

# BUS 301 May 2025 Post Experience Survey

Total Responses: 11

Cohort Size: 24

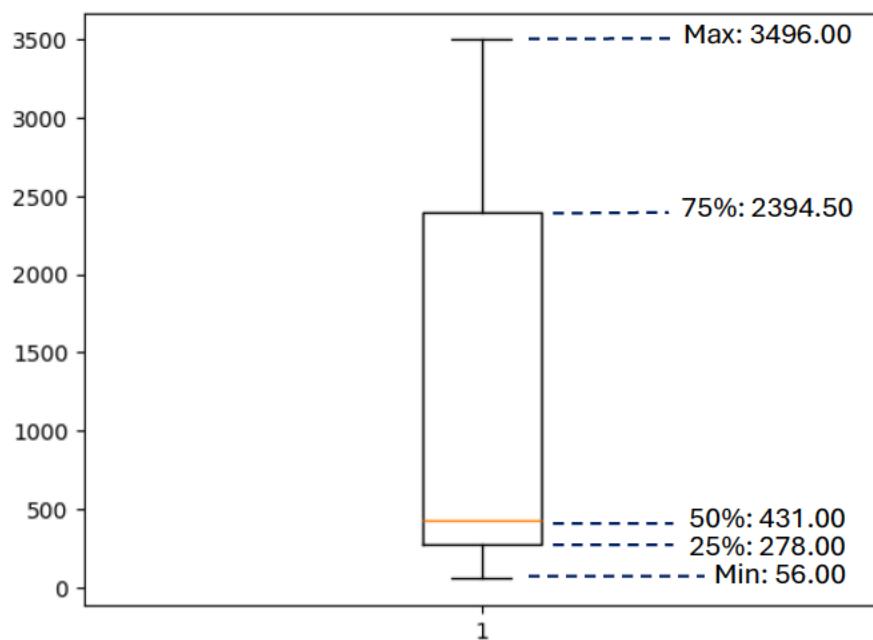
Response Rate: 45.8%

*Q0 Survey Duration Time (in Seconds) <sup>†</sup>*

<b>Mean</b>	<b>1339.5</b>
<b>Standard Deviation</b>	<b>1356.2</b>
<b>Range</b>	<b>3440.0</b>

<sup>†</sup> Data on the amount of time it took subjects to complete the survey.

***Q0 Survey Duration Time Distribution***

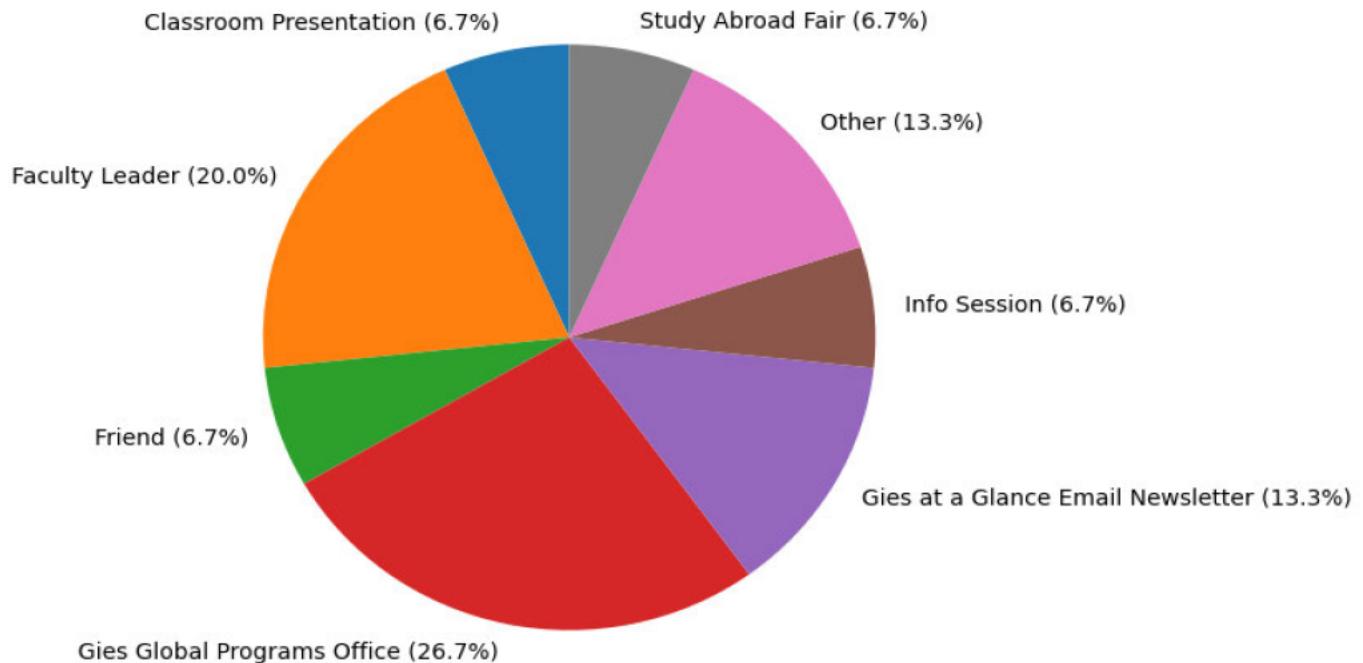


## Multiple Choice

<i>Q1a. Mediums of Program Discovery (Cumulative*)</i>	<i>Percent</i>	<i>Count</i>
<b>Academic Advisor</b>	<b>0.0%</b>	<b>0</b>
<b>Faculty Leader</b>	<b>20.0%</b>	<b>3</b>
<b>Friend</b>	<b>6.7%</b>	<b>1</b>
<b>Family Member</b>	<b>0.0%</b>	<b>0</b>
<b>Gies Global Programs Office</b>	<b>26.7%</b>	<b>4</b>
<b>Classroom Presentation</b>	<b>6.7%</b>	<b>1</b>
<b>Study Abroad Fair</b>	<b>6.7%</b>	<b>1</b>
<b>Info Session</b>	<b>6.7%</b>	<b>1</b>
<b>Social Media</b>	<b>0.0%</b>	<b>0</b>
<b>Gies at a Glance Email Newsletter</b>	<b>13.3%</b>	<b>2</b>
<b>Other</b>	<b>13.3%</b>	<b>2</b>

\*This question allows for multiple answer selections, so the table above counts each selection separately. For example, if a subject selected “Info session” and “Family Member”, those two categories would each receive a count – 1 for “Info Session” and 1 for “Family Member.”

