's Graduate School of Education and Psychology.

The findings will assist the EDOL program at the School of Education and Psychology improve its short-term travel courses delivery system connected to structured degree program meet the needs of all cohorts in a timely manner.

The most effective research findings were factors influencing selection of a trip which was highlighted by the comments of participants that they felt physically safe during the trip; this scored 100%. The lead faculty member's level of experience scored high at 93%. The potential of learning scored very high at 91%. These trips offered cohorts the best opportunity to learn about a major international culture scored very high at 91%. Cohorts implied they would like to participate in other international trips and that scored 91%. The timing of the trip was strong scoring 89%. The accessibility of the lead faculty member during the trip was strong and scored 88%. Cohorts' interest in the culture was strong and scored 86%. The itinerary selected by the EDOL program staff was strong and scored 85%. The cohort's perception of the academic

relevance of the trip was strong and scored 84%. Most of all, the trip relevance to the EDOL program objectives was strong and scored 81%.

In spite of positives, cohorts' voiced some least effective findings and views of the trips that were scored as written reflection on a scale of 100%. There written reflections were scored as strong or very strong scored below 50%. All of these findings were the cohort members written reflections scored very weak at 34% or lower on the survey questionnaire. The academic demands of the trip are rigorous was weak and scored 34%. Post trip debriefing of important learning during the trip was weak and scored 20%. Alternative trips were not as attractive scored weak at 19%. Cohorts found the exotic nature of the trip weak and scored 17%. The potential for benefit to the cohort's career was weak and scored 16%. Cohort's word-of-mouth from colleagues or friends scored 14%. The lead faculty members' description of the trip was weak and scored 7% (see Table 6).

## Chapter V: Summary, Conclusions, Implications, and Recommendations

The purpose of this study was to examine the benefits, challenges, effectiveness, and outcomes of a short-term international travel courses in structured degree programs in the EDOL program at Pepperdine University's Graduate School of Education and Psychology. This quantitative research attempted to alleviate a dearth of data on short-term international travel courses in structured degree programs. The present short-term study- abroad program at Pepperdine University Graduate School of Education and Psychology is designed for "exploratory, fact-finding, developing the cohort's social capital and expanding the students' worldview of international travel. These short-term study-abroad trips are not theoretical sojourns" (F. Madjidi, personal communication, June 10, 2015).

Every academic year, it is estimated that thousands of American graduate students from universities around the nation take part in short-term international travel courses in structured degree programs. Therefore, there is a critical need for user friendly quantitative research that documents these programs' benefits, effectiveness, and outcomes from the faculty and students' point of view.

This chapter culminates the study by summarizing the findings of the research, question-by- research question, presenting conclusions, discussing the implications and applications for all stakeholders, offering recommendations for future research and a final summary.

### Summary of Findings

**Research question one.** What are the factors influencing the selection of one particular trip over other options available for students who have participated in short-term, course-based, international travels in structured degree programs?



Based on the survey responses, 91% of the participants were very strong in favor of the logistical factors and components of the trip. So too, participants scored strong to very strong on the first seven out of 23 open-ended questions. It should be noted that each statement was written in the affirmative, meaning that agreement with a statement indicates a positive impact. Questions covered learning a major international culture; the timing of the trip presently scheduled in the spring, summer or fall of the year, the itinerary of the trip; the academic relevance of the trip; the length of the trip and the relevance of the program objective made the trip(s) meaningful to all entities. However, there were few weaknesses in the trip and they scored 81% positive based on the survey questionnaire. The cohorts who attended these trips from 2007-2014 were satisfied with the trip or trips selected (see Table 2). Subsequently, previous literature indicates that traveling or working abroad promotes transformational learning, particularly in terms of intercultural awareness. This transformational learning then leads to changes in behavior, within both the personal and professional realms, often because the learner's previous thinking, behaviors, or beliefs are revised in some manner (Taylor, 2008).

Moreover, this is a reflective narrative from one cohort member speaking to the relevance of his travel to China. He said:

My study abroad experience was a great learning opportunity. I learned a lot from this experience and it helped me realize that I could take on challenges and experience a new place. The study abroad experience probably influenced me not to be so apprehensive about international travel.

**Research question two.** What are the perceived strengths and weaknesses of the quality of various academic components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?

Based on the survey responses, 93% of the participants were very strong in favor of the academic logistical components of the trip. Most of all, the lead faculty member's level of academic experience was scored very strong, and the lead faculty member's knowledge of the country's socio-political, economic and cultural issues were strong, the student-faculty relationship was strong, and the overall assessment of faculty's role was strong (see Table 3). There were few weaknesses in the trip and they scored 81% positive based on the survey questionnaire. However, the weaknesses were post trip debriefing of important learning during the trip, reading materials about the trip, evaluation of assignments and supplemental material including, handout and videos about the trip (see Table 3).

Faculty-led, study abroad programs have increased throughout the United States in recent years as institutions are eager to globalize their campuses. These programs offer students the opportunity to actively engage with college faculty while expanding their cultural horizons. Recent research indicates that the benefits for students who participate in short-term programs are rich and rival that of semester-long programs in the area of global awareness (Chieffo & Griffiths, 2004); these programs offer students the opportunity to actively engage with college faculty while expanding their cultural horizons. Recent research indicates that the benefits for students who participate in short-term programs are rich and rival those of semester-long programs in the area of global awareness (Chieffo & Griffiths, 2004), The findings from this study may inform faculty, administrators, and the higher education community about the faculty experience directing a study abroad program and how to best meet the needs of faculty in the program design phase, during their travel overseas with students, and when they return to campus. Also, this study suggests that leading short-term study abroad courses can serve as a professional development activity for faculty in a variety of ways, including internationalization.

**Research question three.** What are the perceived strengths and weaknesses of the quality of various logistical components of an international trip attended by students who have participated in short-term, course-based, international travels in structured degree programs?

Based on the survey responses, 93% of the participants were very strong in favor of the total logistical components of the trip. This started with the positive hotel accommodations, flight to the destination, food during 88% of the trip, the trip lead, the arrangements within the country visited and the effectiveness of the local guide. There were few weaknesses in the trip and they scored 83% positive based on the survey questionnaire. However, some participants suggested a review of the total trip food services. It was reported by some cohort members, “The food was on a steady decline as the trip went on, “The restaurants we ate in toward the end of the trip were dirty and/or scary” (see Table 4).

Another participant said, “The visa company selected by Pepperdine was the wrong one as they were completely ineffective and lost my passport in the process of acquiring my travel visa. Also, the tour guide should be the only persons returning passports to cohorts. This mistake was brought to the attention to the tour guide and faculty led on the 2012 China trip.” Equally important, provide more relevance to the international trips to the overall leadership component of the EDOL program, plus more relevance to the educational component. The cohorts need more follow-up activities after the trip to reinforce the learning that took place. Allow other cohorts who have been on the trip to share feedback with new cohort preparing for international travel (see Table 4).

