

CULINARY STUDY ABROAD OPPORTUNITIES AT THE ART INSTITUTE OF
ATLANTA

by

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ABSTRACT

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This study researched the possible need for a Culinary Study-Abroad Program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. The research objectives were:

1. Measure the level of interest, location, types, and costs of Study Abroad Programs desired by Culinary continuing students at The Art Institute of Atlanta.
2. Determine and profile the student's international background and experience.
3. Compare and contrast methods used by institutions that have an established

Study Abroad Program to assist The Art Institute of Atlanta in its design and implementation in Study Abroad opportunities.

4. Evaluate select Study Abroad Programs to determine their influence on student enrollments within select majors.

The data for this research was collected through the use of a questionnaire as shown in Appendix A, which was distributed in all the Culinary Arts lab courses at The Art Institute of Atlanta during the month of February 2002. A total of 433 surveys were distributed and the return rate was 264 surveys or 61 percent of the total starting student body in the Culinary Arts Program in the Winter quarter of 2002. All 264 surveys were considered valid data and used in the tabulation of the findings. The SPSS (Statistical Product and Service Solutions) software package analyzed and computed these data, with the exception of the open-ended question. Basic descriptive statistics (Mean and Standard Deviations) and frequency distributions were computed for each variable. The findings of the study are summarized below:

An overwhelming majority (86 percent) of the students surveyed expressed an interest in a Culinary study-abroad program. Of the respondents interested in such a program, the majority of the students were day students in the first or second quarter of the program with the average age of 18 to 24 years old. There were an equal number of males to females responding to the survey and over one-quarter of the respondents had an associate, bachelor, or postgraduate degree.

The majority of the respondents were US students (97 percent), with just a small percentage of the respondents as International students (3 percent). The International students native homeland was very diverse representing 7 countries, with Puerto Rico (25

percent) showing the highest frequency. More than three-quarters of the US respondents had not worked, studied, or lived abroad (185 respondents), while 8.6 percent (22 respondents) worked abroad, 6.6 percent (17 respondents) studied abroad, and 12.5 percent (32 respondents) lived abroad. A fair portion of the respondents spoke a foreign language (27 percent) with several respondents being bilingual. This group spoke a total of 16 different foreign languages, with the highest frequency being Spanish (47.6 percent), French (23.2 percent) and German (8.5 percent).

The two most desired Culinary study-abroad course options were the 10-Day Culinary Tour as a 4-credit hour elective and the one-quarter, 16 credits, including an Internship program. The preferred location of study for the 10-Day Culinary Tour and non-credit Internship option was Italy and France for both options. The most “affordable price” for the 10-Day Culinary Tour option were in the groups ranging from \$2000.00 - \$2500.00, not including tuition.

The top three reasons that were generally the most important to the respondents for pursuing Culinary study-abroad courses were: expand Culinary skills, broadened cultural knowledge, and professional advancement.

Analysis of the open-ended question supported the empirical data. One-third of the respondents described in their own words any additional comments or suggestions that might benefit The Art Institute of Atlanta in the development and implementation of a Culinary study-abroad program. The comments were grouped into 7 categories with the highest number of responses answering in the form of cost associated with a study-abroad program and the ability of the student to afford such a course offering. A summary of these findings can be found in the Appendix B.

One of the objectives of this study was to compare and contrast methods used by institutions that have an established study-abroad program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities. The Art Institute of Atlanta is currently evaluating a partnership with Schiller University within its study-abroad programs. Possible 10-Day Culinary Tours as an elective or an eight-week program abroad to include an internship are being examined. Niagara University established a relationship with Schiller University in 1988, with an increased number of students participating in their study-abroad program. The success of Niagara's Departmental Study-Abroad Program can be attributed to including faculty in the design and implementation process.

Other institutions, such as the Baltimore International College (BIC), have an owned and operated property internationally and use their hotel as a venue for their Culinary Arts study-abroad program. BIC has also established academic criteria for students studying abroad to insure a more successful outcome of the international experience. Johnson and Wales University, The Art Institute of Atlanta Culinary Arts largest and closest competitor, has an institution in Sweden, but does not have a formal Culinary Arts study-abroad program. The Culinary Institute of America (CIA) has a domestic study-abroad program for the bachelor in Culinary Arts Management in which students study for 6 weeks at the Greystone campus in Napa Valley, California. Other program offerings by the CIA include a "Travel Program," allowing for international travel and study-abroad to foodservice professionals for continuing education units (CEU's).

Another objective of this study was to evaluate selected study-abroad programs to determine their influence on student enrollments within select majors. Studies indicate that “special programs” such as study-abroad programs, had a positive effect and influenced the student’s decision to enroll in a particular institution. Also, when examining the institutions with the largest study-abroad enrollments in 1998 to the largest college enrollments for fall of 1997, 80 percent of the largest study-abroad programs by type of institution were also listed in fall of 1997 with the colleges with the largest enrollments. This concludes that the larger college enrollments will result in larger study-abroad enrollments.

Furthermore, Dr. Gary Praetzel, Dean of the College of Hospitality Management at Niagara University states that Niagara’s established study-abroad program with Schiller University has “definitely had a positive impact” on their student enrollment numbers and that the institution uses study-abroad “as a marketing tool.”

Based on these studies and statistics, this evidence indicates that study-abroad programs do have a positive impact on an institution’s enrollment numbers.

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CHAPTER 1

INTRODUCTION

Overview of the Study

This study discusses the possible need for a Culinary Study-Abroad Program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. Chapter One is an introduction to the study and investigates the problem. This Chapter includes the following: (1) introduction, (2) need for the study/benefits, (3) statement of the problem, (4) research objectives, (5) definition of terms, and (6) limitations of the study.

Chapter Two is a review of the related literature. It discusses a theoretical base to the problems and specifically addresses the following two objectives of the study: (1) compare and contrast methods used by institutions that have an established Study-Abroad Program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities, and (2) evaluate selected Study-Abroad Programs to determine their influence on student enrollments within selected majors.

Chapter Three presents the methodology and an explanation of the data collection process used in this study. Chapter Four discusses the details of the results of the data collection and data analysis. This Chapter specifically addresses the following two objectives of the study: (1) measure the level of interest, location, types, and costs of a Study-Abroad Program desired by Culinary continuing students at The Art Institute of Atlanta, and (2) determine and profile the student's international background and experience. Chapter Five summarizes the findings and forms conclusions and recommendations for further research.

Post-secondary Culinary Arts Education

Demands for trained, certified, and skilled chefs in the foodservice industry are increasing in the new millennium's workplace. Industry analysts predict that professional chefs will be the most sought after candidates to fill positions in the job market by the year 2005 (Livingston, 2000). Continued growth in the hospitality and tourism industry supports this trend.

Escalating demands for culinarians has created tremendous opportunity for institutions offering Culinary Arts degrees at the post-secondary level. Schools offering certificate, diploma, associate, and now 4-year bachelor degrees in Culinary Arts have saturated the market to attract students into their programs.

In the late 1970's and early 1980's, the only quality formal education or training available to culinarians was through apprenticeship programs using European-style training or the Culinary Institute of America in Hyde Park, NY, or Johnson and Wales University in Providence, RI (Livingston, 2000). In 1994, Johnson and Wales was the first in the United States to offer a four-year Bachelor of Science degree in Culinary Arts Management (VanLandingham, 1995). Now the American Culinary Federation has accredited 120 post-secondary culinary arts programs and is now in the process of validating secondary (high school) vocational programs (Livingston, 2000).

Culinary education at the post-secondary level has become increasingly competitive within the past five years. The trend of potential students entering into Culinary programs, especially with career changers remain strong (Prewitt, 1996), but the number of institutions offering Culinary programs is also increasing. According to Laird

Livingston, CEC, CCE, former education team leader for the American Culinary Federation, that as of December 2000 there were over 600 post-secondary Culinary Arts programs in this country, with 1,200 secondary vocational programs operating (Livingston, 2000).

The Art Institute of Atlanta Culinary Arts

The Southern Association of Colleges and Schools (SAC's) accredits the Art Institute of Atlanta and the Culinary Arts department is accredited by the American Culinary Federation (ACF). The Art Institutes started its Culinary Arts program at The Art Institute of Atlanta in 1991. Currently The Art Institutes has 23 schools around the country, 14 offering an Associate in Arts Degree in Culinary Arts, with 2 institutions offering a 4-year Bachelor's degree in Culinary Arts Management.

The Art Institute of Atlanta Culinary Arts Department currently offers an Associate in Arts Degree in Culinary Arts with an Advanced Baking and Pastry option. Enrollment for Winter quarter 2002 was 433 students. Growth, however, in the Culinary Degree program is flat in enrollment from Winter 2001 – Winter 2002 (Registrar's Report, Art Institute of Atlanta, 2001 and 2002), due to the very competitive environment in culinary education in the Southeast. The question by the administration now is what should be done to increase enrollment by at least 5% per quarter in the Culinary Degree Program for the next fiscal year?

Curriculum and program developments are now being examined for the next fiscal year. One of the more popular classes introduced in FY 01 was the Independent Study Abroad which is a four credit hour elective class. The Art Institute of Atlanta has

experienced positive results with organized 10-day Culinary Tours for course credit with students and Chef Instructors traveling to France, Germany, Austria, and Italy.

The focus of the Culinary Arts Academic Director is to continue integrating globalization into the program's curriculum for the next fiscal year. Introducing a more formal Study-Abroad Program with different options and offerings is the next stage of consideration. The administration of The Art Institute of Atlanta desires information on the level of interest of continuing students for its program design and implementation, and if a Culinary Study-Abroad Program would increase enrollment by 5% for the next fiscal year.

Need for the Study/Benefits

An effective Study-Abroad Program can add true value to all the stakeholders involved in its implementation. Depending on its design, the beneficiaries of this program includes students, alumni, faculty, home and host institutions, internship sponsors, and future employers (Toncar, Cudmore, 2000). It would give The Art Institute of Atlanta Culinary Arts students the opportunity to have a global perspective on their studies and weave the international study experience into The Art Institute of Atlanta's culture.

The information obtained in this research study will be directly used at The Art Institute of Atlanta in its Study-Abroad program design and implementation. The types of programs offered, desired length and location, price, and student expectations will be examined and determined. Input from Culinary students will make this an all-inclusive study and the potential impacts that this program would have on enrollment figures.

The results of this research has the potential to pilot a program in Culinary Arts in Atlanta with possible implementation at other Art Institutes in future years, depending on the success in Atlanta.

Statement of the Problem

The purpose of this study was to determine the need for a Culinary Study-Abroad Program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. The samples for this study were Culinary Arts students enrolled in the Culinary Degree Program at The Art Institute of Atlanta. Data was collected through a use of a survey in February 2002.

Research Objectives

The research will examine the following objectives:

1. Measure the level of interest, location, types, and costs of Study Abroad Programs desired by Culinary continuing students at The Art Institute of Atlanta.
2. Determine and profile the student's international background and experience.
3. Compare and contrast methods used by institutions that have an established Study Abroad Program to assist The Art Institute of Atlanta in its design and implementation in Study Abroad opportunities.
4. Evaluate selected Study Abroad Programs to determine their influence on student enrollments within select majors.

Definition of Terms and Abbreviations

The following is a list of definitions and terms used in the preparation of this paper:

American Culinary Federation (ACF): A professional, not-for-profit organization for chefs with the principal goal to promote a professional image of the American chef worldwide through education among culinarians at all levels (<http://www.acfchefs.org>).

ACT: American College Testing. A test taken by high school students for college admissions (Des Jardins, 1997).

AiA: The Art Institute of Atlanta

BIC: The Baltimore International College. A post-secondary institution offering associate and bachelor degrees in Culinary Arts (<http://bic.edu>).

CCE: Certified Culinary Educator. A level of certification with the American Culinary Federation (<http://www.acfchefs.org>).

CEC: Certified Executive Chef. A level of certification with the American Culinary Federation (<http://www.acfchefs.org>).

CEU's: Continuing Education Units. Units awarded for certification points at various levels in the foodservice industry (<http://www.ciachef.edu>).

CIA: Culinary Institute of America. A post-secondary institution offering associate and bachelor degrees in Culinary Arts (<http://www.ciachef.edu>).

Continuing Students: Term used at The Art Institute of Atlanta to describe students currently enrolled in the programs (Art Institute of Atlanta, 2002).

Globalization: Globalization is a process in which geographic distances becomes less a factor in the establishment and sustenance of border-crossing, long distance economic, political, and socio-cultural relations (Lubbers, 1998).

Internship: At The Art Institute of Atlanta Culinary Arts, this term describes awarding course credit for foodservice industry experience during the final quarters of a program (Art Institute of Atlanta, 2002).

ITHRA: Institute of Travel, Hotel, and Restaurant Administration at Niagara University, New York (Praetzel, Curcio, Dilorenzo, 1996).

J&W: Johnson and Wales University. A post-secondary institution offering associate and bachelor degrees in Culinary Arts (<http://www.jwu.edu>).

Odyssey Program: An established study-abroad program at The Art Institute of Atlanta for students in all programs and majors (Art Institute of Atlanta, 2002).

Open Door 2000: Full report on study-abroad statistics produced by the Institute of International Education (Woodard, 2000).

OSAC: Overseas Security Advisory Council (Brotherton, 2001).

Post-secondary education: Formal education at the college or post high school level (Livingston, 2000).

SACS: The Southern Association of Colleges and Schools.

Secondary education: Formal education at the high school level (Livingston, 2000).

TIA: Travel Industry Association of America (Thrasher, 2002).

Limitations

The following are the limitations identified by the researcher in regards to this study:

1. The results of this study are being determined by a sampling of Culinary Arts

students at The Art Institute of Atlanta during the winter quarter of 2002. Therefore the results can only be generalized to the students enrolled in the Culinary Arts program during this period of time.

2. The research was conducted on a volunteer basis of Culinary Arts students enrolled in the program's laboratory courses. This provided a clustered sample.

3. The institutions examined in this research study were all private post-secondary institutions, limiting the access to research material in student enrollment figures within select majors.

4. Due to the nature of this field study and the position of the researcher at The Art Institute of Atlanta, research material and data from competing institutions were limited and not easily accessible.

These factors may be of relevant significance in the generalization of the data.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

Enrollments in college study-abroad programs reached a record high in Academic Year 2000; 129,770 students participated in study-abroad. This chapter is a review of relevant literature concerning study-abroad programs and will specifically address the following two objectives of the study: (1) compare and contrast methods used by institutions that have an established Study-Abroad Program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities and (2) evaluate selected Study-Abroad Programs to determine their influence on student enrollments within select majors. The theories, facts, and studies examined in this chapter will be used in Chapter 5, “Conclusion and Recommendations” and support recommendations to The Art Institute of Atlanta in potential Culinary Arts study-abroad opportunities.

Study –Abroad Programs and Globalization

On April 19, 2000, former President Clinton issued an executive memorandum on international education that identified the challenges to our country and its educational system, at the post-secondary level, (Fritschler, 2000): “To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broader understanding of the world, proficiency in other languages, and knowledge of other cultures.”