***Q1a. Mediums of Program Discovery Distribution***



<i>Q1b. Mediums of Program Discovery (Multiple Selections**)</i>	<i>Count</i>
<b>Selected Multiple</b>	<b>4</b>
<b>Selected One</b>	<b>7</b>

\*\*This section explores the mediums that were selected together

*Student 5. Faculty Leader; Classroom Presentation*

*Student 6. Gies Global Programs Office; Study Abroad Fair*

*Student 8. Gies Global Programs Office; Other*

*Student 10. Gies Global Programs Office; Gies at a Glance Email Newsletter*

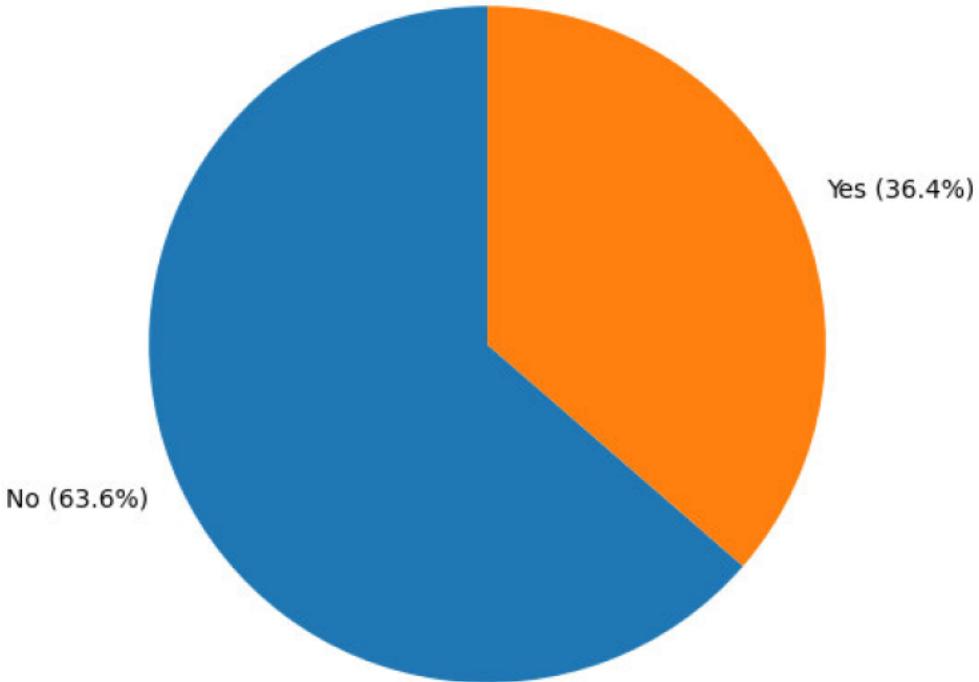
<i>Q1c. Mediums of Program Discovery (Other)</i>	<i>Count</i>
<b>Answered</b>	<b>2</b>
<b>Skipped</b>	<b>9</b>

*Student 1. I work for Gies Global*

*Student 8. Looked it up*

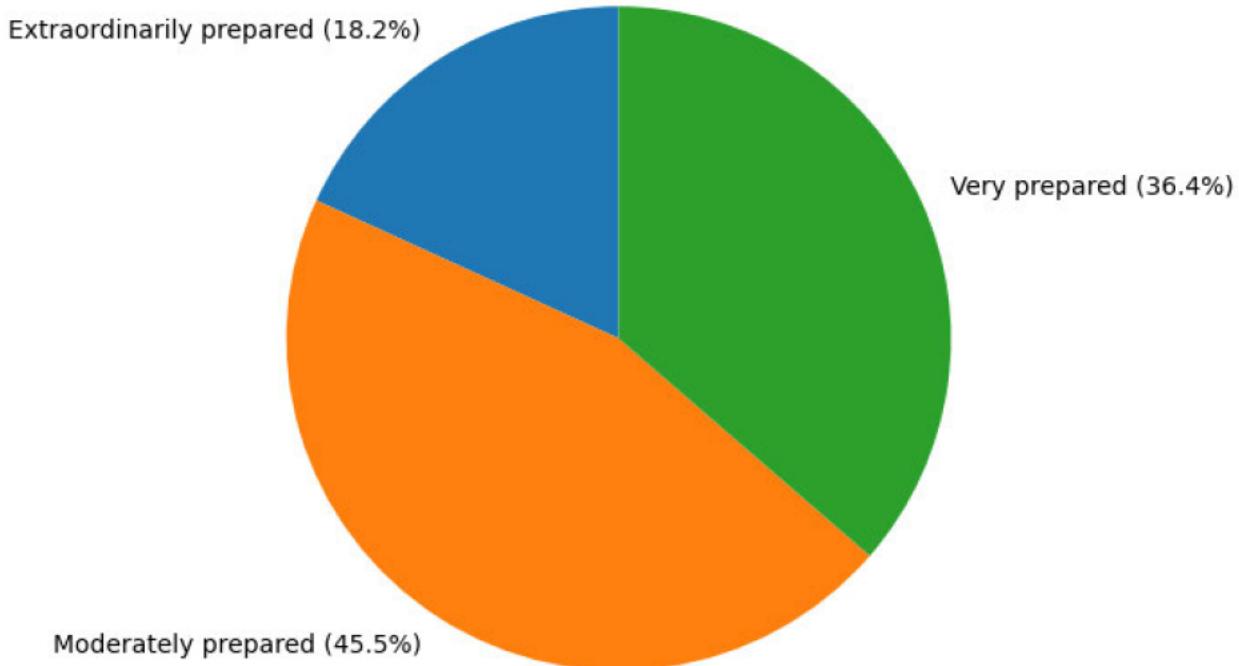
<i>Q2. Previous Study Abroad Experience</i>	<i>Percent</i>	<i>Count</i>
<b>Yes</b>	<b>36.4%</b>	<b>4</b>
<b>No</b>	<b>63.6%</b>	<b>7</b>