**Research question four.** What is the perceived overall effectiveness of the international trip attended by students who have participated in short-term, course-based, international travels in structured degree program? (see Tables 5 and 6).

The overall positive effectiveness of the international program was positive; 100% of the cohort members agreed. The cohort's and faculty's feeling physically safe on the trips was a high priority and this requirement was met by Pepperdine University Graduate School of Education and Psychology. Equally important, the lead faculty member's level of experience potential for learning very strong 93%; cohorts potential for learning very strong 91%, best opportunity to learn about a major international culture very strong 91%, national guide(s) selected were on-point daily very strong 91%, time demands of the trip were appropriate very strong 91%, the trip increase my awareness of socio-political, economic and legal challenges of the host country scored strongly agreed 91% , motivated to participate in other international trips scored 91%, overall assessment of hotel accommodations scored 90% , timing of the trip spring, summer, and fall scored 89%, the trip was valuable scored 89%, the lead faculty member's knowledge of the country's socio-political, economic and cultural issues of the country visited scored 88%, and accessibility of the lead faculty member during the trips scored 88% (see Table 5), the academic demands of the trips are rigorous scored 46%, word-of mouth to promote the trip from colleagues or friends scored 47%, reading material explaining the trips scored 46%, supplemental material about the trips scored 39%, an ability to include friends and family scored 45%, and the evaluation of assignments scored 43%. While this may be true, the present short-term study-abroad programs at Pepperdine University Graduate School of Education and Psychology are designed for "Exploratory, fact-finding, developing the cohort's social capital and expanding their worldview of international travel. As a result, "the Graduate School of Education and Psychology short-term study-abroad trips are not theoretical sojourns" (Madjidi, 2015).

**Research question five.** What are the changes recommended for improving these programs?

Written negative responses from cohort members' reflections in chapter four are: These cohort negative responses and suggestions can improve the short-term travel delivery system going forward. One participant said,

Cohorts should spend less time on the bus more time in the culture. As a cohort member, I would have students do more follow-up activities after the trip to reinforce the learning that took place, allow other students who have been on the trips to come in class and answer questions, Pepperdine should get feedback after each trip and share with new students getting ready to travel. The group should not wait an hour for students who stay out late drinking then can't get ready on time; give a 15 minute grace period then leave Pepperdine can learn more from other universities who offer international trips, The Visa Company selected by Pepperdine was the wrong one as they were completely ineffective and lost my passport in the process of acquiring said visa. There should be more rigors in this pre-trip administrative function.

Another cohort member expressed an opinion, "that these trips did not tie to the EDOL program closely enough to bring more and related value."

There were areas of weakness that can be improved at the pre-trip orientation. Post trip debriefing of important learning during the trip was weak and scored 20%. Cohort's word-of-mouth from colleagues or friends scored 14%. Less emphasis should be placed on shopping and more on academia and cultural immersion. One participant had mixed feelings about shopping at the knock-off market. Is it ethical to purposefully buy goods that are fakes? There were concerns for the quality of food, lack of word-of-mouth from colleagues or friends, alternative trips were not attractive, limited reading materials (e.g. textbooks, books, and articles), the academic demands of the trip are rigorous, an ability to include friends/family, the evaluation of

assignments, supplemental material (e.g. handouts, videos) and cohort members written reflections. There are areas to avoid or tailor to meet the cohort's needs. This can be reviewed in a pre-trip questionnaire. Less emphasis should be placed on shopping and more emphasis on academia and cultural immersion; to some, the trips felt very loose and not directly correlated...a bit confused as to the goals and outcomes related to the EDOL degree; however, these trips did not tie to the program closely enough to bring more and related value. Furthermore, at times, the schedule was a little overwhelming (especially with the time change). One participant felt that he/she would have enjoyed an extra day in either Shanghai and/or Guilin because the trip to those areas seemed a bit rushed and he/she would really have enjoyed both cities although the other cities had a lot to offer, as well. There were cohort members who felt the food was on a steady decline as the trip went on. The restaurants at which the participants ate towards the end of our trip were dirty and/ or scary. Ordinarily, this problem can be eliminated going forward with the use of a pre-trip survey of restaurants visited previously and follow the results and implement suggested changes.

**Research question six.** What are the demographic characteristics of those students who have participated in short-term, course-based, international travels in structured degree programs?

Of the participants, 58.6 % were females compared to 41.4% males. This statement concurs with Chapter II of this research that reflects the largest percent of study-abroad programs longer than two-weeks and short-term study-abroad trip participants were female.

In fact, According to Twombly et al. (2012), despite all of the attention study-abroad has receive, it remains an activity in which the main participants in study-abroad programs are women, white students, and humanities and social science majors. The one notable departure

from this pattern is an increase in participation among business majors. Reasons for these participation patterns are complex and vary by gender and race/ethnicity and university course of study, and perceived costs. These are obstacles and deterrents for male students' involvement in short-term study-abroad programs (p. ix).

Twombly et al. (2012) state:

From a critical perspective and counteracting the positive vision of study-abroad, critics raise important questions about the purpose, the homogeneity of study-abroad participants, and the experience of study-abroad. Those who question the purpose of study-abroad challenge its role as an instrument of American imperialism and commercialism, suggesting that the objective of creating 'global citizens' is an imperialistic act of the United States. Others challenge the very meaning of study-abroad in a globalized world. Qualitative researchers who have studied the experience raise important questions about the experience itself and provide implications for understanding the outcomes of study-abroad. (p. x)

Despite the overwhelming positive views Americans have of the potential of study-abroad, there are nagging concerns that the study-abroad population remains relatively homogeneous and outcomes may have more to do with who participates than program activities. There are also critics who suggest that study-abroad providers are merely promoting a 21st-century form of American imperialism.

With this in mind, Pepperdine School of Education and Psychology should continue to invite male students and different ethnic groups to the EDOL program. At the graduate level, speak to male students and other ethnic groups attending the university, to become an intricate

part of the EDOL program and about the benefits of international travel and the timely need for male's students and other ethnic groups presence as an EDOL cohorts.

The income distribution among participants was \$100,000 which equaled 55%. To some degree, cost was not an object for most cohorts. The travel fees were set by the University for many of the short-term study-abroad trips. Therefore, the cohorts were timely aware of the total cost of the trip. Sixty-three percent of the participants were married, this number can reflect stability in the cohorts attending Pepperdine University and taking the short-term trips. 38.10% of participants had taken six or more previous international trips, this number can reflect the well-travelled nature of graduate students accepted into the EDOL program at Pepperdine University Graduate School of Education and Psychology, 53% of participants have five or more years of professional experience. This number can reflect the ability of the university to accept academic sound cohorts into the EDOL program with an excellent chance to remain in and complete the EDOL program timely. Fifty-five percent of participants had 12 months elapse from their last promotion. This number can reflect the cohorts are stable individuals who have the need to succeed not only in personal life skills but academic development with a passion and 30% were the highest number cohort members taking short-term trips in 2013. This number can represent Pepperdine University School of Education and Psychology's ability to successfully promote and continue to generate short-term travel -abroad program as a requirement to complete the EDOL program.