As A. Fritschler, former Assistant Secretary for Postsecondary Education on The Safety of American Students Studying Abroad House Subcommittee on Oversight and Investigations, concludes that study-abroad opportunities for U.S. students are an excellent avenue for this comprehensive national policy on international education

(Fritschler, 2000). This office and the Secretaries of Education and State work closely with colleges and universities to increase the number of students participating in study-abroad programs. Fritschler states that “we strongly believe that the world perspective and cultural understanding gained by Americans studying abroad is essential if the U.S. is to compete successfully and maintain a leadership role in the global economy of the 21st century” (Fritschler, 2000).

Absence of National Policy

The challenge becomes for a post-secondary educational institution is to be able to design study-abroad programs to meet the needs of students entering into a global marketplace. Enrollments in study-abroad programs in the U.S. were at a record high in 2000, reaching a total of 129,770 students for Academic Year 2000, but stays are growing shorter and the scope of participation remains very low, with many minority students left out (Wheeler, 2000).

The absence of a national policy seems to remain as part of the dilemma. Experts in international education are still worried by what they see as an absence of national policy on the issue and lack of agreement among institutions on how to prepare students for a global marketplace in which countries are growing more interdependent (Wheeler, 2000).

In an announcement on February 1, 2001, Nevada Senator Harry Reid stated that he would co-sponsor a Sense of the Senate for support in international education (Hafen, 2001). “International education is fundamental to U.S. competitiveness in the global economy, to enhancing our national security interests, and to increasing understanding and goodwill between the U.S. and other nations,” Reid said. “With this Resolution

we are calling for the establishment of a national program that will address these challenges and make international education a foreign policy priority.” (Hafen, 2001).

Currently, less than 10 percent of U.S. college students study abroad (Hafen, 2001), but establishing an international education policy would provide greater opportunities for more U.S. students to study abroad and gain the necessary skills to compete in a global environment. Senator Reid also committed to push for an increase in funds for international scholarship programs such as the Fulbright program, giving more students financial assistance in costs associated with study-abroad programs (Hafen, 2001).

Affects of September 11th on Study-Abroad Programs

The terrorist attacks on September 11th, 2001 have had profound global consequences. It was a day that shook and changed the world emotionally, psychologically, and economically. Consumer perceptions changed in every aspect and have had a tremendous negative impact on the travel and tourism industry. According to Cathy Keefe, a spokeswoman for the Travel Industry Association of America, that the affects of September 11th resulted in a \$43 billion loss or 9 percent decrease in the travel and tourism industry in the United States from 2000 – 2001 (Frumkin, 2002).

International travel was equally affected. The number of international visitors decreased 13 percent to 44.5 million, in 2001 from 50.9 million in 2000 states Keefe (Frumkin, 2002). Furthermore, Keefe states that the international travel market will be slow to recovery but predicts a 6 to 7 percent increase from 2001 – 2002 (Frumkin, 2002). This is 4.7 million less international visitors from 2000 figures and has negative consequences to the US economy.

Now more than 10 months after the terrorist attacks of September 11th, consumer perceptions of travel seems to be more positive for the travel and tourism industry. In an address to the Georgia Governor's Conference on Tourism in January, 2002, William S. Norman, president and CEO of the Travel Industry Association (TIA), states that the catastrophic events of September 11th did not slow down the U.S. traveler for long (Thrasher, 2002). From the four national consumer surveys that TIA has conducted since September 11th, Norman stated, "We have learned that basic consumer attitudes about travel were unshaken. Americans still believe strongly in their cherished freedom to travel (Thrasher, 2002).

TIA's latest Travel Confidence Survey shows that most Americans (75 percent) believe that it is important to travel as they did before the attacks (Thrasher, 2002). Furthermore, the TIA survey shows that 57 percent of Americans plan to take a leisure trip during the first six months of 2002 (Thrasher, 2002). The survey also found that those polled not planning to travel, cited the economy and lack of time as their reason and that only 4 percent mentioned safety as a reason for not planning a leisure trip (Thrasher, 2002).

The perceptions of Americans to travel after September 11th are an important element to examine and how these might affect the success of a study-abroad program. A parents or students concern and motivation to travel and study-abroad are a necessary factor to consider when designing and implementing a study-abroad program. The perceptions of these students will determine whether they enroll in such a program.

Statistics on the affects of September 11th and study-abroad programs are not yet available nationwide. However, the Associated Press reported in December 2001, that

most of the nation's college students enrolled in study-abroad programs planned to go ahead with their trips, even after the United States declared a war on terrorism (Curriculum Review, 2001). Hey-Kyung Coh of the Institute for International Education, a New York based group that oversees and monitors study-abroad programs, stated that "We don't really expect huge numbers of students to cancel, and if they do, I don't think it's because students feel there is imminent danger in going abroad or studying here" (Curriculum Review, 2001).

Study-abroad trips at The Art Institute of Atlanta Culinary Arts in Fall 2001 and Spring 2002 were not affected by the events of September 11th. Stephen Wildfeuer, Odyssey Study-Abroad Coordinator at The Art Institute of Atlanta, stated that the two planned 10-Day Culinary Tours in September 2001 and March 2002 were very successful. The Culinary trip to Italy had one student cancellation due to economic reasons, but 14 students and 1 chef instructor participated in the 10-Day Culinary Tour to Italy in September 2001. According to Wildfeuer, international conditions were monitored carefully prior to the group's departure and the trip went on as planned. The students returned safe from an excellent trip and educational experience in Italy.

The students at The Art Institute of Atlanta well received the March 2002 10-Day Culinary tour to Vienna, Austria. This was the sixth year of this organized tour to Vienna, and according to Wildfeuer, displayed a strong interest by students and sold out quickly. The 10-Day Culinary tour was extremely successful with 17 students and 1 chef instructor participating in this program.

Safety and Security in Study-Abroad

The real aftermath of September 11th on study-abroad programs is the concern of safety and security when traveling and living abroad. For international educators and study-abroad administrators, issues of security have always been important, but after the terrorist attack of September 11th, that awareness has been heightened.

In a conference on Study and Learning Abroad at Michigan State University in October 2001, security, safety, and health concerns were the subject of a panel discussion. Richard Mainey, director of security for Morgan Stanley, Dean Witter, Co., told the audience that all security measures before September 11th need to continue, but that “September 11th has made them a must” (Brotherton, 2001). Mainey stressed that universities are no different than corporations when it comes to being informed about security issues, and states, “You too need to communicate to your people what the inherent risks are” (Brotherton, 2001).

Proper communication is an important element in a study-abroad program, especially today in a volatile and quickly changing global environment. Mainey suggested that educational institutions with study-abroad programs use the Overseas Security Advisory Council (OSAC) of the US State Department as a resource (Brotherton, 2001). The OSAC provides information as daily highlights and reports on security and crime incidents, state department travel advisories, terrorist group profiles, significant anniversary dates and holidays abroad, general crime information from cities and countries, and the locations and contacts at US posts overseas (Brotherton, 2001).

The tragic events of September 11th have changed the complexion of study-abroad. The perceptions of parents and students to travel and live abroad are a factor to

examine in designing and implementing a study-abroad program. The importance of providing a safe and secure environment for the students studying abroad is more important than ever due September 11th and must be established before sending students abroad for their studies.

Study-Abroad Enrollments and Statistics

One of the objectives of this study was to evaluate selected study -abroad programs to determine their influence on student enrollments within select majors. This section of the Literature Review will examine study-abroad enrollment numbers with studies and statistics to determine their influence and impact on enrollment numbers of select institutions.

Study-Abroad 2000

The Institute of International Education generated a full report on Study-Abroad statistics called Open Door 2000. A total of 129,770 students studied abroad in Academic Year 2000. The following is a summary of this report on study-abroad student profiles in 2000:

Gender

From a total of 129,770 students studying abroad, 65 percent were women and 35 percent were men. See Figure 1.

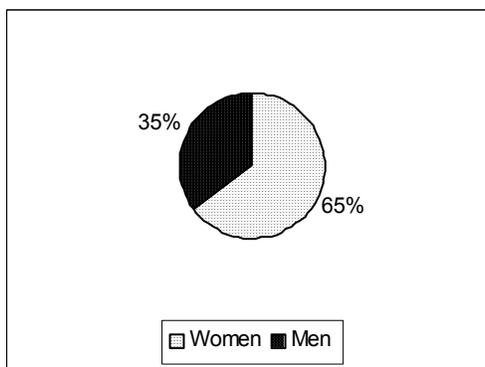


Figure 1. Demographic Profile of Student by Gender (Woodard, 2000)

Race/Ethnicity

From a total of 129,770 students studying abroad, 85 percent were white with only 15 percent other races, as illustrated in Table 1.

Table 1

Profile of Students by Race (Woodard, 2000)

<u>Race</u>	<u>N</u>	<u>%</u>
White	110,304	85
Hispanic	6489	5
Asian-American	5191	4
African-American	3892	3
American Indian	1298	1
Multiracial	1298	1
Other	1298	1
Total	129,770	100

Fields of Study

From a total of 129,770 students studying abroad, the top 3 majors consisted of social sciences (20 percent), business (18 percent), and the humanities (15 percent). See Figure 2.

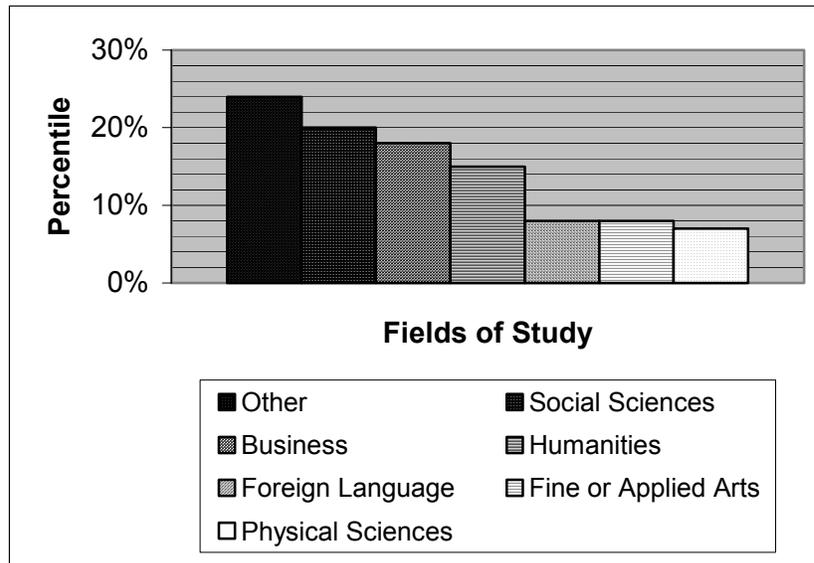


Figure 2. Demographic Profile of Students by Major (Woodard, 2000)

Academic Level

From a total of 129,770 students studying abroad, the majority of the students were juniors (40 percent) and seniors (19 percent), as illustrated in Figure 3.

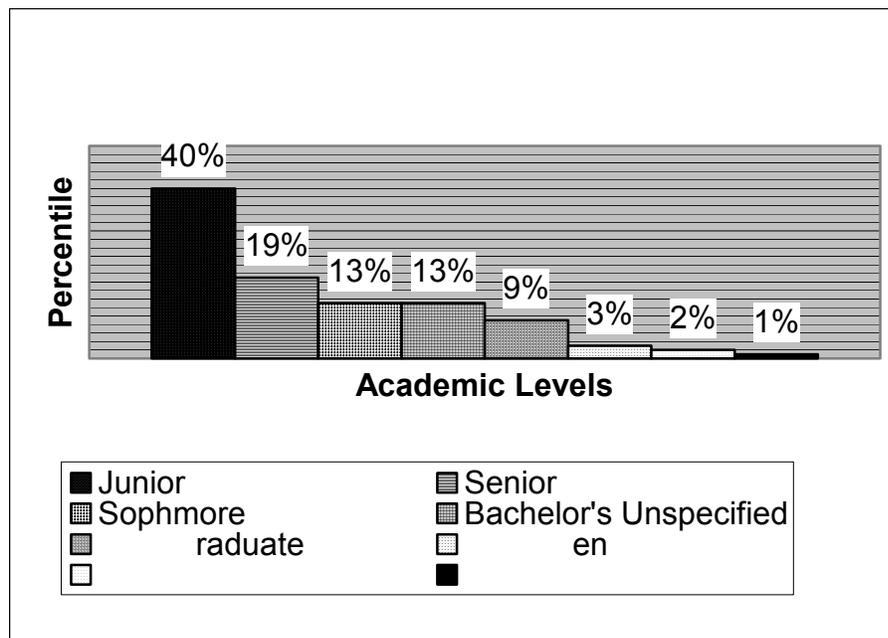


Figure 3.

Demographic Profile of Students by Academic Level (Woodard, 2000)

Host Regions

From a total of 129,770 students studying abroad, the countries with the largest number of students studying abroad were Europe (62.7 percent) and Latin America (15 percent). See Table 2.

Table 2

Profile of Students by Host Region (Woodard, 2000)

<u>Host Region</u>	<u>N</u>	<u>%</u>
Europe	81,366	62.7
Latin America	19,466	15.0
Asia	7,786	6.0
Multiple Regions	6,748	5.2
Oceania	6,359	4.9
Africa	3,634	2.8
Middle East	3,634	2.8
North America	777	0.6
Total	129,770	100

Summary of Study-Abroad 2000

A majority of the students studying abroad in the Academic Year 2000 were white (85 percent) and female (65 percent). Most of these students were juniors (40 percent) or seniors (19 percent) and studying social sciences (20 percent), business (18 percent) or the humanities (15 percent). The countries with the most U.S. students

studying abroad as their host region were Europe (62.7 percent) and Latin America (15.0 percent).

The Open Door 2000 indicates that more American students who study abroad are going to Latin America and fewer to Europe. The proportion of Americans who are studying in Europe has dropped by 18 percent since 1985, to 63 percent of the 129,770 students in foreign programs (Chronicle of Higher Education, 2000). The share of students going to Latin America has more than doubled over that same time period, and now stands at 15 percent.

The strength of the U.S. dollar overseas, particularly in Europe, contributed to the increase in interest by Americans studying abroad and large enrollment gains for Summer 2000 programs (Desruisseaux, 2000). The dollar was stronger during this period than it has been in 15 years against the currencies of France, Germany, Italy, the Netherlands, Portugal, and Spain. As a result, several organizations and companies that operate academic programs overseas reported enrollment increases of as much as 30 percent over 1999 for their summer offerings in Europe (Desruisseaux, 2000).

Studies on Study-Abroad and College Enrollments

When examining college enrollments there are many factors to examine which influences a student to decide to enroll in one particular institution. In a study conducted in the fall of 1995, researchers investigated the effects of variables relating student characteristics and institutional factors on the decision to apply to a large land-grant research university (Des Jardins, 1997). The study used the entire data set from the American College Testing (ACT) program test-takers in the fall of 1995 and institutional data on students who applied to a study institution that fall which were matched to the

ACT data. The model used was based on the human capacity theory which states that a students' college choice decision is based on the expected net benefits (utility) of attending a particular institution (Des Jardins, 1997).