***Q2. Previous Study Abroad Experience Distribution***



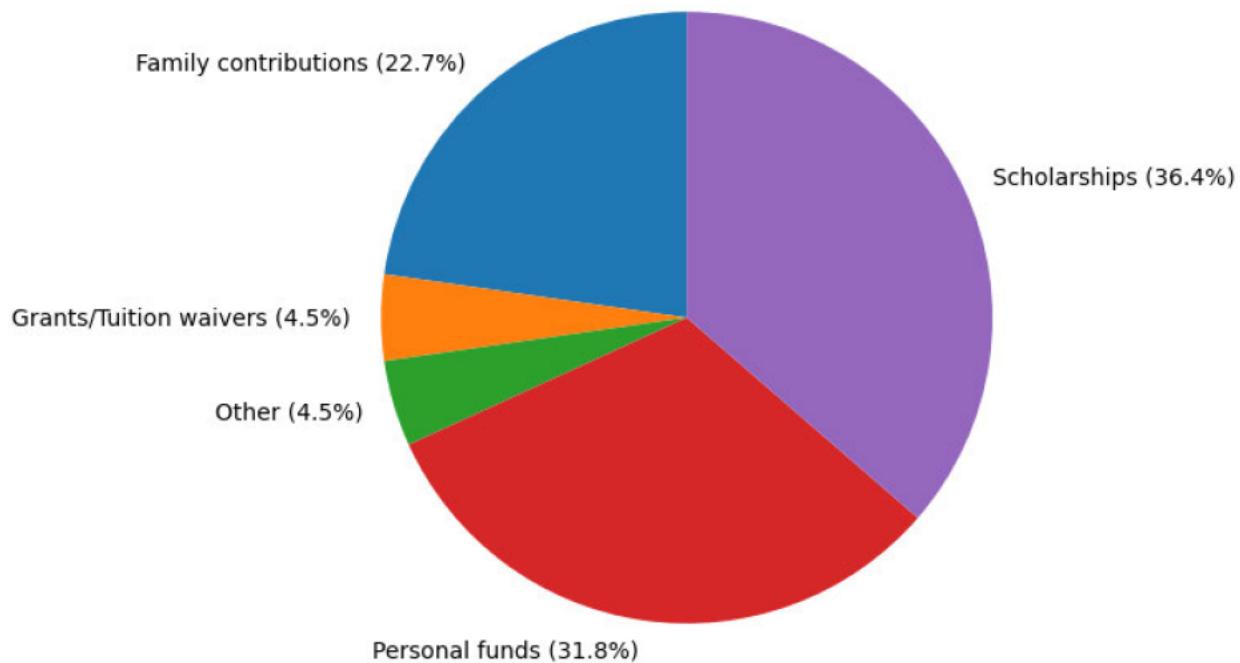
<i>Q3. Level of Preparedness Before the Program</i>	<i>Percent</i>	<i>Count</i>
<b>Extraordinarily prepared</b>	<b>18.2%</b>	<b>2</b>
<b>Very prepared</b>	<b>36.4%</b>	<b>4</b>
<b>Moderately prepared</b>	<b>45.5%</b>	<b>5</b>
<b>Not very prepared</b>	<b>0.0%</b>	<b>0</b>
<b>Not prepared at all</b>	<b>0.0%</b>	<b>0</b>
<b>No Response</b>	<b>0.0%</b>	<b>0</b>
<b>Mean</b>		<b>Very prepared</b>
<b>Mode</b>		<b>5; Moderately prepared</b>
<b>Range</b>		<b>2</b>

*Q3. Level of Preparedness Before the Program Distribution*



<i>Q5a. Financing Program (Cumulative)</i>	<i>Percent</i>	<i>Count</i>
<b>Loans</b>	<b>0.0%</b>	<b>0</b>
<b>Scholarships</b>	<b>36.8%</b>	<b>8</b>
<b>Grants/Tuition Waivers</b>	<b>4.5%</b>	<b>1</b>
<b>Family Contributions</b>	<b>22.7%</b>	<b>5</b>
<b>Personal Funds</b>	<b>31.8%</b>	<b>7</b>
<b>Other</b>	<b>4.5%</b>	<b>1</b>

***Q5a. Financing Program Distribution***



<i>Q5b. Financing Program (Multiple Selections)</i>	<i>Count</i>
<i>Selected Multiple</i>	<i>10</i>
<i>Selected One</i>	<i>1</i>

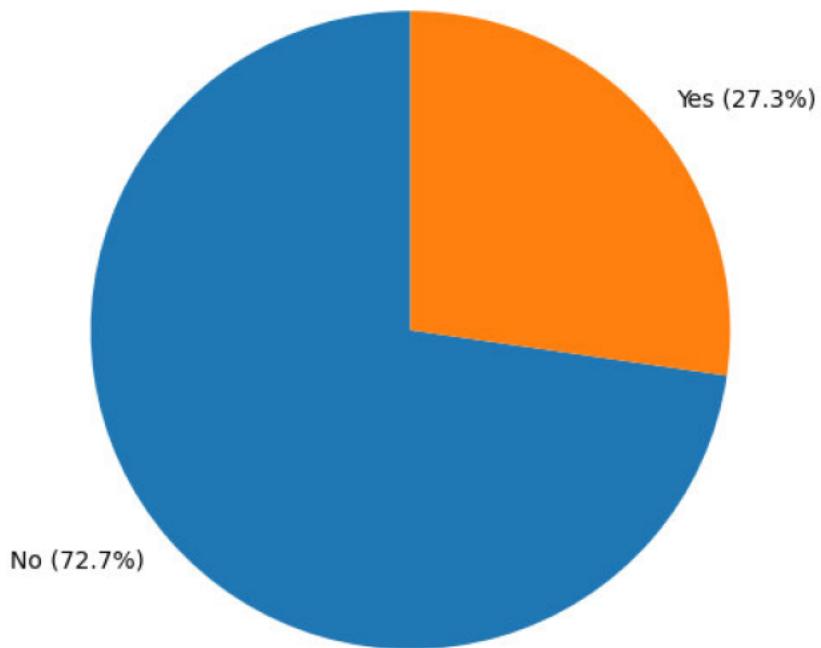
*Students 1, 2, 6, & 9. Scholarships; Personal Funds*  
*Students 3, 7, 11. Scholarships; Family Contributions*  
*Student 4. Personal Funds; Other*  
*Student 9. Scholarships; Family Contributions; Personal Funds*  
*Student 10. Family Contributions; Personal Funds*