In spite of positives, cohorts' voiced some weaknesses and views. Several responses fell below a 50 percent strong, or very strong rating. It should be noted that at least 2 out of 3 respondents found every aspect of the trip not to be inadequate. All of these findings were the cohort members written reflections scored very weak at 34% or lower on the survey



questionnaire. The academic demands of the trip are rigorous was weak and scored 34%. This is not unexpected in this case. The trip is offered as an “experiential Learning” component of the degree program. As such, less emphasis is placed on “theoretically rigor” during the trip and more emphasis is placed on immersion and experiencing the history, metanarrative and the culture of the visiting country. The trip in this case is accompanied by another course designed to cover and emphasize appropriate economic and political theory governing major issues of international and global issues currently and classically exist. To ensure an appropriate balance of theatrical and experiential learning is accomplished, the program should ensure that high rigor is maintained in the theoretical portion of the class. Finally, Post trip debriefing of important learning during the trip was weak and scored 20%. Alternative trips were not as attractive scored weak at 19%. Cohorts found the exotic nature of the trip weak and scored 17%. The potential for benefit to the cohort’s career was weak and scored 16%. Cohort’s word-of-mouth from colleagues or friends scored 14%. The lead faculty members’ description of the trip was weak and scored 7% (see Table 6).

While the aforementioned may be true, the EDOL program at Pepperdine University Graduate School of Education and Psychology, after reviewing of this research, should seriously consider the cohorts suggestions for additions to and program modifications. Granted that, the present short-term study- abroad programs at Pepperdine University Graduate School of Education and Psychology are designed for “Exploratory, fact-finding, developing the cohort’s social capital and expanding their worldview of international travel. As a result, the Graduate School of Education and Psychology short-term study-abroad trips are not theoretical sojourns” (F. Madjidi, personal communication, June 10, 2015).

## Conclusions

This research supports the idea that study abroad program in structured degree programs can be applied to promote diversity and openness toward other cultures. Thus, students who attain a level of intercultural sensitivity are able to study and work with individuals from different cultures, appreciate difference, and view the world as a conglomerate of cultural differences. This statement is paramount and works well for the trip based on the findings from research question six in Chapter 4 of this research which obtained data on the demographic characteristics of participants. Of the participants, 58.6 % were females compared to 41.4% males, this statement concurs with Chapter II of this research that reflects the largest percent of short-term study-abroad trip participants were female.

According to Twombly, et al. (2012), despite all of the attention study-abroad has received, it remains an activity in which a majors participating in study-abroad participation remains the domain of women, white students, and humanities and social science majors. The one notable departure from this pattern is an increase in participation among business majors. Reasons for these participation patterns are complex and vary by gender and race/ethnicity and university course of study, and perceived costs, is a universal and expected obstacle and deterrents for male students involving in short-term study-abroad peers' interactions (p. ix).

Twombly et al. (2012) state:

From a critical perspective and counteracting the positive vision of study-abroad, critics raise important questions about the purpose, the homogeneity of study-abroad participants, and the experience of study-abroad. Those who question the purpose of study-abroad challenge its role as an instrument of American imperialism and commercialism, suggesting that the objective of creating 'global citizens' is an

imperialistic act of the United States. Others challenge the very meaning of study-abroad in a globalized world. Qualitative researchers who have studied the experience raise important questions about the experience itself and provide implications for understanding the outcomes of study-abroad. (p. x)

Despite the overwhelming positive views Americans have of the potential of study-abroad, there are nagging concerns that the study-abroad population remains relatively homogeneous and outcomes may have more to do with who participates than program activities.

Definitely, this quantitative research is synonymous with a plethora of literature and peer reviews that confirm the researcher's findings. It is the researcher's belief that this synthesized quantitative study will assist meeting the need of all future graduate cohorts entering the EDOL programs in Pepperdine University Graduate School of Education and Psychology located in West Los Angeles, California now, and into the 22nd century. With this in mind, Pepperdine University Graduate School of Education and Psychology should continue to invite male students and different ethnic groups to the EDOL program. At the undergraduate and graduate levels, speak to male students and other ethnic groups attending the university, to become an intricate part of the EDOL program and about the benefits of international travel and going forward, the timely need for male students and other ethnic groups' presence as EDOL cohorts in the Pepperdine University Graduate School of Education and Psychology's doctoral program.

This descriptive quantitative research examined seven years of data that indicate what are the benefits, challenges, and outcomes of short-term international travel courses in a structured degree program in the Educational Doctoral Organizational Leadership Program at Pepperdine University Graduate School of Education and Psychology from 2007 to 2014.

In response to an ever-changing global environment that demands a higher degree of global awareness from those who pursue leadership roles in various organizations, a large number of learning institutions, including, and not limited to, Pepperdine University Graduate School of Education and Psychology, have commenced short-term international travel programs as part of their degree offerings. This works well for the trip and emphasizes the success of globalization as a term that constantly surrounds the educational arena today. In an effort to meet the demands of globalization, the education sector is increasingly promoting study abroad programs to encourage students to experience the international world firsthand and prepare them with intercultural knowledge. I. Clarke et al. (2009) support a similar idea that study abroad programs are being used to promote diversity and openness toward other cultures. Many scholars in the field argue that students learn best about diverse cultures when they experience them directly and study abroad programs enable this opportunity.

Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena. Accompanying this rapid growth are increasing numbers of studies conducted from various disciplinary perspectives that question long-held assumptions about the nature and impact of study abroad experiences. Study-abroad seems to be advancing beyond its two decades long identity as “a curious hybrid between an academic discipline and a professional practice whose discourse is often characterized by the repetition of unquestioned dogmas and the use of inadequately defined terms” (Grünzweig & Rinehart, 2002, p. 6 as cited in McMurtrie, 2012).

There now appears to be a call for accountability that goes beyond the belief that a study-abroad experience in and of itself automatically results in desired outcomes, such as increased understanding of other cultures (Cohen et al., 2005; Stronkhorst, 2005), especially in the case of

short-term programs lasting eight week or fewer. This call for accountability has sparked studies seeking specific outcomes engendered by participation in a study- abroad program (Rundstrom-Williams, 2005) as well as for improving the quality and facilitation of existing study-abroad programs (L. Engle & Engle, 2002; Stronkhorst, 2005). In fact, Clark (2004) suggests that as the world becomes smaller and various cultures intermix, intercultural education is a necessity. Pepperdine Graduate School of Education and Psychology holds the power of preparing cohorts to meet the demands of a global society and this must be achieved through preparing cohorts to be “world citizens: (p. 52). This works well for the present quantitative research completed by this research that inferred and implied ways to close the research gap in short-term study- abroad programs has proved with a ‘preponderance of evidence’ there is a need to continue researching the topic: International policy experience: Short-term international travel courses in structured degree programs.