The results indicated that students' test scores and high school rank percentile, age, proximity of the institution, whether the student postponed initial college enrollment date, congruence between the student's preferred institution type and size and that of the study institution, and family income were all important variables in students' application decisions (Des Jardins, 1997). The study also found that highly reputed programs had a positive effect on students' decisions to enroll, as did the presence of honors programs, study-abroad options, and advanced course in mathematics (Des Jardins, 1997).

In a report, "The American Freshman: National Norms for Fall 1999", examined the attitudes and characteristics of freshman (Chronicle of Higher Education, 2000). The statistics acquired in this report are based on survey responses of 261,217 first-time and full-time freshman entering into 462 two-year and four-year institutions in the fall of 1999 (Chronicle of Higher Education, 2000).

One of the findings of this report were reasons noted by the freshman as "very important in selecting the college" they were attending that fall (Chronicle of Higher Education, 2000). One category listed was "College offers special education programs" such as Study-Abroad and Honors programs. Of the responses, 22.7 percent of the women responded, 15.7 percent of the men, with a total of 19.5 percent noting that "special programs" at the institution influenced their decision to enroll (Chronicle of Higher Education, 2000).

Evaluation of Selected Programs and Enrollment Figures

In a report by the Institute of International Education, U.S. institutions with the largest number of students studying-abroad, by type of institution for Academic Year 1998- 99 were listed (Woodard, 2000). The type of institutions were ranked by the top 20 for study-abroad enrollments and were categorized by research, doctoral, master's, and bachelor's programs. Of this group the top 20 by research institutions had the largest number of students studying-abroad for Academic Year 1998-99, as illustrated in Table 3 (Woodard, 2000).

Table 3

Institutions with Largest Study-Abroad Enrollments – 1998

<u>Institution</u>	<u>N</u>
Brigham Young University	1,862
Michigan State University	1,565
University of Texas, Austin	1,452
University of Pennsylvania	1,349
New York University	1,304
University of Wisconsin, Madison	1,204
University of North Carolina, Chapel Hill	1,061
University of Arizona	1,040
University of Colorado, Boulder	1,019
University of Illinois, Urbana-Champaign	1,005
University of Michigan, Ann Arbor	995
Indiana University, Bloomington	983
Boston University	971
Penn State, University Park	917
University of Notre Dame	909
University of Georgia	900
Ohio State University, main campus	889
Duke University	888
University of Southern California	882
University of Delaware	874
Total	22,069

When examining these institutions study-abroad enrollment numbers to the statistics released by the U.S. Department of Education for the Colleges with the largest enrollments for fall 1997, 80 percent of the largest study-abroad programs by type of institution were also listed in fall of 1997 with the colleges with the largest enrollments. See Table 4 (Chronicle of Higher Education, 2000).

Table 4

Colleges with the Largest Enrollments – Fall 1997

Institution	N
University of Texas, Austin	48,857
Ohio State University, main campus	48,278
Michigan State University	42,603
Pennsylvania State University, University Park	40,538
University of Wisconsin, Madison	39,699
University of Illinois, Urbana-Champaign	38,070
University of Michigan, Ann Arbor	36,995
New York University	36,679
Indiana University, Bloomington	34,937
University of Arizona	33,737
Brigham Young University	32,161
University of Georgia	29,693
Boston University	29,387
University of Southern California	28,382
University of Colorado, Boulder	28,209
University of North Carolina	24,368

An institution demonstrating a high level of participation in study-abroad programs is Niagara University. Since 1988 it has offered a custom-designed, major based program at its partner school in Engelberg, Switzerland (Niagara University, 2002).

The level of student participation in Niagara's study-abroad program has gradually increased each year since establishing a formal relationship with Schiller University (Praetzel, 2002). Currently 40 percent of its students in The College of Hospitality and Tourism Management participate in study-abroad (Niagara University, 2002). This number far exceeds the National average of less than 10 percent of US college students studying-abroad (Hafen, 2001).

Dr. Gary Praetzel, Dean of the College of Hospitality Management at Niagara University states that Niagara's established study-abroad program with Schiller University has "definitely had a positive impact" on their student enrollment numbers. Dr. Praetzel, who is heavily involved in the admissions process, states that Niagara's study-abroad program is a "big selling point" and that the institution uses study-abroad "as a marketing tool " for student recruitment (Praetzel, 2002).

Furthermore, Dr. Praetzel states that in his 24 years of experience as a college educator and administrator that the study-abroad program is the "experience that students like the best" (Praetzel, 2002). Other benefits of this program at Niagara University is the positive impact on the student's personal confidence level and a stronger connection between the students and the institution after the study-abroad experience (Praetzel, 2002).

Types of Study-Abroad Programs

One of the objectives of this study was to compare and contrast methods used by institutions that have an established Study-Abroad Program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities. Four institutions were chosen to examine and achieve this objective. The colleges examined all offer

Culinary Arts or Hospitality Management in their degree programs and are good models to compare and contrast methods in established Study-Abroad Programs.

Departmental Study Abroad Programs – Niagara University

One method for rapidly integrating globalization into an institution's curriculum is through departmental study-abroad programs. Departmental programs put faculty at the center of the process and are part of the program development and implementation, rather than a central administrative figure (Praetzel, Curcio, Dilorenzo, 1996).

In the departmental model, faculty knows the course content at the host institution since they have evaluated the curriculum. Faculty who participate in overseas programs gain the benefits of study-abroad through teaching in a new cultural setting, collaborating with the host institutions faculty, and living in a new culture over a period of time. Departmental study-abroad programs also make possible, student participation rates that are significantly above the national norms (Praetzel, Curcio, Dilorenzo, 1996).

Niagara University in Niagara Falls, New York established departmental study-abroad programs in 1988 with Schiller International University, a multi-country university. Schiller is a teaching oriented institution with seven Western European and one domestic location specializing in international business, hospitality management, and international relations (www.schiller.edu). Niagara University is also a teaching oriented institution and has a well established College of Business and an Institute of Travel, Hotel, and Restaurant Administration (ITHRA) (Praetzel, Curcio, Dilorenzo, 1996).

ITHRA developed its study-abroad program with the Engelberg and Strasbourg campuses, which specializes in hospitality management and an Executive MBA program. The College of Business developed its program with Schiller's London campus and

Niagara University faculty evaluated Schiller's curricular offerings and taught at these locations prior to establishing study-abroad agreements (Praetzel, Curcio, Dilorenzo, 1996).

Schiller was selected because it provides the broadest international experience available with the least amount of disruption for the students. Schiller's small school atmosphere, American style of education, and instruction in English made an easy transition for the Niagara students, yet these students were forced to adapt to a non-U.S. student population from 130 countries and to live in a non-U.S. city (Praetzel, Curcio, Dilorenzo, 1996).

Because of these departmental study-abroad programs at Niagara, the number of students participating in study-abroad continued to grow. In 1996, the College of Business had 20% of its juniors and 33% of its MBA students studying abroad that year. In ITHRA, 33% of its juniors were in study-abroad during 1996 (Praetzel, Curcio, Dilorenzo, 1996). Part of the success of this program was the affordability of students to study-abroad. Since Niagara and Schiller partnered their resources, the actual cost of the program was affordable to all students, with financial aid available, even in summer programs (Praetzel, Curcio, Dilorenzo, 1996).

Baltimore International College

The Baltimore International College (BIC), was founded in 1972, formerly the Baltimore International Culinary College, and markets their institution as "America's international hospitality college" and "the only independent, non-profit hospitality College in the United States with its own European center, established for the purpose of broadening the educational and cultural experiences of its students"

(<http://www.bic.edu/about/>). Currently the College offers certificate and associate programs in Culinary and Baking and Pastry Arts, and just recently started offering a Bachelor of Science in Culinary Management.

In 1987, BIC established its Virginia Park Campus in County Cavan, Ireland. The campus has its own hotel, golf course, botanical garden, and 15 miles of walking paths and is owned and operated by the Baltimore International College

(<http://www.bic.edu/about/>). BIC has designed its study-abroad program for Culinary Arts and Business and Management students to use this facility as their venue for international studies and work experience as part of their curriculum.

The Baltimore International College Culinary Arts students may choose to travel and study-abroad at their Ireland campus and stay for 5 weeks during their final semester of study (<http://www.bic.edu/admissions/honors.html>). The students would be working at the hotel in a culinary capacity and would be the equivalent to the program's internship requirement.

Culinary students who wish to participate in this opportunity must meet eligibility requirements as set forth by the Baltimore International College (<http://www.bic.edu/admissions/honors.html>). BIC has designed their study-abroad program to also be a part of their "Honors Program" in which students who apply to study-abroad in Ireland must have a minimum GPA of 3.0 for two out of three full-term semesters and also be in good standing with all college policies (<http://www.bic.edu/admissions/honors.html>). There are a limited number of these Honor's Program positions available in Ireland, and the office of the Dean of Curriculum and Instruction will make the final determination

and award positions based on GPA, faculty recommendation, and overall college performance (<http://www.bic.edu/admissions/honors.html>).

Janet Canfield, Purchasing Manager at The Art Institute of Atlanta and former Chef Instructor with BIC at their Ireland campus, states that the criteria for students studying abroad at BIC changed in the late 1990's. Canfield states that problems existed with BIC students studying abroad in Ireland without the current academic criteria, and that it makes good academic and business sense to set high standards for these students applying to study at BIC's Ireland campus. Without this type of screening, the result ended in negative consequences for the institution and poor perceptions of American students studying abroad by the local citizens of County Caven, Ireland.

The Baltimore International College has also established a Fellowship Program available in the Honors Program at their Virginia Park campus in Ireland (<http://www.bic.edu/admissions/honors.html>). The Fellowship Program allows for students who qualify, to do their Internship requirement at the campus hotel, and students will be allowed to remain in Ireland for up to 3 months. The students enrolled in the Fellowship Program will be actively employed by the hotel, receive college credit, and a stipend of \$80 per week, while studying abroad. The college provides the room and board for the Fellowship students while working in Ireland (<http://www.bib.edu/admissions/honors.html>).

Johnson and Wales University

Gertrude I. Johnson and Mary T. Wales founded Johnson and Wales University (J&W) as a business school in 1914 in Providence, Rhode Island (<http://www.jwu.edu/about-facts-hist.html>). In 1973 the University founded its Culinary Arts program, offering an associate degree in Culinary Arts at the Providence campus. Today, Johnson and Wales

has “quickly grown to become the world’s largest foodservice educator, with more than 4,750 students enrolled in programs at the main campus in Providence and at campuses in Charleston, South Carolina; Norfolk, Virginia; North Miami, Florida; and Denver, Colorado” (<http://www.jwu.edu/culinary/about.htm>).

Johnson and Wales offers associate degree programs in Culinary Arts and Baking and Pastry Arts on all 5 of their domestic campuses. Bachelor degree programs in Culinary Arts, Baking and Pastry Arts, and Culinary Nutrition are also offered at the Providence, Rhode Island campus (<http://www.jwu.edu/Culinary/index.htm>).

The largest and closest competitor to The Art Institute of Atlanta Culinary Arts program is Johnson and Wales University in Miami, Florida and Johnson and Wales in Charleston, South Carolina. Johnson and Wales does not market any specific Culinary Arts study-abroad opportunities for their students other than “hands-on training at University-owned-operated or partnership facilities or worldwide co-op sites” (<http://www.jwu.edu/about.htm>).

Johnson and Wales has one international campus in Goteborg, Sweden, which was established in 1992 (<http://www.pressinfo.se/jwu/IndexFrame.html>). The Goteborg campus offers the first year of Bachelor degree programs at their campus in Sweden, to be completed at one of the J&W domestic campuses, but is not available to Culinary Arts Management students (<http://www.pressinfo.se/jwu/IndexFrame.html>). Based on the information available to the general public, Johnson and Wales University does not have a formal study-abroad program in the College of Culinary Arts.

Culinary Institute of America

The Culinary Institute of America (CIA) was founded in 1946 and markets the institution as “the *only* residential college in the world devoted entirely to culinary education” (<http://www.ciachef.edu>). The CIA’s Hyde Park, New York campus offers Bachelor degree programs in Culinary Arts Management and Baking and Pastry Management. The Hyde Park campus also offers associate degree programs in Culinary Arts, Baking and Pastry Arts, and continuing education courses for foodservice professionals (<http://www.ciachef.edu>).

During the 1990’s, the CIA opened its Greystone campus in Napa Valley, California (<http://www.ciachef.edu>). This facility offers continuing education courses for foodservice professionals, a certificate program in baking and pastry, advanced culinary arts certificate, and a career discovery program (<http://www.ciachef.edu>).

The Culinary Institute of America offers domestic travel for course credit as part of their degree program. In the CIA’s Bachelor’s degree in Culinary Arts Management curriculum, students are required to take a 6 week, 3-credit hour, Wine and Food Seminar at their Greystone campus (http://www.ciachef.edu/ugrad/udegree_ba_ca.html). Students between their junior and senior year travel from Hyde Park, New York to the CIA Greystone campus in Napa Valley, California. The curriculum is an “examination of wine, food, and the agricultural and gastronomic principles involved in growing, handling, and treating wine and food” (http://www.ciachef.edu/ugrad/udegree_ba_ca.html). Students participate in field trips to local wineries and farms and complete a project in the course that examines the ways in which food and wine complement each other (http://www.ciachef.edu/ugrad/udegree_ba_ca.html).

Travel abroad programs are administered through the CIA's continuing education center at the Greystone campus. The "Travel Programs" are marketed to the public and are geared for the foodservice professional. These programs are organized Culinary Tours offered for continuing education units or CEU's (<http://www.ciaprochef.com/distance/ce/cegstravelprg.html>). Chefs and food experts lead the trip and are offered in 5, 7, and 10-day packages. Scheduled international trips for 2002 include tours to Mexico, Vietnam, Thailand, Burma, and Sicily. Prices for these trips do not include airfare, and range from \$3200.00 for a five-day package to \$6,300.00 for a 10-day tour. The trip price includes accommodations, organized tours and lectures of the region, cooking classes, and some meals (<http://www.ciaprochef.com/distance/ce/cegstravelprg.html>).

Summary

Study-abroad programs in Academic Year 2000 peaked with a record number of student's studying-abroad. The affects of the terrorist attacks of September 11th, 2001, on studying-abroad programs, if following the trend of the travel and tourism industry, will indicate that the number of students studying abroad will have decreased in 2001 from 2000. Experts report that there has not been a significant decrease in the number of students studying abroad for Academic Year 2002, and to follow the trend of the travel and tourism industry, will have a modest gain in 2002. The real aftermath of September 11th to study-abroad programs is to insure a safe and secure environment for the students studying abroad. September 11th has made this an essential factor to determine and establish when designing and implementing a formal study-abroad program in today's international environment.

Other factors to consider in a successful study-abroad program include the costs and affordability to all students. Partnering with other institutions and consolidating costs seems to make these programs more affordable to the student and profitable for the institution. A structured national policy addressing study-abroad programs, as proposed by former Senator Reid of Nevada, will also help establish guidelines in curriculum and outcomes, and give additional sources of funding to students in the form of scholarships.