<i>Q5c. Mediums of Program Discovery (Other)</i>	<i>Count</i>
<i>Answered</i>	<i>1</i>
<i>Skipped</i>	<i>10</i>

*Student 4. School refund from the semester*

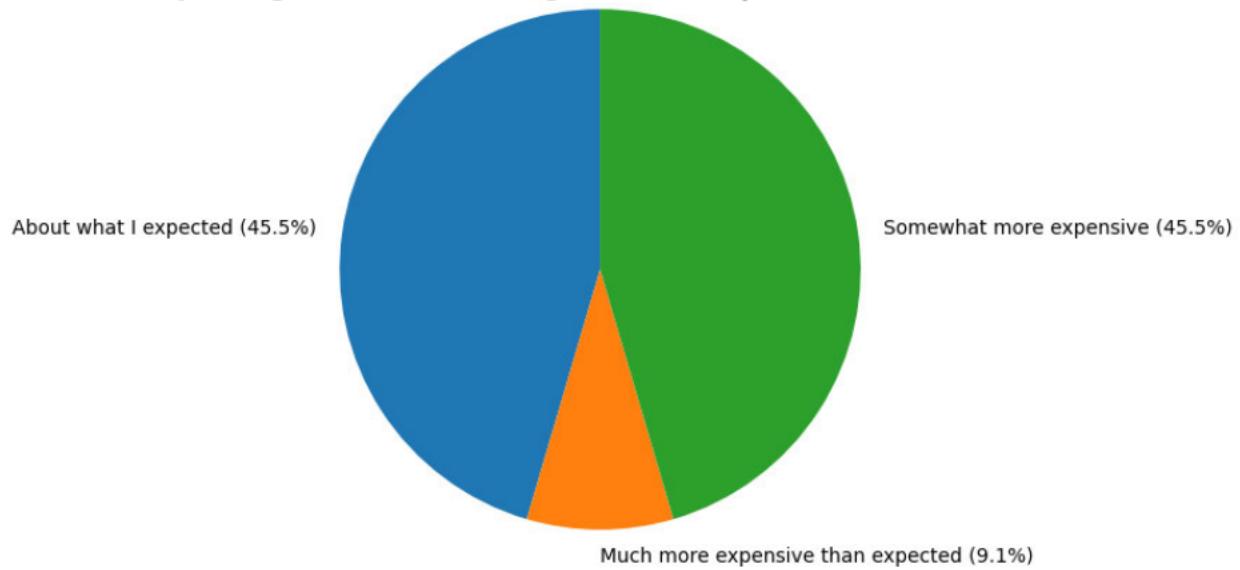
<i>Q6. Unexpected Expenses</i>	<i>Percent</i>	<i>Count</i>
<b>Yes</b>	<b>27.3%</b>	<b>3</b>
<b>No</b>	<b>72.7%</b>	<b>8</b>

*Q6. Unexpected Expenses Distribution*



<i>Q7. Program Cost Matching Financial Expectations</i>	<i>Percent</i>	<i>Count</i>
<b>Much less expensive than expected</b>	9.1%	1
<b>Somewhat less expensive</b>	45.5%	5
<b>About what I expected</b>	45.5%	5
<b>Somewhat more expensive</b>	0.0%	0
<b>Much more expensive than expected</b>	0.0%	0
<b>Mean</b>	<b>Somewhat less expensive</b>	
<b>Mode</b>	<b>5; Somewhat less expensive &amp; About what I expected</b>	
<b>Range</b>	<b>2</b>	

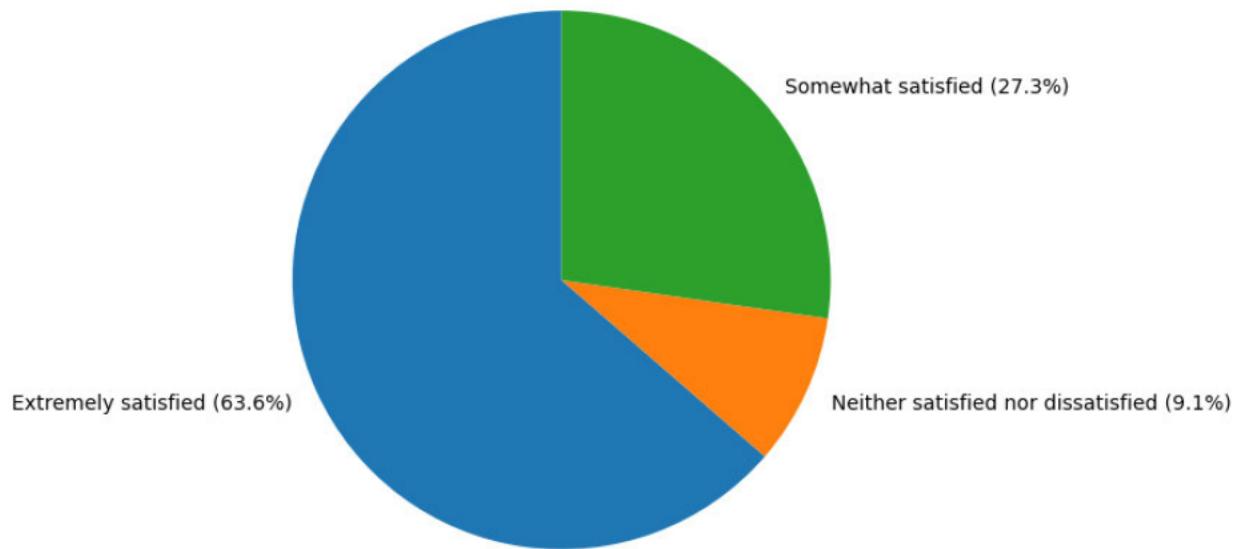
***Q7. Program Cost Matching Financial Expectations Distribution***