Despite the popularity of these programs, there is a dearth of information with regard to how effectively these trips meet the needs of students and what the strengths and weaknesses of these programs are as perceived by their various participants. Few have explored students’ perceptions of, and experiences with, self-identified encounters during a short-term international travel courses in a structured degree program. In fact, the findings of this study will assist the EDOL program at the Pepperdine University Graduate School of Education and Psychology improve its short-term travel courses delivery system connected to structured degree program and meet the needs of all cohorts in a timely manner.

This works well for this trip because while there is currently a plethora of study abroad research, most of the existing research explores semester or academic-year programs, focuses on identifying specific learning outcomes measured by pre-and post-test, and other issues that are

not specifically related to the current study. Very few studies have investigated shorter durations or students' perceptions and experiences during a program. Few have explored students' perceptions of, and experiences with, self-identified encounters during a short-term international travel courses in a structured degree program.

Hence, this study worked well for the trip and proved that 91% of the participants favored the logistical components of the trips; 91% were very satisfied with the trip selected; 93% felt that the lead faculty member's level of academic experience was high; 93% indicated that they felt safe and hotel accommodations were good; and 100% felt that overall the program was effective. Also, this study provides useful information that can help determine whether or not international trips in structured degree programs are meeting their intended goals and objectives; whether or not there are areas of improvement with the EDOL short-term study abroad programs from the student's point of view.

### **Recommendations**

With this purpose in mind, Pepperdine University Graduate School of Education and Psychology can enhance its EDOL Cohort program by (a) that future researchers study the indigenous synergy of this research. (b) Pepperdine University Graduate School of Education and Psychology EDOL program faculty should continue their present faculty- led short-term study –abroad program as written with minor adjustment taken from this research.

(c) Specifically, the most telling research recommendation that this study could generate is to simply repeat this study. This research was only conducted among graduate cohorts that had a short-term study -abroad experience from 2007-2014. (d) Recommend yearly quantitative research studies and query if these research studies what would the data show? (e) For comparative purposes, Pepperdine University Graduate School of Education and Psychology

EDOL program can consider establishing an ongoing longitudinal research study where each year graduate cohorts complete the same self-assessment; this would lend tremendous power to the results. (f) EDOL faculty members might place greater importance on pre and post-trip activities recognizing the effect that these deliberate measures can have on creating impact from the experience. Also, this is a significant opportunity to provide students with additional tools to process their short-term overseas experience. (g) Recommend one-on-one cohort interviews conducted during the trip explored real-time perceptions of the experience and reflections on the preparation process. (h) Recommend post-cohort interviews these interviews conducted upon return from the trip can explore faculty and cohorts reflections on the actual and planned outcomes of the short-term travel experience. (i) Recommend after the EDOL faculty perusal of this research, should seriously consider the 2007-2014 descriptive quantitative research cohorts suggestions for additions to the EDOL short-term study-abroad program modifications.

While it may be true that this descriptive quantitative research reflect numerous positive, there were negatives and weaknesses that can be addressed and enhancements that can be made. Despite the popularity of these programs, there is a dearth of information with regard to how effectively these trips meet the needs of students and what the weaknesses of these programs are as perceived by their various participants. This dearth can be enhanced by Pepperdine University Graduate School of Education and Psychology with the implementation of this present researcher's descriptive quantitative recommendations as documented in Chapter four of this study.

Weaknesses included post-trip debriefing of important learning during the trip scored (20%). This could be addressed by post-trip cohort interviews conducted upon return from the trip explored faculty and cohorts reflections on the actual and planned outcomes of the short-

term travel experience. Reading materials about the trip scored 14%. This could be enhanced by supplying more reading materials for the pre-trip cohorts to pursue in the university library with scheduled reading time in class or after university study hours, Evaluation of assignments and supplemental material including, handout and videos about the trip scored 26%. This can be enhanced by writing in the newly developed trip pre-orientation booklet which should be given free of charge to each cohort member hopefully about three weeks before the scheduled trip departure date. Forty-six percent of the participants said academic demands were weak. This could be enhanced and expanded in the university's academic course requirements for this trip. Further, to alleviate weaknesses listed in Table 6 of this research, it would be worthwhile to follow the researcher's recommendations.

Subsequently, short-term study abroad should be viewed as a way to not only introduce students to one or more cultures, but also, and perhaps more importantly, as an opportunity to develop cultural learning strategies that can prepare students for future intercultural experiences abroad and at home. Students possess varying backgrounds, personalities, interests, goals, and previous travel experience, students need to be met where they are in their culture learning journey and given the freedom and encouragement to explore and discuss what is intriguing and meaningful to them.

This quantitative research has inferred and implied ways to close the research gap in short-term study abroad programs has proved with a preponderance of evidence there is a need to continue researching the topic: international policy experience: Short-term international travel courses in structured degree programs. "Pepperdine University Graduate School of Education and Psychology Education Doctoral Organizational Leadership short-term trips are not



theoretical sojourns and are not for cohorts in search of full-time or work-study programs for international employment” (F. Madjidi, personal communication, June 10, 2015).

### **Implications**

It is the researcher’s belief that the data gathered in this quantitative research will: (a) inform the administrators, faculty, and students of the Education Doctoral Organizational Leadership Program (EDOL) at Pepperdine University’s Graduate School of Education and Psychology of the benefits, challenges, outcomes and accountability of short-term international travel abroad courses in the structured degree programs offered by the organizational leadership doctoral program; (b) focus on the growing popularity of short-term study abroad programs and aims to determine the impact of such programs on producing knowledgeable EDOL graduate students; (c) provide useful information that can be applied to the EDOL faculty regarding the effectiveness of their short-term study abroad programs and helps them determine whether these programs are meeting their intended goals and objectives; and (d) provide specific applied data that can indicate whether or not there are areas of improvement with the EDOL short-term study abroad programs and what, if any, may be ways to address these areas from the student’s points of view.

### **Recommendations for Future Research**

This quantitative research attempted to alleviate a dearth of data on short-term international travel courses in structured degree programs with quantitative research and publish the research results for all Graduate School of Education and Psychology stakeholders. The quantitative researcher is mainly reporting the recommendations suggested by the cohort participants who completed this survey.

Granted that, the present short-term study- abroad programs in structured degree programs at Pepperdine University Graduate School of Education and Psychology are designed for “Exploratory, fact-finding, developing the cohort’s social capital and expanding their worldview of international travel. As a result, the Graduate School of Education and Psychology short-term study-abroad trips are not theoretical sojourns” (Madjidi, personal communication, June 10, 2015).