One of the objectives of this chapter was to compare and contrast methods used by institutions that have an established study-abroad program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities. The Art Institute of Atlanta is currently evaluating a partnership with Schiller University within its study-abroad programs. Possible 10-Day Culinary Tours as an elective or an eight-week program abroad to include an internship are being examined. Niagara University established a relationship with Schiller University in 1988; a 40% increase in students participating in the study-abroad program has been realized since this formal relationship was implemented (Praetzel, 2002). The success of Niagara's Departmental Study-Abroad Program can be attributed to including faculty in the design and implementation process. The researcher feels this is a good model for The Art Institute of Atlanta Culinary Arts to examine when designing a formal study-abroad program.

Other institutions, such as the Baltimore International College, have owned and operated property internationally and use their hotel as a venue for their Culinary Arts study-abroad program. BIC has also established academic criteria for students studying abroad to insure a more successful outcome of the international experience. Johnson and Wales, The Art Institute of Atlanta Culinary Arts largest and closest competitor, has an

institution in Sweden, but does not have a formal Culinary Arts study-abroad program. The Culinary Institute of America has a domestic study-abroad program for the bachelor in Culinary Arts Management in which students study for 6 weeks at the Greystone campus in Napa Valley, California. Other program offerings by the CIA include a “Travel Program,” allowing for international travel and study-abroad to foodservice professionals for continuing education units (CEU’s).

Another objective of this chapter was to evaluate selected study-abroad programs to determine their influence on student enrollments within select majors. Studies indicate that “special programs” such as study-abroad programs, had a positive effect and influenced the students’ decision to enroll in a particular institution. Also, when examining the institutions with the largest study-abroad enrollments in 1998 to the largest college enrollments for fall of 1997, 80 percent of the largest study-abroad programs by type of institution were also listed in fall of 1997 with the colleges with the largest enrollments. This concludes that the larger college enrollments will result in larger study-abroad enrollments.

Furthermore, Dr. Gary Praetzel, Dean of the College of Hospitality Management at Niagara University states that Niagara’s established study-abroad program with Schiller University has “definitely had a positive impact” on their student enrollment numbers and that the institution uses study-abroad “as a marketing tool.” Based on these studies and statistics, this evidence indicates that study-abroad programs do have a positive impact on an institution’s enrollment numbers.

Building, designing, and implementing a more formal structured study-abroad program at The Art Institute of Atlanta is the Culinary Director’s long-term goal. How to

integrate globalization into the program, with established curriculum and desired outcomes in a safe and secure environment, that are attractive to the students in terms of content and cost, and at a profit for the institution, presents a challenge.

CHAPTER 3

METHODOLOGY

The researcher investigated the level of interest of Culinary students and different options in a formal Culinary study-abroad program at The Art Institute of Atlanta. This chapter includes sections on the method and procedures used in this study, as follows (1) statement of purpose, (2) respondents, (3) research instrument, and (4) data collection.

Statement of Purpose

The purpose of this study was to determine the need for a Culinary Study-Abroad Program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Department. The researcher had the following objectives:

1. Measure the level of interest, location, types, and costs of Study-Abroad Programs desired by Culinary continuing students at The Art Institute of Atlanta.
2. Determine and profile the student's international background and experience.
3. Compare and contrast methods used by institutions that have an established Study-Abroad Program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities.
4. Evaluate selected Study-Abroad Programs to determine their influence on student enrollment within selected majors.

The surveys administered in this research study examined objectives number one and two. Objective number three was determined by web-based research and discussed in Chapter 2, "Review of the Related Literature." The fourth objective required web-based research and interviews with administrators of other institutions to examine enrollment numbers within study-abroad programs and is also discussed in Chapter 2.

Respondents

The population for this study was Culinary students at The Art Institute of Atlanta that were enrolled during the Winter quarter of 2002. Enrollment for the Culinary Program was 433 students during Winter quarter and this was the number of surveys distributed to the Culinary instructors by the researcher. Culinary students enrolled in the lab courses of the Associates Degree Program participated in this study.

Research Instrument

A questionnaire of descriptive design was used for this study to investigate the level of interest of Culinary students and different options in a formal Culinary Study-Abroad Program at The Art Institute of Atlanta. The survey comprised of six parts: (1) demographic data, (2) level of interest in a study-abroad program using a likert scale, (3) level of interest in different options with specific locations in a Culinary Study-Abroad Program using a likert scale, (4) an affordable price for students participating in a 10-Day Culinary Tour for course credit using a likert scale, (5) the factors that influence a student's interest in participating in a study-abroad course using a likert scale, and (6) open-ended question.

(1) Demographic data

Demographics are characteristics that describes a population such as age, income, education, occupation, family size, marital status, and gender (Reid and Bojanic, 2001). The number of individuals in a population explains its size while its structure describes the characteristics of the sample. The demographic data on the survey identifies the structure of the sample in terms of student level, section, gender, age, and education.

Furthermore, the researcher desired to profile the international experience and background of the students. The structure of this portion of the sample included the international student status and homeland of these students. For US citizen students, the variables of worked, studied, and lived abroad with countries was examined and whether the student spoke a foreign language.

(2) Level of interest in a study-abroad program

The survey asked the respondents to indicate that “I plan to enroll in a Culinary Study-Abroad course while I am a student at The Art Institute of Atlanta” by using a 7-point likert scale:

Extremely Interested

Not at all Interested

1 2 3 4 5 6 7

Under the “instructions” of the survey, the students were asked that “If you are not all interested in such a program or courses offered, please just answer questions 1 – 9 and mark seven to question nine, and return the form to your instructor.” In this same section of the survey, the students were asked that “If you mark a 6 or below on question nine, please answer all of the questions on this survey and return to your instructor.” This allowed the researcher to profile the students interested and not interested in a study-abroad program.

(3) Level of interest in different options with specific locations in a Culinary Study-Abroad Program

This section of the survey asked respondents to “Please indicate your level of interest to enroll in these Study-Abroad options”, by using a 7-point likert scale:

Eight locations were listed in which respondents were required to circle their level of interest. The 8 locations included the following: Switzerland, France, Spain, Italy, Germany, Austria, Ireland, and England.

(4) An affordable price for students participating in a 10-Day Culinary Tour for course credit

In this section of the survey respondents were asked to “List an affordable price for a 10-Day Culinary Tour Package (not including tuition)”, by using a 7-point likert scale:

Extremely Interested				Not at all Interested		
1	2	3	4	5	6	7

There were 5 sets of price ranges listed in which respondents were required to circle their level of interest. The 5 price options included the following: \$2000.00 - \$2200.00; \$2250.00 - \$2500.00; \$2550.00 - \$3000.00; \$3100.00 - \$3500.00; and \$3550.00 - \$4000.00.

(5) The factors that influence a students interest in participating in a Study-Abroad course

The survey asked the respondents to indicate “Why are you interested in pursuing a Culinary Study-Abroad course?” by using a 7-point likert scale:

Extremely Interested				Not at all Interested		
1	2	3	4	5	6	7

There were 5 general reasons listed in which respondents were required to circle their level of interest. The 5 reasons included the following: Expand Culinary skills, broaden cultural knowledge, learn a foreign language, professional advancement, and

long-term monetary rewards. Respondents were also asked that “If interest does not appear here, please specify in Comment”, which was included in the responses to the open-ended question.

(6) Open-ended question

One open-ended question was included on this survey. In this question, respondents were asked to “Please list any additional comments or suggestions that might benefit our department and implementation of a Culinary Study Abroad program here at The Art Institute of Atlanta.” Space was available for the respondents to comment with a thank you from the researcher, name of researcher, and name of the University with the department to close the survey.

The Program Director and Thesis Advisor of the Department of Hospitality and Tourism approved the survey and research proposal. The protection of human subjects form was submitted to the Graduate College, and the Institutional Review Board for the Protection of Human Subjects in Research approved the survey and project on February 15, 2002.

The survey can be found in Appendix A.

Data Collection

As stated earlier under the heading “Respondents”, Culinary students in lab courses during the Winter 2002 quarter participated in the study. The surveys were distributed to Culinary instructors on February 18, 2002 and the data was collected between February 18 – March 1, 2002.

Culinary instructors’ teaching the lab courses each received surveys by the researcher. A total of 433 surveys were distributed to these instructors. In a Culinary

Faculty and Staff Meeting on January 30, 2002, the researcher reviewed the survey with all Culinary faculty and the procedure to administer the survey. The entire faculty agreed to distribute the surveys during the designated period of time as instructed by the researcher.

The intent of the researcher was to administer the survey during a lab class time that would not disrupt the course and to be done on a voluntary basis by the students. The incentive for the students to participate in the study was that the information received from the surveys would directly benefit the design and implementation of a Culinary Study-Aboard Program at The Art Institute of Atlanta. The Culinary instructors turned in all surveys to the researcher after the completion of the course in which the survey was administered on a daily basis for 2 weeks in February 2002.

It was stated on the surveys that all the responses provided by the participants would be anonymous and confidential. The following chapter provides the results of the study regarding the level of interest of Culinary students and different options in a formal Culinary Study-Aboard Program at The Art Institute of Atlanta.

CHAPTER 4

DATA ANALYSIS

Introduction

Chapter Four discusses the analysis of data collected by method described in the last Chapter, “Methodology.” The purpose of this study is to determine the need for a Culinary Study-Abroad Program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Department. The survey asked questions about the level of interest of Culinary students with different options and costs associated in a formal study-abroad program at The Art Institute of Atlanta, demographic data, factors that influence a student’s interest in participating in a study-abroad course, and an open-ended question.

The SPSS (Statistical Product and Service Solutions) software analyzed and computed these data, with the exception of the open-ended question. The SPSS program computed the frequencies of responses to numerous questionnaire items and tabulated percentages to the whole number of responses. Basic descriptive statistics (Mean and Standard Deviations) and frequency distributions were computed for each variable.

A total of 433 surveys were distributed in all the Culinary lab courses. The return rate was 264 surveys or 61 percent of the total starting student body in the Culinary Arts Program in the Winter quarter of 2002. All 264 surveys were considered valid data and used in the tabulation of the findings. See Figure 4.

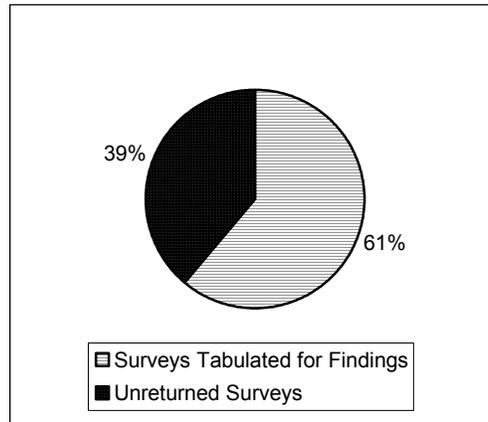


Figure 4. Return Rate of Surveys by Culinary Arts Students

The results of the data analysis are discussed in the following order:

1. Demographic profile of the respondents interested in study-abroad.
2. Demographic profile of the respondents not interested in study-abroad.
3. Profiles of the respondent's International background and experience.
4. Level of interest by the students in a study-abroad program.
5. Level of interest in different options with specific locations in a Culinary Study-Abroad Program by the students.
6. The desired affordable price for students participating in a 10-Day Culinary Tour.
7. The factors that influence a student's interest in participating in a study-abroad course.
8. Analysis of open-ended question.

1. Demographic Profile of Respondents Interested in Study-Abroad

Respondents were asked about their demographic data in question 1, 2, 3, 4, 5, and 6.

The data of each item was computed, tabulated, and presented as follows:

Student Level

From a total of 227 respondents, 66 were first quarter students (29.1%), 74 were second quarter (32.6%), 22 were third quarter (9.7%), 5 were fourth quarter (2.2%), 31 were fifth quarter (13.7%), 21 were sixth quarter (9.3%), and 8 were seventh quarter (3.5%). The tabulation of student level is presented in Table 5.

Table 5

Demographic Profile of Respondents Interested by Student Level

<u>Student Level Categories</u>	<u>N</u>	<u>%</u>
Quarter 1	66	29.1
Quarter 2	74	32.6
Quarter 3	22	9.7
Quarter 4	5	2.2
Quarter 5	31	13.7
Quarter 6	21	9.3
Quarter 7	8	3.5
Total	227	100

Student Section

From a total of 227 respondents, 180 were day students (79.3%), and 47 were evening students (20.7%), as illustrated in Table 6.

Table 6

Demographic Profile of Respondents Interested by Student Section

Student Section	N	%
Day	180	79.3
Evening	47	20.7
Total	227	100

Gender

From a total of 227 respondents, 113 were male (49.8%) and 114 were female (50.2%), as illustrated in Table 7.

Table 7

Demographic Profile of Respondents Interested by Gender

Gender	N	%
Male	113	49.8
Female	114	50.2
Total	227	100

Age

From a total of 227 respondents, the age of respondents as per the four age groups is presented in Table 8.

Table 8

Demographic Profile of Respondents Interested by Age Groups

<u>Age Categories</u>	<u>N</u>	<u>%</u>
18-24	130	57.3
25-30	53	23.3
31-40	29	12.8
Over 40	15	6.6
Total	227	100

Level of Education

From a total of 227 respondents, 73.6 percent (167) held high school diplomas only, 9.7 percent (22 respondents) were Associate degree holders, 15.0 percent (34 respondents) were Bachelors degree holders, 1.3 percent (3 respondents) were Master degree holders, and .04 percent (1 respondent) had a Ph.D., as illustrated in Table 9.

Table 9

Demographic Profile of Respondents Interested by Level of Education

<u>Level of Education</u>	<u>N</u>	<u>%</u>
High School diploma only	167	73.6
Associates degree	22	9.7
Bachelors degree	34	15.0
Masters degree	3	1.3
Ph.D.	1	0.4
Total	227	100

International Student Status

From a total of 227 respondents, 3.5 percent (8 respondents), were International students and 96.5 percent (219 respondents) were US citizens. See Table 10.

Table 10

Demographic Profile of Respondents Interested by International Student Status

<u>Student Citizenship Status</u>	<u>N</u>	<u>%</u>
International student status	8	3.5
US student	219	96.5
Total	227	100

Summary

The highest frequency of responses by student level was in quarter two (32.6 percent), quarter one (29.1 percent), and quarter five (13.7 percent). The majority of the respondents were day students (79.3 percent). The average age group of the respondents were 18 – 24 years old (57.3 percent) with the next group of 25 – 30 years of age (23.3 percent) showing the second highest frequency. There were an almost equal number of females (50.2 percent) and males (49.8 percent). The majority of the respondents had a high school diploma only (73.6 percent) as their level of education, however, more than a quarter of the respondents had an associate, bachelor, or postgraduate degree (26.4 percent). Only a small percentage of the respondents were International students (3.5 percent).

2. Demographic Profile of Respondents Not Interested in Study-Abroad

Respondents were asked about their demographic data in questions 1, 2, 3, 4, 5, and

6. The data of each item was computed, tabulated, and presented as follows:

Student Level

From a total of 37 respondents, 7 were first quarter students (18.9%), 10 were second quarter (27%), 3 were third quarter (8.1%), 6 were fourth quarter (16.2%), 3 were fifth quarter (8.1%), 1 were sixth quarter (2.7%), and 7 were seventh quarter (18.9). The tabulation of student level is presented in Table 11.