<i>Q8. Feeling Safe in Host Country</i>	<i>Percent</i>	<i>Count</i>
<b>I felt completely safe</b>	100%	11
<b>A little unsafe</b>	0.0%	0
<b>Moderately unsafe</b>	0.0%	0
<b>Very unsafe</b>	0.0%	0
<b>Extremely unsafe</b>	0.0%	0
<b>Mean</b>	<b>I felt completely safe</b>	
<b>Mode</b>	<b>11; I felt completely safe</b>	
<b>Range</b>	<b>0</b>	

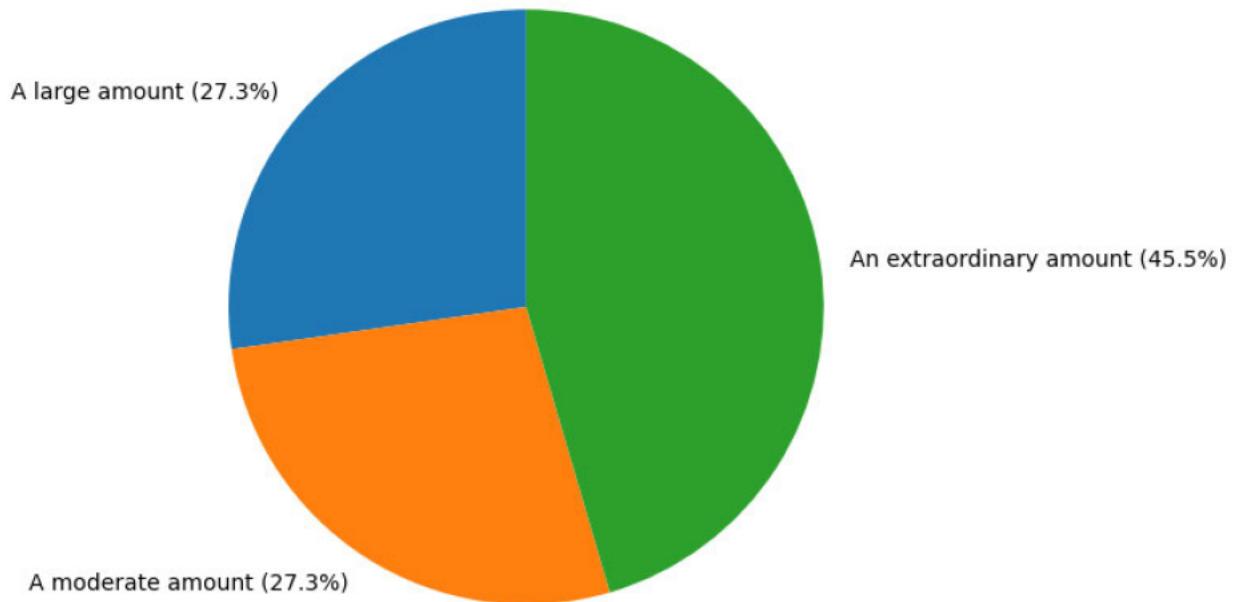
<i>Q9. Balance of Culture, Academics, and Free Time</i>	Percent	Count
<b>Extremely satisfied</b>	<b>63.6%</b>	<b>7</b>
<b>Somewhat satisfied</b>	<b>27.3%</b>	<b>3</b>
<b>Neither satisfied nor dissatisfied</b>	<b>9.1%</b>	<b>1</b>
<b>Somewhat dissatisfied</b>	<b>0.0%</b>	<b>0</b>
<b>Extremely dissatisfied</b>	<b>0.0%</b>	<b>0</b>
<b>Mean</b>	<b>Somewhat satisfied</b>	
<b>Mode</b>	<b>7; Extremely satisfied</b>	
<b>Range</b>	<b>2</b>	

*Q9. Balance of Culture, Academics, and Free Time Distribution*



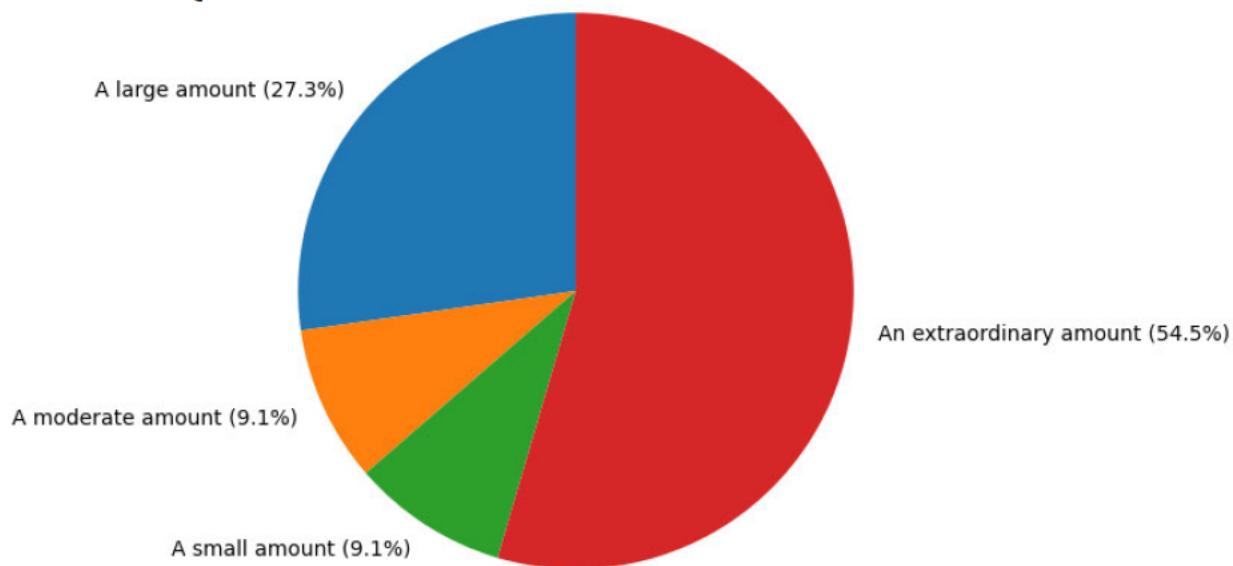
<i>Q11. Providing Skills and Knowledge for Future</i>	<i>Percent</i>	<i>Count</i>
An extraordinary amount	45.5%	5
A large amount	27.3%	3
A moderate amount	27.3%	3
A small amount	0.0%	0
Not at all	0.0%	0
<b>Mean</b>	<b>A large amount</b>	
<b>Mode</b>	<b>5; An extraordinary amount</b>	
<b>Range</b>	<b>2</b>	