With this purpose in mind, Pepperdine University Graduate School of Education and Psychology Education Doctoral Organizational Leadership short-term trips are not “theoretical sojourns and are not for cohorts in search of full-time or work-study programs for international employment” (F. Madjidi, personal communication, June 10, 2015).

The researcher is recommending that:

Pepperdine University Graduate School of Education and Psychology EDOL program faculty should continue their present faculty led short-term study–abroad program as written with in the course of study with minor adjustments taken from this research.

- the study be repeated with more graduate cohorts
- there could be yearly quantitative research studies
- for comparative purposes, Pepperdine University Graduate School of Education and Psychology EDOL program can consider establishing an ongoing longitudinal research study where each year graduate cohorts complete the same self-assessment
- EDOL faculty members might place greater importance on pre- and post-trip activities recognizing the effect that these deliberate measures can have on creating impact from the experience

- one-on-one cohort interviews conducted during the trip explore real-time perceptions of the experience and reflections on the preparation process
- post-cohort interviews be conducted upon return from the trip should explore faculty and cohorts reflections on the actual and planned outcomes of the short-term travel experience
- after the EDOL faculty perusal of this research, they should seriously consider the cohorts' suggestions for additions to the EDOL short-term study-abroad program modifications
- the EDOL program publish these finding in the university's publication *Pepperdine Magazine* for all EDOL faculty and students to review and offer individual comments.

In fact, this researcher recognized that this exploratory effort was merely an initial study to be used for developing a comprehensive understanding of the impacts of Pepperdine University Graduate School of Education EDOL short-term study- abroad program on graduate cohort students. This is in light of the limited research on the topic, the study was intended to be a starting point; to reveal broad themes regarding the topic; and to provide baseline data that might inform and inspire additional research. There are admittedly imitations of this study, as mentioned earlier. But these limitations were, in most cases, calculated decisions leading to this initial dataset and findings. And most importantly, these limitations open the door for future study.

### **Final Summary**

While there is currently a plethora of study abroad research, most of the existing research explores semester or academic-year programs, focuses on identifying specific learning outcomes measured by pre-and post-test, and other issues that are not specifically related to the current

study. Very few studies have investigated shorter durations or students' perceptions and experiences during a program. Few have explored students' perceptions of, and experiences with, self-identified encounters during a short-term international travel courses in a structured degree program.

Globalization is a term that constantly surrounds the educational arena today. In an effort to meet the demands of globalization, the education sector is increasingly promoting study abroad programs to encourage students to experience the international world firsthand and prepare them with intercultural knowledge. I. Clarke et al. (2009) support a similar idea that study abroad programs are being used to promote diversity and openness toward other cultures. Many scholars in the field argue that students learn best about diverse cultures when they experience them directly and study abroad programs enable this opportunity.

Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena. Accompanying this rapid growth are increasing numbers of studies conducted from various disciplinary perspectives that question long-held assumptions about the nature and impact of study abroad experiences. Study abroad seems to be advancing beyond its two decades long identity as “a curious hybrid between an academic discipline and a professional practice whose discourse is often characterized by the repetition of unquestioned dogmas and the use of inadequately defined terms” (Grünzweig & Rinehart, 2002, p. 6 as cited in McMurtrie, 2012).

The present international policy experience: short-term international travel courses in structured degree programs at Pepperdine University Graduate School of Education and Psychology is in pristine order and is designed for:

exploratory, fact-finding, developing the cohorts' social capital and expanding their worldview of international travel through courses in structured degree programs. The Education Doctoral Organizational Leadership short-term trips, implemented by Pepperdine University Graduate School of Education and Psychology, are not theoretical sojourns and are not for Cohorts in search of full-time or work-study international employment” (Madjidi, personal communication, June 10, 2015).

This research attempted to alleviate a dearth of data on short-term international travel courses in structured degree programs with quantitative research and publish the research results for all Pepperdine University Graduate School of Education and Psychology stakeholders. Short-term study- abroad should be viewed as a way to not only introduce students to one or more cultures, but also, and perhaps more importantly, as an opportunity to develop cultural learning strategies that can prepare students for future intercultural experiences abroad and at home. Students possess varying backgrounds, personalities, interests, goals, and previous travel experience, students need to be met where they are in their culture learning journey and given the freedom and encouragement to explore and discuss what is intriguing and meaningful to them. This quantitative research has inferred and implied ways to close the research gap in short-term study abroad programs has proved with a preponderance of evidence there is a need to continue researching the topic: International Policy Experience: Short-term international travel courses in structured degree programs.

Definitely, this quantitative research is synonymous with a plethora of literature and peer reviews that confirm the researcher's findings of short-term study-abroad programs in a structured degree program with the final findings generated from the six surveys research questions.

It is the researcher's belief that this synthesized quantitative study will assist meeting the needs of all future graduate cohorts who are in search of a course in *International Policy Experience: Short-Term International Travel Courses in a Structured Degree program*. This is an education program that offers a graduate cohort an educational opportunity for exploratory, fact-finding, developing the cohort's social capital and expanding their pristine worldview of international travel. Then, it is the researcher's belief that this student or cohort should consider joining Pepperdine University Graduate School of Education and Psychology Education Doctoral Organizational Leadership Program.

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## APPENDIX A

## Permission to Contact EDOL Cohort Students

Permission to query students who have participated in the international trip

Page 1 of 1

**Permission to query students who have participated in the international trip**

Schmieder, June

**Sent:** Friday, April 10, 2015 9:26 AM**To:** Clayton, Kirk Marshall (student); Collins, Kevin**Cc:** Madjidi, Farzin; Dailo, Christie

Hi Kirk

I have requested permission from Dean Williams to conduct your student on students fro the EDOL students who have completed the international trip. We know that this will be valuable to all of us.

She agrees to have you conduct the study as do I, as long as you have passed IRB and that the approval letter from IRB becomes part of your record and is kept on file with Christie Dailo if there are any future questions.

Be sure to word the request carefully so that the exact cohort is identified for the IRB forms. The positive nature of the study should be stressed as we hope to enhance this valuable portion of the EDOL program.

Thank you  
June

The Organizational Leadership Doctoral Program  
Rated #13 Globally by the Journal of Academic Excellence 2014

## APPENDIX B

## Invitation Letter

July, 12, 2015

I am inviting EDOL Cohorts individuals who have present and past experiences with short-term - study-abroad programs going to China and other international locations to participate in my study. Please understand that your participation in my study "International Policy Experience: Short-Term International Travel Courses in Structured Degree Programs" is strictly voluntary.

Please click on this link to begin the survey:

[https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV\\_5Ari96sc1cbhGrH](https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV_5Ari96sc1cbhGrH) .

Respectfully,

Kirk Marshall Clayton,  
 Doctoral Candidate  
 Pepperdine University Graduate School of Education and psychology  
 Travel Abroad Program Assessment Survey

My name is Kirk Marshall Clayton, and I am a doctoral candidate in Organizational Leadership at Pepperdine University Graduate School of Education and psychology. I am currently in the process of recruiting individuals for my Doctoral Dissertation study entitled, "International Policy Experience: Short-Term International Travel Courses in Structured Degree Programs."