Table 11

Demographic Profile of Respondents Not Interested by Student Level

<u>Student Level Categories</u>	<u>N</u>	<u>%</u>
Quarter 1	7	18.9
Quarter 2	10	27.0
Quarter 3	3	8.1
Quarter 4	6	16.2
Quarter 5	3	8.1
Quarter 6	1	2.7
Quarter 7	7	18.9
Total	37	100

Student Section

From a total of 37 respondents, 22 were day students (59.5%), and 15 were evening students (40.5%), as illustrated in Table 12.

Table 12

Demographic Profile of Respondents Not Interested by Student Section

<u>Student Section</u>	<u>N</u>	<u>%</u>
Day	22	59.5
Evening	15	40.5
Total	37	100

Gender

From a total of 37 respondents, 20 were male (54.1%) and 17 were female (45.9%), as illustrated in Table 13.

Table 13

Demographic Profile of Respondents Not Interested by Gender

<u>Gender</u>	<u>N</u>	<u>%</u>
Male	20	54.1
Female	17	45.9
Total	37	100

Age

From a total of 37 respondents, the age of respondents as per the four groups is presented in Table 14.

Table 14

Demographic Profile of Respondents Not Interested by Age Groups

<u>Age Categories</u>	<u>N</u>	<u>%</u>
18 –24	15	40.5
25 – 30	7	18.9
31 – 40	9	24.3
Over 40	6	16.2
Total	37	100

Level of Education

From a total of 37 respondents, 62.2 percent (23) held high school diplomas only, 16.2 percent (6 respondents) were Associate degree holders, 18.9 percent (7 respondents) were Bachelors degree holders, and 2.7 percent (1 respondent) had a Masters degree, as illustrated in Table 15.

Table 15

Demographic Profile of Respondents Not Interested by Level of Education

<u>Level of Education</u>	<u>N</u>	<u>%</u>
High School diploma only	23	62.2
Associate degree	6	16.2
Bachelors	7	18.9
Masters	1	2.7
Ph.D.	0	0
Total	37	100

International Students Status

From a total of 37 respondents, 100 percent (37 respondents) were US citizens. All of the International students (8 respondents) expressed an interest in a Culinary Study-Abroad course.

Summary

The highest frequency of responses by student level was in quarter two (27 percent), and quarter seven (18.9 percent) and quarter one (18.9 percent) were the next highest frequency. The section of the respondents was almost equal with day (59.5 percent) and evening students (45.9 percent). The average age group of the respondents were 18 – 24 years old (40.5 percent) with the next group of 31 – 40 years of age (24.3 percent) showing the second highest frequency. There were slightly more males (54.1 percent) to females (45.9 percent). The majority of the respondents had a high school diploma only (62.2 percent) as their level of education, however, more than a third of the

respondents had an associate, bachelor, or masters degree (37.8 percent). All of the respondents were US citizens and no International students ranked in this category.

3. Profile of the respondent's International background and experience

Respondents were asked about their International experience and background in questions 6, 7, and 8. The data of each item was computed, tabulated, and presented as follows:

International Student Status

From a total of 264 respondents, 3.0 percent (8 respondents) were International students and 97 percent (256 respondents) were US citizens. See Table 16

Table 16

Demographic Profile of Respondents by International Student Status

<u>Student Citizenship Status</u>	<u>N</u>	<u>%</u>
International student status	8	3.0
US student	256	97
Total	264	100

From a total of 8 respondents that listed their International student status, the respondents were asked to identify their native homeland. From this group, 25 percent (2 respondents) were from Puerto Rico, 12.5 percent (1 respondent) was from Indonesia, 12.5 percent (1 respondent) was from Jamaica, 12.5 percent (1 respondent) was from Korea, 12.5 percent (1 respondent) was from Thailand, 12.5 percent (1 respondent) was from the US Virgin Islands, and 12.5 (1 respondent) was from Venezuela, as illustrated in Table 17.

Table 17

Demographic Profile of International Students by Native Homeland

<u>Native Homeland</u>	<u>N</u>	<u>%</u>
Puerto Rico	2	25
Indonesia	1	12.5
Jamaica	1	12.5
Korea	1	12.5
Thailand	1	12.5
US Virgin Islands	1	12.5
Venezuela	1	12.5
Total	8	100

US Students International Background

From a total of 256 respondents, 8.6 percent (22 respondents) had worked abroad, 6.6 percent (17 respondents) had studied abroad, 12.5 percent (32 respondents) had lived abroad, and 72.3 percent (185 respondents) had not either worked, studied, or lived abroad. See Table 18.

Table 18

Profile of US Students by International Background

<u>International Background</u>	<u>N</u>	<u>%</u>
Worked abroad	22	8.6
Studied abroad	17	6.6
Lived abroad	32	12.5
Neither worked, studied, or lived abroad	185	72.3
Total	256	100

Foreign Language Literacy

From a total of 263 respondents, 27 percent (71 respondents) spoke a foreign language and 73 percent (192 respondents) did not speak any foreign language, as illustrated in Table 19.

Table 19

Profile of Respondents by Foreign Language Literacy

<u>Foreign Language Literacy</u>	<u>N</u>	<u>%</u>
Spoke a foreign language	71	27
Did not speak a foreign language	192	73
Total	263	100

From the total of 71 respondents who spoke a foreign language, the group listed 16 different languages. Of these respondents, several were bilingual, resulting in the frequency of languages to be a total of 82 responses. From a total of 82 respondents, 47.6

percent (39 respondents) spoke Spanish, 23.2 percent (19 respondents) spoke French, 8.5 percent (7 respondents) spoke German, 3.7 percent (3 respondents) spoke Italian, 2.5 percent (2 respondents) spoke Chinese, 2.5 percent (2 respondents) spoke Japanese, and 12 percent (10 respondents) spoke other languages (Arabic, Czech, French Creole, Greek, Indonesian, Korean, Native Philippine, Portuguese, Russian, and Thai). See Table 20.

Foreign Language Spoken

Table 20

Profile of Respondents by Foreign Languages Spoken

<u>Foreign Language Spoken</u>	<u>N</u>	<u>%</u>
Spanish	39	47.6
French	19	23.2
German	7	8.5
Italian	3	3.7
Chinese	2	2.5
Japanese	2	2.5
Other	10	12
Total	82	100

Summary

The majority of the respondents were US students (97 percent), with just a small percentage of the respondents as International students (3 percent). The International students native homeland was very diverse representing 7 countries, with Puerto Rico (25 percent) showing the highest frequency. More than three-quarters of the US respondents

had not worked, studied, or lived abroad (185 respondents), while 8.6 percent (22 respondents) worked abroad, 6.6 percent (17 respondents) studied abroad, and 12.5 percent (32 respondents) lived abroad. A fair portion of the respondents spoke a foreign language (27 percent) with several respondents being bilingual. This group spoke a total of 16 different foreign languages, with the highest frequency being Spanish (47.6 percent), French (23.2 percent) and German (8.5 percent).

4. The level of interest by the students in a study-abroad program

The respondents were asked to indicate their level of interest in a Culinary Study-Abroad course while a student at The Art Institute of Atlanta. The respondents were required to rate and circle their level of interest against the following 1 – 7 likert scale:

1 = Extremely interested

7 = Not at all Interested

From a total of 264 respondents, 77 indicated a rating of 1 as extremely interested (29.2%), 34 rated as a 2 (12.9%), 31 rated as a 3 (11.7%), 48 rated as a 4 (18.2%), 31 rated as a 5 (11.7%), 6 rated as a 6 (2.3%), and 37 indicated a rating of a 7 as not at all interested (14%). See Table 21.

Level of Interest

Table 21

Frequencies of Level of Interest in a Culinary Study-Abroad Program

<u>Level of Interest</u>	<u>N</u>	<u>%</u>
1 (Extremely Interested)	77	29.2
2	34	12.9
3	31	11.7
4	48	18.2
5	31	11.7
6	6	2.3
7 (Not at all Interested)	37	14.0
Total	264	100

Summary

More than half of the respondents indicated a high level (1-3) of interest (53.8 percent) in a Culinary Study-Abroad Program, while almost one-third indicated a medium level (4-5) of interest (29.9 percent). A small percentage of respondents indicated a low-level (6) of interest (2.3 percent) in a Culinary Study-Abroad Program and the respondent's not at all interested (7) or (14 percent) made up the remainder of the group sample.

5. The level of interest in different options with specific locations in a Culinary Study-
Abroad Program by the students

Respondents who indicated a rating of 6 or below on their level of interest in a Culinary Study-Abroad Program were asked to complete the remaining questions on the survey. Those that indicated a 7 of “Not at all Interested” in a study-abroad program were asked to turn their survey into their instructor. Respondents were asked about their level of interest in different study-abroad options with specific locations in questions 10,11, and 13. The data of options and locations were computed, tabulated and presented as follows:

Study-Abroad Options

There were principally 5 specific programs that respondents who indicated a level of 6 or below in their interest of a study-abroad program, were required to rate and circle their level of interest to enroll in one of these options, against the following 1 – 7 likert scale:

1 = Plan to Enroll

7 = Not to Enroll

The program options for the respondents to rate included a 10-Day Culinary Tour, elective, 4 credits; one quarter, 16 credits, including Internship; non-credit Internship for graduates; 3 months; non-credit Internship for graduates, 6 months; and non-credit Internship for graduates, 12 months. The rating of respondents as to their level of interest

to enroll in one of these options are listed from their most preferred option to their least preferred option in Table 22.

Table 22

Mean Scores of Interest in Various Study-Abroad Options by Respondents

<u>Study-Abroad Options</u>	<u>Mean of Total Sample</u>
10-Day Culinary tour	3.06
One quarter to include internship	3.02
Non-credit 3 month internship	4.41
Non-credit 6 month internship	4.75
Non-credit 12 month internship	4.75

10-Day Culinary Tour Location

There were 6 different locations that respondents who indicated a level of interest in a 10-Day Culinary Tour option, were required to rate and circle their level of interest in these locations against the following 1 – 7 likert scale:

1 = Extremely Interested

7 = Not at all Interested

The locations for the respondents to rate included Paris and Strasbourg, France; Vienna, Austria; Lucerne and Engelberg, Switzerland; Florence and Rome, Italy; London, England; and Frankfurt and Heidelberg, Germany. The rating of respondents as to their level of interest are listed from their most preferred location to their least preferred location in Table 23.

Table 23

Mean Scores of Interest in Various Locations for 10-Day Culinary Tour by Respondents

<u>10-Day Culinary Tour Locations</u>	<u>Mean of Total Sample</u>
Florence and Rome Italy	2.66
Paris and Strasbourg France	3.01
Vienna Austria	3.55
London England	3.57
Lucerne and Engelberg Switzerland	3.71
Frankfurt and Heidelberg Germany	3.78

3, 6, or 12 Month Study-Abroad Internship Location

There were 8 different countries that respondents who indicated a level of interest in a 3, 6, or 12 month Internship option, were required to rate and circle their level of interest in these locations against the following 1 – 7 likert scale:

1 = Extremely Interested

7 = Not at all Interested

The locations for the respondents to rate included Switzerland, France, Spain, Italy, Germany, Austria, Ireland, and England. The rating of respondents as to their level of interest are listed from their most preferred location to their least preferred location, as illustrated in Table 24.

Table 24

Mean Scores of Interest in Various Locations for Non-Credit Internship by Respondents

<u>Non-credit Internship Location</u>	<u>Mean of Total Sample</u>
Italy	3.71
France	3.91
Spain	4.02
Switzerland	4.23
Germany	4.45
England	4.48
Austria	4.56
Ireland	4.56

Summary

The results of Table 17 indicated that the greatest interest by the respondents, almost equal in mean, were in the 10-Day Culinary Tour and the one-quarter, 16 credits, including internship option, respectively. For the non-credit Internship option, the 3-month Internship displayed the highest interest by the respondents. The most popular location for a 10-Day Culinary Tour and a 3, 6, or 12 month Internship resulted in Italy and France for both options.

6. The desired affordable price for students participating in a 10-Day Culinary Tour

There were 5 different price ranges that respondents who indicated a level of interest

in a 10-Day Culinary Tour option, were required to rate and circle an “affordable price” in these price ranges (not including tuition) against the following 1 – 7 likert scale:

1 = Extremely Interested

7 = Not at all Interested

The price ranges for the respondents to rate included \$2,000.00 - \$2,200.00; \$2,250.00 - \$2,500.00; \$2,550.00 - \$3,000.00; \$3,100.00 - \$3,500.00; and \$3,550.00 - \$4,000.00. The rating of respondents as to their level of interest in price ranges are listed from their most preferred price to their least preferred price in Table 25.

Table 25

Mean Scores of Interest in Various Price Ranges for 10-Day Culinary Tour

<u>10-Day Culinary Tour Price Range</u>	<u>Mean of Total Sample</u>
\$2,000.00 - \$2,200.00	2.63
\$2,250.00 - \$2,500.00	3.73
\$2,550.00 - \$3,000.00	4.59
\$3,100.00 - \$3,500.00	5.46
\$3,550.00 - \$4,000.00	5.98

Summary

The most popular price ranges were in the groups ranging from \$2000.00 - \$2,500.00 according to the respondents for the 10-Day Culinary Tour option. Some of the group sampled were willing to pay \$2,550.00 - \$3,000.00 for the package, but very few of the respondents indicated that the \$3,100.00 - \$4,000.00 price range was “affordable” to their standards.

7. The factors that influence a student's interest in participating in a study-abroad course

Respondents were asked to rate 5 general reasons for pursuing a Culinary Study-Abroad course. If a reason to take a study-abroad course was not listed under these general reasons, the respondent was asked to specify in the "Comment" or open-ended question at the end of the survey. Respondents were required to rate and circle the reasons listed against the following 1 – 7 likert scale:

1 = Extremely Interested

7 = Not at all Interested

The 5 reasons to pursue a Culinary Study-Abroad course included the following: Expand culinary skills, broaden cultural knowledge, learn a foreign language, professional advancement, and long-term monetary rewards. The rating of respondents as to their level of interest in reasons to pursue a Culinary Study-Abroad course are listed from their most important factor to their least important factor, as illustrated in Table 26.

Table 26

Mean Scores of Interest in Various Reasons to Pursue a Culinary Study- Abroad Course

<u>Reasons to Pursue Study-Abroad Course</u>	<u>Mean of Total Sample</u>
Expand Culinary skills	1.67
Broaden cultural knowledge	1.85
Professional advancement	2.21
Long-term monetary rewards	2.85
Learn a foreign language	3.17

Summary

The results of Table 26 indicated that the factors that are generally the most important to the respondents for pursuing a Culinary Study-Abroad course are: (1) Expand Culinary skills, (2) Broaden cultural knowledge, and (3) Professional advancement. The factors that are the least important are: (1) Long-term monetary rewards, and (2) Learn a foreign language.