*Q11. Providing Skills and Knowledge for Future Distribution*



<i>Q12. Advance Academic and Professional Goals</i>	<i>Percent</i>	<i>Count</i>
An extraordinary amount	54.5%	6
A large amount	27.3%	3
A moderate amount	9.1%	1
A small amount	9.1%	1
Not at all	0.0%	0
<b>Mean</b>	<b>A large amount</b>	
<b>Mode</b>	<b>6; An extraordinary amount</b>	
<b>Range</b>	<b>3</b>	

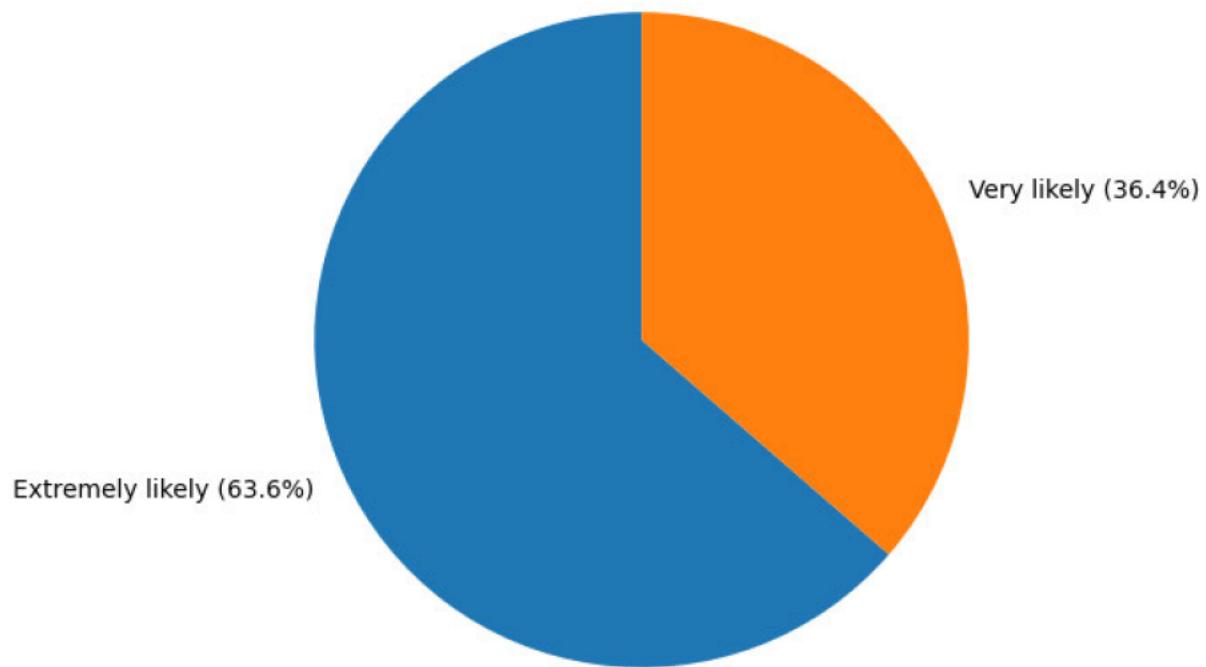
***Q12. Advance Academic and Professional Goals Distribution***



<i>Q13. Satisfaction with In-Country Support</i>	<i>Percent</i>	<i>Count</i>
Extremely satisfied	100%	11
Somewhat satisfied	0.0%	0
Neither satisfied nor dissatisfied	0.0%	0
Somewhat dissatisfied	0.0%	0
Extremely dissatisfied	0.0%	0
<b>Mean</b>	<b>Extremely satisfied</b>	
<b>Mode</b>	<b>11; Extremely satisfied</b>	
<b>Range</b>	<b>0</b>	