This research project is being conducted in partial fulfillment of the requirements for a course of doctoral dissertation. The professor supervising my work is Dr. Farzin Madjjidi. Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena. In an effort to meet the demands of globalization, the education sector is increasingly promoting study-abroad programs to encourage students to

experience the international world firsthand and prepare them with intercultural knowledge. Accompanying this rapid growth are increasing numbers of studies conducted from various disciplinary perspectives that question long-held assumptions about the nature and impact of study-abroad experiences. As a result, this study is designed to survey the benefits, challenges and outcomes of short-term international travel courses to China and other international travel locations in structured degree programs. As such, there are several intended goals for this study including: determining the personal characteristics of students, perceived benefits, shortcomings, perceived challenges, major areas of perceived learning and recommended changes for students who have participated in short-term, course-based, international travels in structured degree programs. Therefore, I am inviting EDOL Cohorts individuals who have present and past experiences with short-term study-abroad programs going to China and other international locations to participate in my study. Please understand that your participation in my study is strictly voluntary. The following is a description of what your study participation entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate. The survey will take approximately 15 minutes to complete. Although minimal, there are potential risks that you should consider before deciding to participate in this study. These risks may include a loss of interest in continuing the survey, boredom and a breach of confidentiality. There are no potential benefits participating in the study. You have the right to not answer any question, may discontinue at any point as your decision will not affect your academic status, alumni status, class grades, or employment relationship with Pepperdine University or the Graduate School of Education and Psychology. If you have any further questions or do not feel I have adequately addressed your concerns, please contact Dr. Madjidi,

my Faculty Advisor at Pepperdine University at 310-568-5600 or via email at: farzin.madjidi@pepperdine.edu. If you have questions about your rights as a research participant, contact Dr. Thema Bryant-Davis, Chairperson of the Graduate & Professional School Institutional Review Board at Pepperdine University, via email at gpsirb@pepperdine.edu or at 310-568-5753. By completing the survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Sincerely,

Kirk Marshall Clayton, Doctoral Candidate

Pepperdine University

Graduate School of Education and psychology

Kirk.clayton@pepperdine.edu

## APPENDIX C

## Reminder Letter to Survey Participants If No Response after Ten (10) Days

July 10, 2015

Dear EDOL Students:

Thank you for your participation in my study to this point. Your feedback is valued and necessary for the continuation of this research.

"If you have not already completed the survey, I am sincerely asking you do so in the next five (5) days ". The link to the survey is attached:

[https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV\\_5Ari96sc1cbhGrH](https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV_5Ari96sc1cbhGrH)

Again, your participation is voluntary and you may end your participation at any time.

However, your participation and feedback is highly valued in this study.

Thanking you in advance for taking this survey so that the study can continue.

Respectfully,

Kirk Marshall Clayton

Doctoral Candidate

Pepperdine University- WLA

School of Education and Psychology- EDOL

Summer, 2015

## APPENDIX D

## Information Sheet

My name is Kirk Marshall Clayton, and I am a doctoral candidate in Organizational Leadership at Pepperdine University. I am currently in the process of recruiting individuals for my Doctoral Dissertation study entitled, “International Policy Experience: Short-Term International Travel Courses in Structured Degree Programs.” The professor supervising my work is Dr. Farzin Madjidi. The study is designed to survey the benefits, challenges and outcomes of short-term international travel courses to China and other international travel locations in structured degree programs. The main purpose of the study is to determine what are:

- the personal characteristics of students who have participated in short-term, course-based, international travels in structured degree programs?
- the perceived benefits experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- the perceived shortcomings experienced by students who have participated in short-term, course-based, international travels in structured degree programs?
- the perceived challenges faced by students who have participated in short-term, course-based, international travels in structured degree program.
- the major areas of perceived learning by students who have participated in short-term, course-based, international travels in structured degree programs?
- the changes recommended improving these programs?

Globalization is a term that constantly surrounds the educational arena today. In an effort to meet the demands of globalization, the education sector is increasingly promoting study-

abroad programs to encourage students to experience the international world firsthand and prepare them with intercultural knowledge. I. Clarke et al. (2009) support a similar idea that study-abroad programs are being used to promote diversity and openness toward other cultures. Many scholars in the field argue that students learn best about diverse cultures when they experience them directly and study-abroad programs enable this opportunity.

Studying abroad has grown tremendously in an effort to meet the demands of globalization and promote marketable students for the job arena. Accompanying this rapid growth are increasing numbers of studies conducted from various disciplinary perspectives that question long-held assumptions about the nature and impact of study-abroad experiences. Study-abroad seems to be advancing beyond its two decades long identity as “a curious hybrid between an academic discipline and a professional practice whose discourse is often characterized by the repetition of unquestioned dogmas and the use of inadequately defined terms” (Grünzweig & Rinehart, 2002, p. 6 as cited inMcMurtrie, 2012).

So, I am inviting EDOL Cohorts individuals who have present and past experiences with short-term study-abroad programs going to China and other international locations to participate in my study. Please understand that your participation in my study is strictly voluntary.

The following is a description of what your study participation entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate. If you should decide to participate in the study, subjects will be asked to take one (1) survey. The survey will take approximately 15 minutes to complete. Although minimal, there are potential risks that you should consider before deciding to participate in this study. These risks may include a loss of interest in continuing the survey, boarded and a breach of confidentiality. There are no or little

potential benefits to subjects for participating in the study. If subjects should decide not to participate in this research, and completing the survey in its entirety subjects relationship with GSEP and Pepperdine University will not be affected. Subjects have the right not to answer every question, may discontinue at any point without being questioned about subject's decision, and your class standing, grades, or job status, or status on an athletic team, will not be affected by refusal to participate or by withdrawal from the study.

After 2 weeks, a reminder note will be sent to all potential participants. Subjects' responses will remain anonymous. The data will be kept in a secure and locked box for at least three years then, at which time, the data will be destroyed.

If subjects have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Madjidi, my Faculty Advisor at Pepperdine University at 310-568-5600. If subjects have questions about your rights as a research participant, contact: Dr. Thema Bryant- Davis, Chair, and GPSIRB at [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu).

Subjects are asked to complete the survey via electronic media [www.surveymonkey.com](http://www.surveymonkey.com).

A secure survey monkey link will be sent via e-mail to each research participant.

Subjects are acknowledging that subjects have read and understand what your study participation entails, and are consenting to participate in the study.

Sincerely,

Kirk Marshall Clayton  
Doctoral Candidate  
Pepperdine University  
[kirk.clayton@pepperdine.edu](mailto:kirk.clayton@pepperdine.edu)



## APPENDIX E

## Validation Instructions Questionnaire for Panel of Experts

Travel Abroad Program Assessment Survey

Dear Panel of Experts Member:

Thank you for agreeing to participate in the validation process of this instrument. Your contribution is invaluable to the success of this study.