8. Analysis of responses to the open-ended question

The one open-ended question is stated as follows:

- Please list any additional comments or suggestions that might benefit our development and implementation of a Culinary Study-Abroad program here at The Art Institute of Atlanta.

Tables 27 - 33 presents a list of comments categorized into sections of characteristics regarding a Culinary Study-Abroad Program. These factors and their frequencies were obtained by performing a word count for the listed categories of the responses of these students. The Percent column is simple and straightforward percentage of the frequency from the total number of respondents who chose to comment on the open-ended question. The results have been categorized into sections, which are costs of program, location, course offerings/format, prerequisites for program, benefits of study-abroad, concerns of study-abroad, and marketing. Within each of these categories or sections, the variables are presented in rank order, from the factor which had the highest frequency of being cited to the factor with the least count. Overall, 74 students,

or 32.6 percent of the total number of students answering the surveys, responded to this one open-ended question.

Costs of Program

This category had the highest number of responses, with 32 respondents (43 percent) answering in the form of costs associated with a study-abroad program. Almost one-fifth of the students responded in not having the resources to do such a program and over one-tenth responded to make the program more affordable. Students offered possible solutions to the financial needs with 6 students requesting financial aid packages, 5 responses recommending scholarships, 5 students suggesting school sponsored fundraisers for students studying abroad, and 2 responses to lowering the cost of tuition for study-abroad courses. Three students specifically answered the question by providing “equal opportunity” to all students, in the form of financial assistance to those students participating in a study-abroad course. See Table 27.

Table 27

Comments or Suggestions on Study Abroad Opportunities - Costs

<u>Costs of Program</u>	<u>N</u>	<u>%</u>
More affordable	8	10.8
Financial aid	6	8.1
Scholarships	5	6.6
Fundraisers	5	6.6
Lack of funds	3	4.1
Equal opportunity	3	4.1
Lower cost of tuition	2	2.7
Total	32	43

Location

Other locations of study-abroad opportunities had a high frequency of responses, with 15 students (20.1 percent) responding to this question. Students had a high interest in Asia/Japan at 9.5 percent (7 respondents), due to the Asian influence in American cuisine today. Other areas included “not just Europe” and Africa with 2 responses to each location, and Spain, Australia, South America, and Morocco had one response each for these variables. Students cited these locations due to their diversity and influences on American cuisine. See Table 28.

Table 28

Comments or Suggestions on Study Abroad Opportunities - Location

<u>Location</u>	<u>N</u>	<u>%</u>
Asia/Japan	7	9.5
Africa	2	2.7
Not Just Europe	2	2.7
Spain	1	1.3
Australia	1	1.3
South America	1	1.3
Morocco	1	1.3
Total	15	20.1

Course Offerings/Format

The largest response to this category was to offer different locations of study than what was listed on the survey. The Location section on Table ? lists the different countries suggested by the 15 respondents of the question. A small percentage of students, 2 responses each suggested a student exchange program and that the Culinary tours for course credit should be longer in length. Only one respondent commented that the Culinary tours for course credit should be shorter than 10 days. See Table 29.

Table 29

Comments or Suggestions on Study Abroad Opportunities – Course Offerings

<u>Course Offerings/Format</u>	<u>N</u>	<u>%</u>
Different locations	15	20.1
Exchange programs	2	2.7
Longer trips	2	2.7
Shorter trips	1	1.4
Total	20	26.9

Prerequisites for Program

The respondents expressed a concern about cultural and language barriers when studying abroad. Almost 10 percent of the students responding to this question stated that there should be a foreign language course taken as a prerequisite to study-abroad. One student specifically stated that there should be a “mandatory language requirement, regardless of the study-abroad program” and that “Spanish and/or French should be required” in the Associate degree Culinary program. Another 2 students suggested a “cultural crash course” and “cultural sensitivity” course as a prerequisite to the study-abroad program. See Table 30.

Table 30.

Comments or Suggestions on Study Abroad Opportunities – Prerequisites

<u>Prerequisites</u>	<u>N</u>	<u>%</u>
Foreign language requirement	7	9.5
Cultural sensitivity course	2	2.7
Total	9	12.2

Benefits of Study-Abroad

Reasons for students to study-abroad were cited in this question. The benefit displaying the strongest frequency was the student's interest in expanding their culinary knowledge with more than one-tenth of the students surveyed listing this as a reason.

More than one-fifth of the students responding listed the benefits of expanding the student's cultural knowledge and enhancing the Culinary Arts program at The Art Institute of Atlanta. One student specifically commented that a study-abroad program "would expand the brand name of The Art Institute," and "be a great tool of instruction." Only 2 respondents listed the ability to learn a foreign language as a benefit of this program. See Table 31.

Table 31

Comments or Suggestions on Study Abroad Opportunities – Benefits

Benefits	N	%
Expand culinary knowledge	8	10.8
Expand cultural knowledge	4	5.4
Enhance Culinary program	4	5.4
Learn a foreign language	2	2.7
Total	18	24.3

Concerns of Study Abroad

Costs of the program displayed the highest frequency of response with 32 students responding to concerns or means of financing a study-abroad course. The stress of leaving their family for study-abroad was listed by 4 students and leaving their jobs by 2

respondents. Another 4 students to this question listed the concern of not speaking a foreign language. The factor of cultural barriers was listed by 2 respondents, and only one student listed security as an issue or concern for study-abroad courses. Specifically this student states that “ I am single and plan to go alone and would feel better if someone has already checked it out”, meaning the country and facilities before going abroad. Not one student in this question, mentioned September 11th as a concern for studying abroad. See Table 32.

Table 32

Comments or Suggestions on Study Abroad Opportunities – Concerns

<u>Concerns</u>	<u>N</u>	<u>%</u>
Costs of program	32	43.2
Leaving family	4	5.4
Language barriers	4	5.4
Leaving jobs	2	2.7
Cultural barriers	2	2.7
Safety	1	1.4
Total	45	60.8

Marketing

Currently, The Art Institute of Atlanta Culinary Arts only offers the 10-day Culinary Tour as a 4 -credit hour elective, but nearly one-tenth of the respondents stated that there was a lack of information or promotion on study-abroad opportunities at The Art Institute of Atlanta. Lack of advertising and promotion of these trips was listed by 7 of the respondents. See Table 33.

Table 33

Comments or Suggestions on Study Abroad Opportunities – Marketing

<u>Marketing</u>	<u>N</u>	<u>%</u>
Lack of advertising and promotion	7	9.5
Total	7	9.5

Summary

The purpose of this study was to determine the need for a Culinary study-abroad program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. This chapter specifically measures the level of interest, location, types, and costs of a study-abroad program desired by Culinary continuing students at The Art Institute of Atlanta.

The results of this study indicated that 61 percent of the total Culinary starting student body in Winter 2002 responded to the survey. An overwhelming majority (86 percent) of the students surveyed expressed an interest in a Culinary study-abroad program. Of the respondents interested in such a program, the majority of the students

were day students in the first or second quarter of the program with an average age of 18 to 24 years old. There were an equal number of males to females responding to the survey and over one-quarter of the respondents had an associate, bachelor, or postgraduate degree.

The two most desired Culinary study-abroad course options were the 10-Day Culinary Tour as a 4-credit hour elective and the one-quarter, 16 credits, including an Internship program. The preferred location of study for the 10-Day Culinary Tour and non-credit Internship option was Italy and France for both options. The most “affordable price” for the 10-Day Culinary Tour option were in the groups ranging from \$2000.00 - \$2500.00, not including tuition.

The top three reasons that were generally the most important to the respondents for pursuing Culinary study-abroad courses were: expand Culinary skills, broadened cultural knowledge, and professional advancement.

Analysis of the open-ended question supported the empirical data. One-third of the respondents described in their own words any additional comments or suggestions that might benefit The Art Institute of Atlanta in the development and implementation of a Culinary study-abroad program. The comments were grouped into 7 categories with the highest number of responses answering in the form of cost associated with a study-abroad program and the ability of the student to afford such a course offering. The following and final chapter presents the conclusion and recommendations of this investigation.

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

Re-statement of the Problem and Research Objectives

The purpose of this study was to determine the need for a Culinary study-abroad program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. The research presented in this study examined the following objectives:

1. Measure the level of interest, location, types, and costs of study-abroad programs desired by Culinary continuing students at The Art Institute of Atlanta.
2. Determine and profile the student's international background and experience.
3. Compare and contrast methods used by institutions that have an established study-abroad program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities.
4. Evaluate selected study-abroad programs to determine their influence on student enrollments within select majors.

Conclusions

The conclusions of this study apply only to Culinary Arts students at The Art Institute of Atlanta, unless otherwise stated. The discussion is organized by the research objectives with the summary of survey results following.

The first research objective was designed to:

Measure the level of interest, location, types, and costs of study-abroad programs desired by Culinary continuing students at The Art Institute of Atlanta

The following conclusions were obtained as a result of 264 usable questionnaires or 61 percent of the total starting student body in the Culinary Arts Program in the Winter quarter of 2002:

Demographic profile of respondents interested in Study-Abroad

A large majority (86 percent) of the students surveyed expressed an interest in a Culinary study-abroad program. Of the respondents interested in such a program, the majority of the students were day students (79.3 percent) in their first (29.1 percent) or second (32.6 percent) quarter of the program with an average age of 18 – 24 years old (57.3 percent). There were an almost equal number of females (50.2 percent) and males (49.8 percent). Over one-quarter of all the respondents (26.4 percent) had an associate, bachelor, or master's degree with only one student holding a Ph.D. and only a small percentage of the respondents were International students (3.5 percent).

Based on this evidence, there is a strong interest by continuing students for a Culinary study-abroad program at The Art Institute of Atlanta. The demographics indicated that students in the very beginning of the program show the highest interest and that the marketing of the program should be conducted in the first two quarters. The average age of the students interested in a study-abroad program is young and mostly day students, which may indicate the lack of experience in the field. This information can be used to assist The Art Institute of Atlanta in designing its program and accommodate the needs of these students. The fact that 26 percent of the respondents held another degree suggests that there is a continued interest in education and that a Culinary study-abroad program would be well received by the students.

Demographic profile of respondents not interested in Study-Abroad

A small percentage (14 percent) of the students surveyed expressed no interest in a Culinary study-abroad program. Of the respondents not interested in such a program, the section was almost equal with day (59.5 percent) and evening students (45.9 percent) in their second (27 percent) and seventh (18.9 percent) quarter. The average age was 18 –24 years old (40.5 percent). There were slightly more males (54.1 percent) to females (45.9 percent). More than one-third of all the respondents (37.8 percent) held an associate, bachelor, or master’s degree and all of the respondents were U.S. citizens.

Data collected from students not interested in a Study-Abroad program suggests the need to market a study-abroad program in the beginning of the student’s program. Students in the seventh quarter are graduating and may not see the benefit of a study-abroad program or have the opportunity to properly plan such a course. The average age of the students not interested in a study-abroad program were in the 18 – 24 year old range which suggests a young student right out of high school. The age group with the second highest frequency was the 31 – 40 year old range which may indicate that these students have jobs and other commitments and do not have the flexibility or means to participate in a study-abroad course. The fact that 37 percent of the respondents had another degree is the result of possible “career changers.”

The level of interest by students in a study-abroad program

The respondents were required to rate their level of interest in a Culinary study-abroad program based on the following 1 – 7 likert scale:

1 = Extremely Interested

7 = Not at all Interested

More than half of the respondents indicated a high level (1-3) of interest (53.8 percent) in a Culinary study-abroad program, while almost one-third indicated a medium level (4-5) of interest (29.9 percent). A small percentage of respondents indicated a low-level (6) of interest (2.3 percent) in a Culinary study-abroad program and the respondents' not at all interested (7) or (14 percent) made up the remainder of the group sample.

Sixty-one percent of the students in Culinary Arts during winter quarter of 2002 participated in this study. The numbers reflect a valid and represented sample identifying the level of interest in a Culinary study-abroad program at The Art Institute of Atlanta. A large majority (86 percent) of the students surveyed expressed an interest in a Culinary study-abroad program and indicates a good strong market for such a program.

The level of interest in different options with specific locations in a Culinary study-abroad program by the students

Respondents were asked to rate their level of interest in different Culinary study-abroad options with specific desired locations of study for the 10-Day Culinary tour and non-credit Internship option. The results of the options that displayed the greatest interest by the respondents, almost equal in mean, were the 10-Day Culinary Tour (3.06) and the one-quarter, 16 credits, including internship option (3.02). The most popular location for a 10-Day Culinary Tour and a non-credit Internship resulted in Italy and France for both options.

As a result of this data, The Art Institute of Atlanta should continue the 10-Day Culinary Tour course offering, as an elective, and examine a partnership with another institution in Italy or France for a possible one quarter, 16 credit, including internship

course option. Establishing contacts and sources in these regions would have the highest response rate by the continuing Culinary students based on this information.

The desired affordable price for students participating in a 10-Day Culinary tour

There were 5 different price ranges that respondents who indicated a level of interest in a 10-Day Culinary Tour option were required to rate as an “affordable price”, not including tuition, for this course offering. The price ranges with the highest means were the \$2,000.00 - \$2,200.00 (2.63) and the \$2,250.00 - \$2,500.00 (3.73) ranges.

Survey data indicated a high interest for the 10-Day Culinary Tour as an elective. However, a price sensitivity of the students for the price ranges beyond the \$2500.00 cost point is significant. The 10-Day Culinary Tours for course credit should be designed to cost the student between \$2000.00 - \$2500.00 to achieve a high participation rate.

The factors that influence a student’s interest in participating in a study-abroad course

Respondents were asked to rate 5 general reasons for pursuing a Culinary study-abroad course. The results that are generally the most important to the respondents for pursuing Culinary study-abroad courses are: (1) Expand Culinary skills, (2) Broaden cultural knowledge, and (3) Professional advancement. The factors that are the least important are: (1) Long-term monetary rewards, and (2) Learn a foreign language.

This data reveals the motivation of the Culinary students who have an interest in a study-abroad course. The Art Institute of Atlanta can use this information when designing their study-abroad courses and focusing the curriculum on “hands-on” cooking courses with a blend of cultural attractions and sights. Additional studies may be done to survey the employers of The Art Institute of Atlanta Culinary Arts graduates to measure the importance of a study-abroad course in the employer’s hiring practices.

Analysis of open-ended question

In Chapter Four, the results were categorized into the following sections: costs of the program, location, course offering/format, prerequisites for the program, benefits of study-abroad, concerns of study-abroad, and marketing. Within each of these categories, the variables were presented in rank order, from the factor that had the highest frequency of being cited to the factor with the least count.

The costs of a study-abroad program had the highest number of responses, with 32 respondents (43 percent) answering in the form of costs associated with a study—abroad program. Almost one-fifth of the students responded in not having the resources to do such a program and over one-tenth responded to make the program more affordable. Students offered possible solutions to the financial needs with 6 students (8.1 percent) requesting financial packages, 5 responses (6.6 percent) recommending scholarships, 5 students (6.6 percent) suggesting school sponsored fundraisers for students studying abroad, and 2 responses (2.7 percent) to lowering the cost of tuition for study-abroad courses.