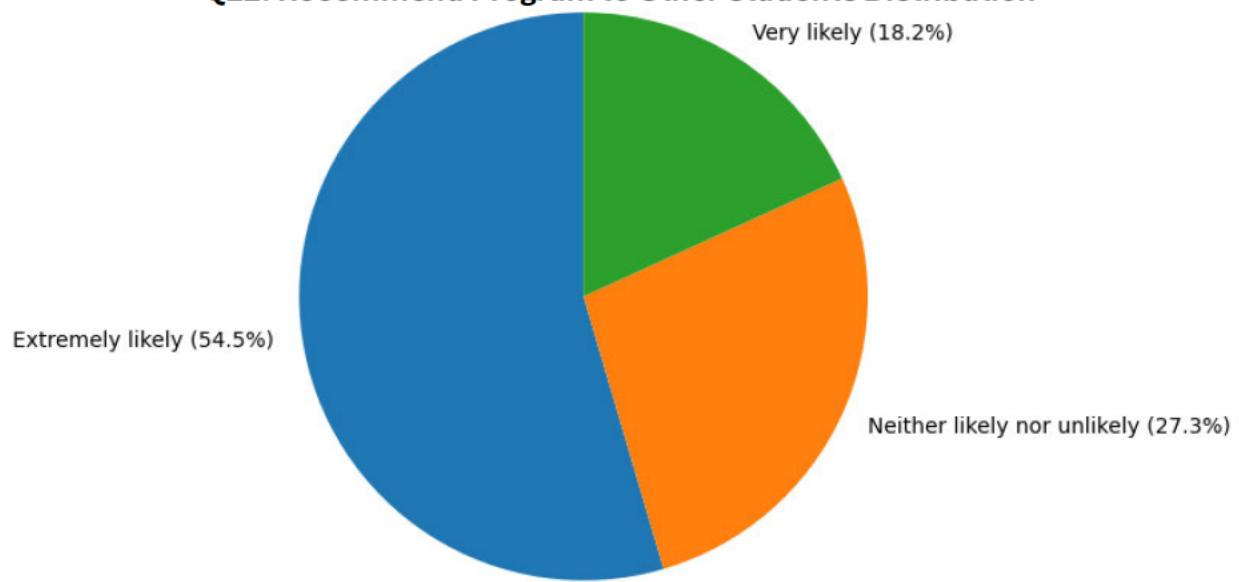
<i>Q22. Recommend Program to Other Students</i>	<i>Percent</i>	<i>Count</i>
<b>Extremely likely</b>	<b>63.6%</b>	<b>7</b>
<b>Very likely</b>	<b>36.4%</b>	<b>4</b>
<b>Neither likely nor unlikely</b>	<b>0.0%</b>	<b>0</b>
<b>Slightly unlikely</b>	<b>0.0%</b>	<b>0</b>
<b>Not at all likely</b>	<b>0.0%</b>	<b>0</b>
<b>Mean</b>	<b>Extremely likely</b>	
<b>Mode</b>	<b>7; Extremely likely</b>	
<b>Range</b>	<b>1</b>	

*Q22. Recommend Program to Other Students Distribution*



<i>Q23. Likelihood of Studying Abroad Again</i>	<i>Percent</i>	<i>Count</i>
<b>Extremely likely</b>	<b>54.5%</b>	<b>6</b>
<b>Very likely</b>	<b>27.3%</b>	<b>3</b>
<b>Neither likely nor unlikely</b>	<b>27.3%</b>	<b>3</b>
<b>Slightly unlikely</b>	<b>0.0%</b>	<b>0</b>
<b>Not at all likely</b>	<b>0.0%</b>	<b>0</b>
<b>Mean</b>		<b>Very likely</b>
<b>Mode</b>		<b>6; Very likely</b>
<b>Range</b>		<b>2</b>

***Q22. Recommend Program to Other Students Distribution***



## Free Response

### Q4. Pre-Departure Prep Feedback

Mean Word Count	53.7
Max Word Count	156
Min Word Count	2

TF-IDF Distinctive Words	Percent*
"Good"	10.0%
"Like"	6.5%
"Nice"	5.3%

\*The percentage of the total response corpus that the given Term Frequency-Inverse Document Frequency word comprises per survey question.

Adjective-Noun Pairs	Count
"Available session"	1
"Live meeting"	1
"Great detail"	1

Student 1. If I were a first-time traveler, I think I would have appreciated [an **info session with** [REDACTED]] that was **in person** just so I felt more prepared.

Student 4. I **liked** the **slide decks**/itinerary sheet to use as a reference. I do think some of the **events** could have been **elaborated on in greater detail**. For example, instead of saying we're going on a hike in Rax, maybe there could be a paragraph describing how many miles, the difference between the mountain and river portion, etc.

Student 4. I did find it **difficult** to **attend** the **live meetings** because of class conflicts so I usually watched the recordings.

Student 8. Maybe **include** the **flights** in the full **price** and **buy** them for everyone to avoid issues with flights.

Q10. Curricular Balance Feedback

Mean Word Count	53.7
Max Word Count	139
Min Word Count	2

TF-IDF Distinctive Words	Percent
"Good"	15.5%
"Time"	13.7%
"Lot"	10.3%

Adjective-Noun Pairs	Count
"Free time"	7
"Good group"	1
"More structure"	1
"Intensive day"	1
"Mix feeling"	1

Student 8. I think it was a little bit more on the **free time** scale of things. But I felt like there was a perfect amount of academic content.

Student 1. This program was a lot more **independent** than the other ones I have been on. Luckily, we had a **good group** that was always motivated to do something and keep exploring. I felt there could have been a few more academic/company visits as I really enjoyed the ones that we did go to. I think that **a little less free time and a little more structure** for the next program **would be good**.

Student 5. I think planning **a less intensive first day would be helpful** for those who were awake 24+ hours from the jet lag. I had **mixed feelings about the itinerary**: I did like that I didn't have to put too much thought into which places to explore/eat/tour, but at the same time I do wish I had some more time to go to the places on my own time. I was starting to feel somewhat burnt out towards the end of the trip because of how much we were doing, especially with the back-to-back early wake up days and extensive walking. While it was pretty fun switching up the itinerary and doing some spontaneous stuff, I think a better balance could be achieved in the future. However, I was super appreciative of the experience our leaders gave us.

*Q14. Areas Where Improvement is Needed\**

<b>Mean Word Count</b>	<b>35.2</b>
<b>Max Word Count</b>	<b>114</b>
<b>Min Word Count</b>	<b>1</b>

<i>TF-IDF Distinctive Words</i>	<i>Percent</i>
"Helpful"	15.3%
"Kind"	12.7%
"Amazing"	12.6%

<i>Adjective-Noun Pairs</i>	<i>Count</i>
"Different culture"	2
"Important sense"	1
"Personal goal"	1
"Everyday interaction"	1
"Helpful part"	1

\*From subjects that answered “Somewhat Dissatisfied” or “Extremely Dissatisfied” for Question 13 (How satisfied were you with the in-country support throughout the study abroad program?).