The survey is divided into 5 sections. In each section, the respondent is prompted to answer a series of questions with respect to various components of the EDOL International trip. Please review the prompts in every section. Next, review each question in that section. Assess if each question in the section deals directly with the prompt for the section. For example, Section 1 intends to ask questions regarding what factors influenced a participant's decision to select, for example, the India trip. Every question in section 1 should therefore address how important various factors were to the respondent when they selected the India trip. Once you have assessed the relevance of each question as a factor in selection of a particular trip, depending on your assessment, mark one of three choices provided. For example, if you determined the first question, "always wanted to visit the destination country" is an appropriate measure as a factor in deciding which trip to participate in, mark "Relevant – Keep as Stated." Otherwise, either mark "Irrelevant – Delete" to eliminate the question, or "Modify" and offer a rephrasing or other modification to that question.

Please follow these instructions in all 5 sections. If you believe there are important questions that are not included, please recommend them.

If you have any questions, please feel free to contact me by email: [kirk.clayton@pepperdine.edu](mailto:kirk.clayton@pepperdine.edu)

**Section 1 - Factor influencing selection of the trip:**  
**How important were the following factors in deciding in which international trip to participate?**

Very Important	Very Un-important		Neither Important nor Important		○
	←	↑	→	↓	
Always wanted to visit the destination Country (ies)	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Lead faculty member’s description of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Length of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Sense of adventure	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Itinerary for the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Interest in the culture	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					

Timing of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Alternative trips were not as attractive	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Word-of-mouth from colleagues or friends	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Cost of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Relevance to program objectives	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Concern for Safety of food	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Potential for learning	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Ability to include friends/family	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
The exotic nature of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					

Potential for benefit to my career	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Quality of hotel accommodations	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
My perception of the academic Relevance of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Health threat concerns	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Best opportunity to learn about a major International culture	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Convenience of the trip	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Safety concerns	←	↑	→	↓	○
<b>Relevant - Keep as stated</b>		<b>Irrelevant – Delete</b>	<b>Modify:</b>		
<hr/>					
Other _____(specify)	←	↑	→	↓	○

## APPENDIX F

## Study Questionnaire – Final Version

Travel Abroad Program Assessment Survey

Thank you for participating in this study. This instrument is designed to assess EDOL program's international trips. As a former participant in an EDOL international trip, your participation in the study will be of great value to many learning communities. This survey will take approximately 15 to 30 minutes to complete.

**Section 1 - Factor influencing selection of the trip:**

**How important were the following factors in deciding in which international trip to participate?**

Very Important	Very		Neither Important nor		Important	○
	Un-important	Un- important	Un-important	Important		
Always wanted to visit the destination Country (ies)	←	↑	→	↓		○
Lead faculty members' description of the trip	←	↑	→	↓		○
Length of the trip	←	↑	→	↓		○
Sense of adventure	←	↑	→	↓		○
Itinerary for the trip	←	↑	→	↓		○
Interest in the culture	←	↑	→	↓		○
Timing of the trip	←	↑	→	↓		○
Alternative trips were not as attractive	←	↑	→	↓		○
Word-of-mouth from colleagues or friends	←	↑	→	↓		○
Cost of the trip	←	↑	→	↓		○
Relevance to program objectives	←	↑	→	↓		○

Concern for quality of food	←	↑	→	↓	○
Potential for learning	←	↑	→	↓	○
Ability to include friends/family	←	↑	→	↓	○
The exotic nature of the trip	←	↑	→	↓	○
Potential for benefit to my career	←	↑	→	↓	○
Quality of hotel accommodations	←	↑	→	↓	○
My perception of the academic Relevance of the trip	←	↑	→	↓	○
Health threat concerns	←	↑	→	↓	○
Best opportunity to learn about a major International culture	←	↑	→	↓	○
Convenience of the trip	←	↑	→	↓	○
Safety concerns	←	↑	→	↓	○
Other _____(specify)	←	↑	→	↓	○
Other _____(specify)	←	↑	→	↓	○

## **Section 2 - Academic components of the trip:**

**Please assess the strengths or weaknesses of each of the quality of the following academic components of the trip in which you participated. Click on one answer.**

	Very Weak	Weak	Neither weak nor Strong	Very Strong	
Strong Quality of instruction by faculty	←	↑	→	↓	○
Student-faculty relationship	←	↑	→	↓	○
Quality of assignments given	←	↑	→	↓	○
Evaluation of assignments	←	↑	→	↓	○

Lead faculty member's knowledge Regarding the trip	←	↑	→	↓	○
Lead faculty member's level of experience	←	↑	→	↓	○
Lead faculty member's knowledge of the Country's socio-political, economic and cultural and cultural issues of the Country visited	←	↑	→	↓	○
Timeliness of issues discussed	←	↑	→	↓	○
Reading material (e.g., textbooks, books and articles)	←	↑	→	↓	○
Supplemental Material (e.g., handouts, videos)	←	↑	→	↓	○
Accessibility of the lead faculty member during the trip	←	↑	→	↓	○
Support provided by Pepperdine staff	←	↑	→	↓	○
Choice of national sites visited	←	↑	→	↓	○
Choice of companies/schools visited	←	↑	→	↓	○
Choice of social group activities	←	↑	→	↓	○
Overall assessment of faculty's role	←	↑	→	↓	○
Post trip debriefing of important Learning during the trip	←	↑	→	↓	○
Effective use of trip's time	←	↑	→	↓	○
Overall assessment of your international trip	←	↑	→	↓	○
Other _____(specify)	←	↑	→	↓	○
Other _____(specify)	←	↑	→	↓	○

### **Section 3 - Logistics of the trip:**

**Please assess the overall strengths or weaknesses of the quality of each of the following logistical components of the program you attended. Click only on one answer.**

Weak	← Very Weak	↑ Strong	→ Neither weak nor Strong	↓ very Strong	○
Overall assessment of hotel accommodations	←	↑	→	↓	○
Overall assessment of flights	←	↑	→	↓	○
Overall assessment of food during the trip	←	↑	→	↓	○
Overall assessment of how well the lead Faculty member prepared you for the Logistical challenges of the trip	←	↑	→	↓	○
Travel arrangements within the Country visited	←	↑	→	↓	○
Local guide(s) (if applicable)	←	↑	→	↓	○
National guide(s) (if applicable)	←	↑	→	↓	○
Opportunity to explore the culture	←	↑	→	↓	○
Opportunity to shop	←	↑	→	↓	○
Opportunity to interact with the local Culture	←	↑	→	↓	○
Pace of the trip	←	↑	→	↓	○
Overall quality of the curriculum	←	↑	→	↓	○
Opportunity to bond with other cohort members	←	↑	→	↓	○
Overall quality of travel Arrangements and accommodations	←	↑	→	↓	○
Other _____(specify)	←	↑	→	↓	○