Other locations of study-abroad opportunities had a high frequency of responses, with 15 students (20.1 percent) responding to this question. Students had a high interest in Asia/Japan at 9.5 percent (7 respondents), due to the Asian influence in American cuisine today. Other areas included “not just Europe”, Africa, Spain, Australia, South America, and Morocco. Students cited these locations due to their diversity and influences on American cuisine.

The respondents cited the type of study-abroad course offerings and format in this question. The largest response to this category, 15 students (20.1 percent), was to offer

different locations of study than what was listed on the survey. A small percentage of students, 2 responses (2.7 percent) each suggested a student exchange program and that the Culinary tours for course credit should be longer in length. Only one respondent commented that the Culinary tours for course credit should be shorter than 10 days.

Students offered suggestions on prerequisites of a study-abroad program in this question. The respondents expressed a concern about cultural and language barriers when studying abroad. Almost 10 percent of the students responding to this question stated that there should be a foreign language course taken as a prerequisite to study-abroad. One student specifically stated that there should be a “mandatory language requirement, regardless of the study-abroad program” and that “Spanish and/or French should be required” in the Associate degree Culinary Arts program. Another 2 students (2.7 percent) suggested a “cultural crash course” and “cultural sensitivity” course as a prerequisite to the study-abroad program.

Reasons for students to study-abroad were cited in this question. The benefit displaying the strongest frequency was the student’s interest in expanding their culinary knowledge with more than one-tenth of the students surveyed listing this as a reason. More than one-fifth of the students responding listed the benefits of expanding the student’s cultural knowledge and enhancing the Culinary Arts program at The Art Institute of Atlanta. One student specifically commented that a study-abroad program “would expand the brand name of The Art Institute” and “be a great tool of instruction.” Only 2 respondents (2.7 percent) listed the ability to learn a foreign language as a benefit of this program.

Concerns of study-abroad were stated in this question by the students, with costs of the program displaying the highest frequency of responses. Of the total number of responses, 32 students (43.2 percent) responded to concerns or means of financing a study-abroad course. The stress of leaving their family for study-abroad was listed by 4 students (5.4 percent) and leaving their jobs by 2 respondents (2.7 percent). Another 4 students (5.4 percent) listed the concern of not speaking a foreign language. 2 respondents (2.7 percent) listed the factor of cultural barriers, and only one student listed security as an issue or concern for study-abroad courses. Not one student in this question mentioned September 11th as a concern for studying abroad.

Currently, The Art Institute of Atlanta only offers the 10-Day Culinary Tour as a 4-credit hour elective, and nearly one-tenth of the respondents stated that there was a lack of information or promotion on study-abroad opportunities at The Art Institute of Atlanta. Lack of advertising and promotion of these trips was listed by 7 of the respondents, which indicates that other marketing tools are needed for this program.

The Art Institute of Atlanta may use the information obtained from the open-ended question to support the empirical data of this study and as a resource in developing and implementing a Culinary study-abroad program.

Summary

A large majority (86 percent) of the students surveyed expressed an interest in a Culinary study-abroad program and indicates a need for such a program. The two most desired Culinary study-abroad course options were the 10-Day Culinary Tour as a 4-credit hour elective and the one-quarter, 16 credits, including an Internship program. The preferred locations of study for the 10-Day Culinary Tour and non-credit Internship

option were Italy and France for both options. The most “affordable price” for the 10-Day Culinary Tour option were in the groups ranging from \$2000.00 - \$2,500.00, not including tuition. The open-ended question were categorized into 7 sections, with the highest response rate relating to the costs of the program and offering different locations of study than those listed on the survey.

The Art Institute of Atlanta should continue the 10-Day Culinary course offering, as an elective, and examine a partnership with another institution in Italy or France, for a possible one quarter, 16 credits, including internship course option. The Art Institute of Atlanta Culinary Arts Academic Director has toured 4 of the Schiller University’s International properties and the institutions in Strasbourg, France and Engelberg, Switzerland have been examined for Culinary Arts programs and found suitable as a study-abroad venue. Further examination in Italy and France should be conducted for an additional possible study-abroad location. The Culinary Arts Academic Director should also collaborate with the other Culinary Arts Academic Directors within the Art Institutes to network and find international contacts for possible internship opportunities.

A partnership with another institution could also reduce costs of study-abroad resulting in a lower fee for the students. The data received in the open-ended question clearly indicated that the true success of a formal study-abroad program at The Art Institute of Atlanta Culinary Arts will be in its design and affordability to all students.

Other locations of study other than Europe also needs to be examined. The information in the open-ended question indicated that Asia/Japan had a high interest rate by the students and the Art Institute of Atlanta Culinary Arts should pursue contacts in this region for possible 10-Day Culinary Tours.

The second research objective was designed to:

Determine and profile the student's international background and experience

The following conclusions were obtained as a result of 264 usable questionnaires or 61 percent of the total starting student body in the Culinary Arts Program in the Winter quarter of 2002:

International student status

The eight International respondents (3.0 percent) were from a total of 264 respondents and 97 percent (256 respondents) were U.S. citizens. Of the total of 8 respondents that listed their International student status, the respondents were asked to identify their native homeland. From this group, 25 percent were from Puerto Rico, 12.5 percent from Indonesia, 12.5 percent from Jamaica, 12.5 percent from Korea, 12.5 percent from Thailand, 12.5 percent from the U.S. Virgin Islands, and 12.5 percent from Venezuela.

U.S. students International background

From a total of 256 respondents, 8.6 percent (22 respondents) had worked abroad, 6.6 percent (17 respondents) had studied abroad, 12.5 percent (32 respondents) had lived abroad and 72.3 percent (185 respondents) had not either worked, studied, or lived abroad.

Foreign language literacy

Of the total of 263 respondents, 27 percent (71 respondents) spoke a foreign language and 73 percent (192 respondents) did not speak any foreign languages. From the total of 71 respondents who spoke a foreign language, the group listed 16 different languages. Of these respondents, several were bilingual, resulting in the frequency of

languages to be a total of 82 responses. From a total of 82 respondents, 47.6 percent (39 respondents) spoke Spanish, 23.3 (19 respondents) spoke French, 8.5 percent (7 respondents) spoke German, 3.7 percent (3 respondents) spoke Italian, 2.5 percent (2 respondents) spoke Chinese, 2.5 percent (2 respondents) spoke Japanese, and 12 percent (10 respondents) spoke other languages (Arabic, Czech, French Creole, Greek, Indonesian, Korean, Native Philippine, Portuguese, Russian, and Thai).

Summary

The majority of the respondents were U.S. students (97 percent), with just a small percentage of the respondents as International students (3 percent). The International students native homeland was very diverse representing 7 countries, with Puerto Rico (25 percent) showing the highest frequency. More than three-quarters of the U.S. respondents had not worked, studied, or lived abroad (185 respondents), while 8.6 percent (22 respondents) worked abroad, 6.6 percent (17 respondents) studied abroad, and 12.5 percent (32 respondents) lived abroad. A fair portion of the respondents spoke a foreign language (27 percent) with several respondents being bilingual. This group spoke a total of 16 different foreign languages, with the highest frequency being Spanish (47.6 percent), French (23.3 percent) and German (8.5 percent).

The data received in this section of the study may be used by the Art Institute of Atlanta Culinary Arts to examine the diversity of its program. Although the percentages of international students (3 percent) surveyed was small, the number of countries represented and foreign languages spoken by these students was very diverse. The open-ended question clearly indicated the desire and need to offer foreign languages as a course offering in the Culinary Arts curriculum. As a result, The Art Institute of Atlanta

should offer Spanish and French as an elective in its Culinary Arts associate degree program.

Examination of the U.S. students international experience indicates that large majorities (72.3 percent) of the students have not worked, studied, or lived abroad. This information can be used by The Art Institute of Atlanta Culinary Arts in its design of the study-abroad curriculum with the assumption that the majority of the students have little or no international experience and that the course be designed as a fundamental and introductory international course.

The third research objective was designed to:

Compare and contrast methods used by institutions that have an established study-abroad program to assist The Art Institute of Atlanta in its design and implementation in study-abroad opportunities

The following conclusions were based on the research examined in Chapter Two, “Review of Literature”:

Four institutions were chosen to examine and achieve this objective. The four institutions reviewed offer Culinary Arts or Hospitality Management in their program array and have established study-abroad programs, which were used to compare and contrast methods. The institutions chosen were Niagara University, the Baltimore International College, Johnson and Wales University, and the Culinary Institute of America.

Niagara University was examined because it has a 14-year relationship with Schiller University in its study-abroad program within the Institute of Travel, Hotel, and Restaurant Administration department (Praetzel, Curcio, Dilorenzo, 1996). The Art

Institute of Atlanta is currently evaluating a partnership with Schiller University within its study-abroad programs. Possible 10-Day Culinary Tours as an elective or a quarter abroad to include an internship is being examined. Niagara University established a relationship with Schiller University in 1988, with an increased number of students participating in their study-abroad program as a result of this partnership (Praetzel, Curcio, Dilorenzo, 1996). The success of Niagara's Departmental Study-Abroad Program is credited to the faculty who are involved in the design and implementation process. The researcher believes this is a good model for The Art Institute of Atlanta to examine when designing a formal study-abroad program (Praetzel, Curcio, Dilorenzo, 1996).

Other institutions, such as the Baltimore International College, have an owned and operated property internationally and use their hotel as a venue for the Culinary Arts study-abroad program (<http://www.bic.edu/about/>). BIC has also established academic criteria for students studying abroad to insure a more successful outcome of the international experience (<http://www.bic.edu/admissions/honors.html>). Johnson and Wales University, The Art Institute of Atlanta Culinary Arts largest and closest competitor, has an institution in Sweden, but does not have a formal Culinary arts study-abroad program (<http://www.pressinfo.se/jwu/IndexFrmae.html>). The Culinary Institute of America has a domestic study-abroad program for the bachelor in Culinary Arts Management students to study for 6 weeks at the Greystone campus in Napa Valley, California (http://www.ciachef.edu/ugrad/udegree_ba_ca.html). Other program offerings by the CIA include a "Travel Program," allowing for international travel and study-

abroad to foodservice professionals for continuing education units (CEU's)

(<http://www.ciaprochef.com/distance/ce/cegstravelprg.html>).

Summary

The purpose of this study was to determine the need for a Culinary study-abroad program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. The results of the surveys taken by the Art Institute of Atlanta Culinary Arts students concludes that there is a strong interest in a more formal Culinary Arts study-abroad program and indicates a good market for such a program. The research findings of other institutions discovers that Johnson and Wales University, The Art Institute of Atlanta Culinary Arts largest and closest competitor, does not have a formal Culinary Arts study-abroad program. Offering a formal Culinary Arts study-abroad program will give The Art Institute of Atlanta a product or course offering not done by Johnson and Wales, giving The Art Institute of Atlanta a possible competitive lead in the competitive market of post-secondary Culinary Arts education.

As discussed in Chapter Two, "Review of Literature", the aftermath of September 11th on study-abroad programs is to insure a safe and secure environment for the students studying abroad (Brotherton, 2001). The need for The Art Institute of Atlanta to establish firm international contacts and partnerships is now essential to provide the students studying abroad a safe and secure environment and to implement a successful Culinary study-abroad program.

Establishing academic criteria for students applying to study-abroad programs and integrating an honors program with study-abroad, as done at the Baltimore International College (<http://www.bic.edu/admissions/honors.html>), is an excellent model for The Art

Institute of Atlanta Culinary Arts to follow when designing the Culinary Arts study-abroad program. Setting high standards and criteria for students studying abroad will ensure a more successful outcome of the international experience.

Examination of the Culinary Institute of America's "Travel Programs" (<http://www.ciaprochef.com/distance/ce/cestravelprg.html>), creates another opportunity for The Art Institute of Atlanta in a Culinary Arts study-abroad program. When designing a 10-Day Culinary Tour for the Associate degree program, The Art Institute of Atlanta may be able to modify the program to market a 5, 7, or 10 day Culinary Tour to the foodservice professional for continuing education credits (CEU's). The alumni of The Art Institute of Atlanta Culinary Arts can be the preferred customer and be given a discount on the price of these Culinary Tour packages. Additional studies may be done to survey The Art Institute of Atlanta Culinary Arts alumni to measure the level of interest in a 5, 7, or 10 day Culinary Tour for continuing education units (CEU's).

The fourth research objective was designed to:

Evaluate selected study-abroad programs to determine their influence on student enrollments within select majors

The following conclusions were based on the research examined in Chapter Two, "Review of Literature":

When examining college enrollments there are many factors to examine which influences a student to decide to enroll in one particular institution. In a study conducted in the fall of 1995, researchers investigated the effects of variables relating student characteristics and institutional factors on the decision to apply to a large land-granting research university (Des Jardins, 1997). The study found that highly reputed programs

had a positive effect on students' decisions to enroll, as did the presence of honors programs, study-abroad options, and advanced courses in mathematics (Des Jardins, 1997).

In a report, "The American Freshman: National Norms for Fall 1999," examined the attitudes and characteristics of freshmen (Chronicle of Higher Education, 2000). One of the findings of this report were reasons noted by the freshmen as "very important in selecting the college" they were attending that fall (Chronicle of Higher Education, 2000). One category listed was "College offers special education programs" such as Study-Abroad and Honors programs. Of the 261,217 total responses, 22.7 percent of the women responded, 15.7 percent of the men, with a total of 19.5 percent noting that "special programs" at the institution influenced their decision to enroll (Chronicle of Higher Education, 2000). This suggests that selected colleges or institutions are also likely to offer a study-abroad program.

In a report by the Institute of International Education, U.S. institutions with the largest number of students studying abroad, by type of institution for Academic Year 1998 – 99 were listed (Woodard, 2000). The type of institutions were ranked by the top 20 for study-abroad enrollments and were categorized by research, doctoral, master's, and bachelor's programs. Of this group, the top 20 research institutions had the largest number of students studying-abroad for Academic Year 1998 – 99 (Woodard, 2000). When examining these institutions study-abroad enrollment numbers to the statistics released by the U.S. Department of Education for the Colleges with the largest enrollments for fall 1997, 80 percent of the largest study-abroad programs by type of institution were also listed in fall 1997 with the colleges with the largest enrollments

(Chronicle of Higher Education, 2000). This concludes that the larger college enrollments will result in larger study-abroad enrollments.

An institution demonstrating a high level of participation in study-abroad programs is Niagara University. Since 1988 it has offered a custom-designed, major based program at its partner school in Engelberg, Switzerland (Niagara University, 2002). The level of student participation in Niagara's study-abroad program has gradually increased each year since establishing a formal relationship with Schiller University (Praetzel, 2002). Currently 40 percent of its students in the College of Hospitality and Tourism Management participate in study-abroad (Hospitality News, 2002). This number far exceeds the National average of less than 10 percent of US college students studying-abroad (Hafen, 2001).

Dr. Gary Praetzel, Dean of the College of Hospitality Management at Niagara University states that Niagara's established study-abroad program with Schiller University has "definitely had a positive impact" on their student enrollment numbers. Dr. Praetzel, who is heavily involved in the admissions process, states that Niagara's study-abroad program is a "big selling point" and that the institution uses study-abroad "as a marketing tool" for student recruitment (Praetzel, 2002).