### **Section 4 - Overall Effectiveness of the Trip**

**Please respond to the following. Mark only one answer. Click only on one answer.**

	Strongly disagree ←	Disagree ↑	Neither agree nor disagree →	Agree ↓	Strongly Agree ○
Time demands of the trip were appropriate	←	↑	→	↓	○
The pace of the trip was appropriate	←	↑	→	↓	○
The trip increase my awareness Of Socio-political, Economic and Legal challenges of the host country	←	↑	→	↓	○
The trip increased my understanding Of global leadership issues	←	↑	→	↓	○
The objectives of the trip were clearly articulated by the faculty	←	↑	→	↓	○
The trip enhanced my understanding of A different culture	←	↑	→	↓	○
The trip is a key component of learning In the program	←	↑	→	↓	○
The academic demands of the trip are rigorous	←	↑	→	↓	○
The experiential nature of the trip Was preserved	←	↑	→	↓	○
I would like to participate in other International trips	←	↑	→	↓	○
The trip increased my interest in Global issues	←	↑	→	↓	○
I felt physically safe during the trip	←	↑	→	↓	○
I feel the trip was valuable	←	↑	→	↓	○
The trip increased my cultural awareness	←	↑	→	↓	○

The trip met my expectations	←	↑	→	↓	○
Other _____ (specify)	←	↑	→	↓	○
Other _____ (specify)	←	↑	→	↓	○

**If you could improve the international trip program, what would be the one area that you would change?**

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**Overall, how would you rate your international trip experience with Pepperdine?**

**Strongly Negative      Negative      Average      Positive      Strongly Positive**

**Section 5 - Tell us about you:**

**Thank you for your answer to above questions. Now please tell us a little about yourself:**

**Age:** \_\_\_\_\_

**Gender:**

- Male
- Female

**Annual household gross income:**

- Less than \$50,000
- \$50,000 to \$64,999
- \$65,000 to \$79,999
- \$80,000 to \$99,000
- \$100,000 and higher

**I am:**

- Single
- Married
- In a committed relationship
- Divorced/Separated/Widowed
- Other \_\_\_\_\_ (specify)

**Ethnicity:**

- African American
- Caucasian
- Hispanic
- Asian
- Other \_\_\_\_\_ (specify)

**Number of Children:**

Living at home: \_\_\_\_\_

Total: \_\_\_\_\_

**City in which you reside:** \_\_\_\_\_

**State in which you reside:** \_\_\_\_\_

**Position with your Organization (select one):**

- K-12 faculty
- Administrator (non-education)
- K-12 Administrator
- Manager (non-education)
- Technologist (non-education)
- Higher ed. Administrator
- Technologist (education related)
- Consulting (non-education)
- Consulting (education)
- Higher ed. faculty
- Executive
- Technical
- Other \_\_\_\_\_ (specify)

**What Country did you visit on your first International Trip with Pepperdine:**  
\_\_\_\_\_?

**Total number of years of professional experience:** \_\_\_\_\_

**Years of professional experience with your current organization:** \_\_\_\_\_

**Number of years in your present position:** \_\_\_\_\_

**Approximately, how many months ago was your last professional advancement (promotion, new job with more responsibility, or a position you highly sought)? : \_\_\_\_\_**

**How long is your one-way commute to Pepperdine? : \_\_\_\_\_  
(include flight time, to and from airport, etc.)**

**Number of previous International Trips? \_\_\_\_\_**

**When did you start the EDOL program? \_\_\_\_\_**

## APPENDIX G

## Collaborative Institutional Training Initiative Certification

Course Completion History Page 1 of 1

**Kirk M. Clayton (Member ID: 2725628)**

**CITI** Collaborative Institutional Training Initiative (IRB)

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Course Completion History

**Institution: Pepperdine University**

**Social and Behavioral Responsible Conduct of Research Curriculum**  
**Social and Behavioral Responsible Conduct of Research**  
 : This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	7532873	02/22/12	None	5 of 11 completed	70	80			Modules Completed	

**Graduate & Professional School Social & Behavioral Research - Basic/Refresher Curriculum**  
**Social & Behavioral Research - Basic/Refresher**  
 : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	7532874	02/25/12	Completed	None Required	87	80	03/07/12	03/07/15	Modules Completed	Print Completion Report

**77** See archived completion reports you earned when affiliated with Pepperdine University (covers May 2004 through December 2006)

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<https://www.citiprogram.org/members/learnersII/curriculumreport.asp?strKeyID=15D194B...> 3/7/2012

## APPENDIX H

## IRB Approval

# PEPPERDINE UNIVERSITY

## Graduate & Professional Schools Institutional Review Board

May 29, 2015

Kirk Clayton

Protocol #: E0415D03

Project Title: International Policy Experience: Short-Term International Travel Courses In Structure Degrees Programs

Dear Mr. Clayton:

Thank you for submitting your application, *International Policy Experience: Short-Term International Travel Courses in Structure Degrees Programs*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Madjidi, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

**Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of informed consent has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

6100 Center Drive, Los Angeles, California 90045 ■ 310-568-5600

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu). On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Thema Bryant-Davis, Ph.D.  
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives  
Mr. Brett Leach, Compliance Attorney  
Dr. Farzin Madjidi, Faculty Advisor

## APPENDIX I

## Permission to Use Copyrighted Materials

## Permission to Use Figure 1

Print Page 1 of 5

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**Subject:** RE: Thank you  
**From:** Lombardino, Kelly (lombardinok@ccl.org)  
**To:** [REDACTED]  
**Date:** Wednesday, February 4, 2015 2:22 PM

Kirk,

I do believe you are on your authorized permission way and permission is thus granted. Best of luck to you & look forward to reading that dissertation!

Kelly

---

**Sent:** Wednesday, February 04, 2015 10:34 AM  
**To:** Lombardino, Kelly  
**Subject:** Re: Thank you

Kelly:

Good morning.

Yes, I can send you an electronic copy of the final dissertation.

Yes, Only the talking points I sent you in the last e-mail will be used w/credits in my Pepperdine University Doctoral dissertation Only.

I did not understand the range section. It started at 499. If, it would have started lower I would have written Five (5) copies max of my dissertation and one for you, now that you asked. (6). I do Not need 400 copies.

Thank you for your assistance.

Respectfully,

Kirk

Kirk Marshall Clayton

2/6/2015



**Permission to Use Figure 2**

**Subject:** RE: Re: Reprint permission request. (#8095-461237774-0490)

**From:** Permissions (IS5820\_12897@is.instant-service.com)

**To:**

**Date:** Monday, January 26, 2015 11:19 AM

Hello Kirk,

Thanks for that information. You have our permission to use the exhibit as indicated, at no charge.

- Van

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