Summary

Based on these studies and statistics, this evidence indicates that study-abroad programs do have a positive impact on an institution's enrollment numbers.

The purpose of this study was to determine the need for a Culinary study-abroad program at The Art Institute of Atlanta and how it will impact enrollments in the Culinary Arts department. The interest of the students and the need for a Culinary study-

abroad program has been established through the research of this study. Based on the studies and statistics of study-abroad programs and their impact on student enrollments within select majors, a Culinary study-abroad program at The Art Institute of Atlanta would have a positive impact on the department's enrollment and add value to the student's Culinary education.

Recommendations to The Art Institute of Atlanta

The focus of this study was to examine Culinary study-abroad opportunities at The Art Institute of Atlanta. As a result of the data analysis and review of the related literature in study-abroad programs, the researcher recommends the following:

1. Continue offering the 10-Day Culinary Tour course offering, as a 4-credit hour elective. The course should be designed in the \$2000.00 - \$2500.00 price range, not including tuition, and include "hands-on" cooking classes with a blend of cultural attractions and sights. Since so many of the students have little or no international experience, these 10-Day Culinary Tours should be designed as an introductory and fundamental international course.
2. Pursue contacts in Asia/Japan for a Culinary tour elective course and expand the trip to 12 days to accommodate the long distance travel.
3. Develop an academic based scholarship opportunity for a 10-Day Culinary Tour elective course to cover trip costs and tuition.
4. Examine a partnership with another institution in Italy and France for a one quarter, 16 credit, including internship course option. Design this course to be affordable to all students. Partnering with another institution will insure a safe and secure environment and offset the costs of a study-abroad course for the students.

5. Use the Departmental Study-Abroad Program of Niagara University as a model to develop curriculum for the one quarter, 16 credit, including internship option.
6. Establish academic criteria for students applying for a one-quarter study-abroad course. Develop an Honors program to be integrated into this course offering.
7. Collaborate with other Culinary Arts Academic Directors within The Art Institutes, to network and find international contacts for possible 3 month, non-credit, internship opportunities.
8. Offer Spanish and French as an elective in the Culinary Arts associate degree program.
- 9 All study-abroad opportunities at The Art Institute of Atlanta should be marketed in the institution's catalog and on the website. The marketing of the Culinary Arts study-abroad courses should be done in the student's first two quarters of the program.

Recommendations for Further Studies

As a result of the data analysis and the review of literature, the researcher has the following suggestions for future studies that would assist The Art Institute of Atlanta in Culinary Arts study-abroad opportunities:

1. Survey the employers of The Art Institute of Atlanta Culinary Arts graduates to measure the importance of a study-abroad course in the employers hiring practices.
2. Survey The Art Institute of Atlanta Culinary Arts alumni to measure the level of interest in a 5, 7, or 10-day Culinary tour for continuing education units (CEU's).
3. Research study specifically related to all Culinary Arts study-abroad programs and how it impacts enrollments at the institution.

4. Survey of other Culinary Arts program students within The Art Institutes to measure the level of interest, location, types, and costs of a study-abroad program desired by Culinary continuing students.
5. Survey of Culinary Arts continuing students at The Art Institute of Atlanta to examine an “affordable price” for a one quarter, 16 credit, including internship course offering.

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APPENDIX A

SURVEY INSTRUMENT

Department of Hospitality&Tourism
College of Human Development
University of Wisconsin - Stout
Menomonie, WI 54571
Tel: (715) 232- 1203

Questionnaire and Consent Form

Culinary Study Abroad Opportunities

At The Art Institute of Atlanta

This research is being undertaken as part of the requirements for a master's thesis at the University of Wisconsin – Stout. The purpose of this research is to determine the marketability of a Culinary Study Abroad Program at The Art Institute of Atlanta. The information obtained in this research study will be directly used at The Art Institute of Atlanta Culinary Arts in its Study Abroad program design and implementation. I would appreciate a few minutes of your time to complete the questionnaire. It is important that you complete this; the greater number of returns of completed questionnaires, the higher the quality of the research. All responses will be confidential. Results of the research will be available to all students in the Summer of 2002.

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of this study and agree that any potential risks are small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about participation in research or subsequent complaints should be addressed first to the researcher or research advisor and second to Sue Foxwell, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Culinary Continuing Students Study Abroad Survey

Instructions:

Please complete the questionnaire, answering all questions that pertain to your interests in a Culinary Study Abroad Program at The Art Institute of Atlanta. If you are not at all interested in such a program or courses offered, please just answer questions 1 – 9 and mark seven to question nine, and return the form to you instructor. If you mark a 6 or below on question nine, please answer all of the questions on this survey and return to your instructor. *Note:* Space is provided at the end of the questionnaire for your written comments and suggestions.

1. Please indicate the level or quarter that you are currently enrolled in:

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Quarter 1 | <input type="checkbox"/> Quarter 5 |
| <input type="checkbox"/> Quarter 2 | <input type="checkbox"/> Quarter 6 |
| <input type="checkbox"/> Quarter 3 | <input type="checkbox"/> Quarter 7 |
| <input type="checkbox"/> Quarter 4 | |

2. Are you a Day or Evening Student?

- Day Evening

3. What is your gender?

- Male Female

4. What is your age?

- 18 – 24 31- 40
- 25 – 30 Over 40

5. Check any of the following if you currently hold another college degree from another institution.

- | | |
|------------------------------------|----------------------------------|
| <input type="checkbox"/> Associate | <input type="checkbox"/> Masters |
| <input type="checkbox"/> Bachelors | <input type="checkbox"/> Ph.D. |

6. Are you an International student studying here at The Art Institute of Atlanta?

- Yes No

If yes, please list your country homeland: _____

7. Are you a U.S. citizen who has:

Worked Abroad	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="text"/>	Where
Studied Abroad	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="text"/>	Where
Lived Abroad	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="text"/>	Where

8. Do you speak a foreign language?

Yes No

If yes, please list the languages: _____

9. I plan to enroll in a Culinary Study Abroad course while I am a student at The Art Institute of Atlanta:

Extremely Interested					Not at all Interested	
1	2	3	4	5	6	7

10. Please indicate your level of interest to enroll in these Study Abroad options:

	Plan to Enroll					Not to Enroll	
	1	2	3	4	5	6	7
10-Day Culinary Tour, elective, 4 credits							
One Quarter, 16 credits, including Internship							
Non-Credit Internship for Graduates, 3 months							
Non-Credit Internship for Graduates, 6 months							
Non-Credit Internship for Graduates, 12 months							

Move on to Question 13, if you do not plan to enroll in a Study Abroad 10-Day Culinary elective course.

11. Please indicate desired locations of study for a 10-Day Culinary Tour elective course:

	Extremely Interested				Not at all Interested		
	1	2	3	4	5	6	7
Paris and Strasbourg, France							
Vienna, Austria							
Lucerne and Engelberg, Switzerland							
Florence and Rome, Italy							
London, England							
Frankfurt and Heidelberg, Germany							

12. List an affordable price for a 10-Day Culinary Tour Package (not including tuition):

	Extremely Interested				Not at all Interested		
\$2,000.00 - \$2,200.00	1	2	3	4	5	6	7
\$2,250.00 - \$2,500.00	1	2	3	4	5	6	7
\$2,550.00 - \$3,000.00	1	2	3	4	5	6	7
\$3,100.00 - \$3,500.00	1	2	3	4	5	6	7
\$3,550.00 - \$4,000.00	1	2	3	4	5	6	7

Move on to Question 14 if you are not at all interested in a 3, 6 or 12 month Study Abroad Internship after graduation (non-credit).

13. Please indicate the desired locations of study for a 3, 6, or 12 month Study Abroad Internship after graduation (non-credit):

	Extremely Interested				Not at all Interested		
Switzerland	1	2	3	4	5	6	7
France	1	2	3	4	5	6	7
Spain	1	2	3	4	5	6	7
Italy	1	2	3	4	5	6	7
Germany	1	2	3	4	5	6	7
Austria	1	2	3	4	5	6	7
Ireland	1	2	3	4	5	6	7
England	1	2	3	4	5	6	7

14. Why are you interested in pursuing a Culinary Study Abroad course?

	Extremely Interested				Not at all Interested		
Expand Culinary Skills	1	2	3	4	5	6	7
Broaden Cultural Knowledge	1	2	3	4	5	6	7
Learn a Foreign Language	1	2	3	4	5	6	7
Professional Advancement	1	2	3	4	5	6	7
Long-term Monetary Rewards	1	2	3	4	5	6	7

If interest does not appear here, please specify in Comment.

Written Comments and Suggestions

15. Please list any additional comments or suggestions that might benefit our development and implementation of a Culinary Study Abroad program here at The Art Institute of Atlanta.

Thank you for helping us in evaluating a Culinary Study Abroad Program. Your time, interest, and responses are much appreciated. Please return this survey to your instructor.

Sarah E. Gorham, CEC
Graduate Student
Department of Hospitality and Tourism
University of Wisconsin-Stout

APPENDIX B

ANALYSIS OF OPEN-ENDED QUESTION

Survey

Comment

No.

15. Please list any additional comments or suggestions that might benefit our development and implementation of a Culinary Study Abroad program here at The Art Institute of Atlanta.

7. Many students here are older with spouses and/or children, and it is hard to commit to a 3, 6, or 12-month abroad. More affordable shorter trips might be better. Personally, I think the internship sounds wonderful if they pay enough to bring family along.
9. Very good if the quarter abroad internship was the same price as the quarter at AIA. Like an exchange program.
13. If there was a program or group I could join to help with finances and fundraisers.
19. Updated information on the upcoming trips and ways to help pay for these trips. Maybe a contest to win one free and clear.
35. More information about them and promote them more.
38. Lower cost of tuition for the study abroad program.
43. If the students were able to learn another language.
44. The benefit would of course be the educational value and the experience alone, wonderful. It is different when you learn international from a book, but if the opportunity arose where I could study abroad, I would.
51. Offer foreign languages as an elective.
52. Well, it would definitely help for international cuisine.
60. More affordable.
66. Make it more affordable to students and give us more time to save.
70. I am very pleased that this program is offered. It will definitely enhance our knowledge and world experience.
77. A site of study in the countryside in Tuscany, not just the larger cities, would be very desirable to me.
79. I think it is a good idea.
83. I really do not have much to say about the program because it is wonderful.
90. I think you should provide some type of scholarship for this.
91. Students should participate in mandatory foreign language requirements, regardless of the study abroad program. Spanish and/or French should be required.
97. I would love to study abroad. The only factor I have is not enough money. I would like to get more info on this and any grants if possible.
118. Make it cheaper and less expensive.
119. Lower cost.
120. To know the true roots of American cookery.
122. Because Culinary Arts is very costly, we here at AIA should have functions to raise money. More than serving dinner every once in awhile.

123. I think that it would be a great idea to help students raise money to go on these trips. Since this is an expensive school and some of us need a little help.
124. Would love the opportunity to study abroad. Learn different culture right in the kitchen would be a different scenario for myself.
125. For an Associates here, offer maybe language classes as an elective so that the graduates can study abroad with a little language under their belts. Provide a list of culinary schools overseas that provides English speaking classes.
126. Make the program more known. I didn't know we had one.
135. Foreign language crash courses and cultural crash courses.
136. I think this will expand the horizon for students who have not experienced international cuisine.
138. Study opportunities in Eastern Asia/Japan.
139. Love to travel.
140. Maybe a scholarship to give away.
141. I really think you should look at some opportunities in the Asian Market because these types of cuisines are beginning to have a stronger influence on Western cuisine.
142. I would also like to see how they work compared to our kitchens.
145. Any study abroad program would enhance this program.
159. When going abroad, my concern is money. I am a student and money is hard to come by.
160. I personally would be interested in more exotic locations, such as Morocco, Asia, and other places where the food is totally different from what you can find in our everyday lives.
171. Scholarships based on academics.
178. Although it is a lovely idea, I don't think many of us can afford to leave jobs, homes, etc. for a 10 day to 6-month internship.
181. I want to move to Italy for a few years.
185. If we had other specialized degrees, other than baking and pastry, I would be more inclined to travel abroad for a full quarter or two, in order to learn from other chefs in other countries.
194. I would be very interested to visit several Asian countries as well as Australia for cultural understanding of how especially the Asian influence that has taken a boom in our industry.
195. Give students advanced notice, so they can raise and/or come up with enough money to go. Have a charity dinner after the people have been chosen, so the trip will not be as expensive.
196. I would like to see the students who can't afford to do these trips, such as myself, have an equal opportunity to do so.
199. Make it possible for spouses to come too.
200. Make the opportunities more affordable or offer some sort of reimbursement.

201. I feel that there should be some type of exchange program where you might go live with a culinary student in another country for a period of time, and in turn have them come here and have them live and study here.
202. The school is the best school around and you can learn and understand everything that has been taught to you.
203. It would be nice to actually take up foreign residence in another country during internship, or have a language study class before attending.
207. Give equal opportunities to all and provide financial aid.
209. Obviously enrollment depends entirely on the expense. If it weren't too expensive, I would do it.
211. I would hope the country chosen would be receptive of Americans coming into their country (especially since most would not know foreign language).
214. I'm more worried about culture and language barriers more than anything.
215. There should be more choices in the countries we go to like Africa or Japan, not just Europe. True, cooking finest came from Europe, but other countries have played their part too.
216. There should be countries besides just Europe. There are a lot more countries in the world with fine culinary schools, like Asia, Africa, and South America.
217. Language barrier could be a problem. I am single and plan to go alone and would feel better if someone has already checked it out.
Student exchange would be nice.
218. Let the students know when and where and how much.
227. I know little about the classes in question and so, at this time, I have no comment.
242. The culinary study abroad is a good way to learn more about the business that I want to go into.
243. The study abroad would be a great tool of instruction. This would expand the brand name of The Art Institute as well.
244. Include tuition in the package.
247. Expand the trip to a little more than 10 days.
250. I have known students who have studied abroad and the knowledge that they brought back was incredible. They said it was the best experience they have ever had! I think that the AIA study abroad would add to the culinary arts program.
255. If I was not married, I would be very interested in studying abroad, but it would be difficult for me.
257. I think it would be a good idea for a student planning to travel with AIA to undergo a seminar on cultural sensitivity and basic language training specific to that particular destination. I think it's also important that all students have this travel opportunity and hope that financial aid would play a major part in this program.
258. Make them less expensive!
261. More enthusiasm from the school as far as advertising for the trip.
263. Would be extremely interested if Japan was on the list.

- 274. The study abroad would be reduced upon overall GPA. If the student has a higher GPA, the price should be lessened as a reward.
- 275. A student should be able to work the cost into tuition.
- 278. Offer 10 day culinary tour to Spain.
- 282. Scholarships should be made available. A lot of students are struggling to pay tuition and would love to study abroad but can't afford it.
- 283. Payment plan, if there is not one, for going overseas.
- 286. Probably give students an insight on finances needed.