*Student 1. A perk of the independence was the opportunity to explore and interact with others from different cultures, more than if the program was more guided. This helped develop a really important sense of learning to communicate with others from a different culture, something that is extremely valuable in business. This will also help me reach my personal and professional goals by applying these lessons learned to my everyday interactions in life.*

*[REDACTED] was extremely helpful in supporting us and making sure that all of our needs were met as students. [REDACTED] were absolutely amazing. [REDACTED] was also such a helpful part of this trip and made it much more enjoyable.*

Q15. UIUC Program Leaders Feedback	Percent	Count
Mean Word Count	29.4	
Max Word Count	85	
Min Word Count	1	

TF-IDF Distinctive Words	Percent
"Great"	20.8%
"Good"	10.0%
"Amazing"	8.6%

Adjective-Noun Pairs	Count
"Great job"	2
"Great resource"	2
"Amazing leader"	1

Student 4. I really appreciated our leaders and how communicative they were in our group chats. They did a great job explaining important stuff to us like the train system, directions, and other recommendations. I don't think I would have gotten nearly the same cultural experience if they didn't lead some of our tours. I liked being able to interact with other Austrian students at the dinner, too. I think regarding the program in general, it could have used some better spacing out just to avoid exhaustion.

Student 10. Program leaders were awesome. Professor [REDACTED] was well organized and a great resource to go to if we had concerns. [REDACTED] were also great, no negative feedback. [REDACTED] were also great resources and liaisons with [REDACTED] and made us feel at home in Vienna.

Student 1. [REDACTED] were absolutely amazing leaders. I enjoyed how we were never bored as there were always suggestions available for things to do as a group during our free time. They were always willing to talk and learn more about students and I was so happy to go on this program with them!

Q16. Like Most about Semester-Long Project	Percent	Count
<b>Mean Word Count</b>	<b>31.4</b>	
<b>Max Word Count</b>	<b>67</b>	
<b>Min Word Count</b>		<b>6</b>

TF-IDF Distinctive Words	Percent
"Client"	13.9%
"Team"	7.7%
"Experience"	7.7%

Adjective-Noun Pairs	Count
"Different style"	1
"Real client"	1
"Valuable experience"	1

*Student 1. I thought that this experience was extremely valuable learning how to work for clients from a different communication style and culture. While our team's program, [REDACTED], wasn't ideal throughout the semester, we were still able to learn about how to effectively communicate expectations and what each side was hoping to gain by the end of the project.*

*Student 4. I enjoyed getting to work with a real client. I think that's very valuable experience to have going into any career path. I think I also learned valuable things about client work in general, like backing up recommendations with data, providing only relevant research that they will use, and giving a plan they can implement without much thought. I'll likely be using this framework in the future.*

Q17. Like Least about Semester-Long Project	Percent	Count
<b>Mean Word Count</b>	<b>39.4</b>	
<b>Max Word Count</b>	<b>96</b>	
<b>Min Word Count</b>	<b>10</b>	

TF-IDF Distinctive Words	Percent
"Meeting"	9.1%
"Class"	7.4%
"Inconvenient"	5.6%

Adjective-Noun Pairs	Count
"Other people"	2
"Clear direction"	1
"Final presentation"	1
"Specific information"	1

Student 6. I think it could have been better *if my group took our tasks more seriously* from the start to *make a stronger final presentation*. Aside from that, it would be helpful to *interact with other people in class* aside from my group because when we were all in Austria, us students were sad we all spend a whole semester together but didn't interact or get to know each other until the trip. Lots of missed time cultivating these amazing friendships due to *being separated in our designated groups the entire time*.

Student 1. Our client [REDACTED] was not the greatest, it was *extremely unstructured*, and we felt that there was *no clear direction* throughout the duration of the project. While this experience was still useful because there will be clients like this throughout our work careers, this was not really ideal while combining it with working cross-culturally.

Student 4. Sometimes it was *difficult to get specific information from our client* and working around the *time difference was brutal*. Some nights I was having meetings at 12 am and others I was having them at 7 am. In some of the cases, *our client didn't show up without telling us*, so I was awake for no reason.

Q18. Like Most about Study Abroad Program	Percent	Count
Mean Word Count	37.2	
Max Word Count	124	
Min Word Count	2	

TF-IDF Distinctive Words	Percent
"People"	11.1%
"New"	7.7%
"Explore"	6.7%
"Connection"	6.4%

Adjective-Noun Pairs	Count
"New friendship"	1
"Environmental culture"	1
"Senior leader"	1

Student 1. I enjoyed **making new friendships** with fellow students as well as new faculty, all well exploring a different city and **learning more about its history and culture**.

Student 3. I loved the fun activities, the boat ride especially, and **going to** [REDACTED]. The **environmental sustainability culture** that is shown in Vienna was **really inspiring**.

Student 4. I felt like I made some **very genuine friendships** by going on this trip, especially **students who were in different project groups**. I also appreciated the relationships I was able to build with our professor, the [REDACTED] staff, senior leaders, and our program leaders. I think this was the **first time I've experienced getting to interact with so many great and knowledgeable professionals at once** and in a more **informal setting**. Overall, I also enjoyed experiencing the city, learning about its history, and seeing all the beautiful architecture.

Q19. Like Least about Study Abroad Program	Percent	Count
Mean Word Count	56.4	
Max Word Count	176	
Min Word Count	5	

TF-IDF Distinctive Words	Percent
"Early"	12.2%
"Time"	10.9%
"Meal"	7.8%

Adjective-Noun Pairs	Count
"Big group"	1
"Own meal"	1
"International fee"	1
"First night"	1
"Intensive activity"	1

*Student 1. It was a bigger group, so I don't feel like I didn't get to know everyone as much as I wanted too. I would recommend more activities that make force us to talk to everyone throughout the entire group.*

*Student 3. I didn't like how we had to pay for our own meals if those meals were on the program itinerary. There were also times where we were told, even before we got to Vienna, that we needed cash for things, but the establishments accepted card anyway. I could have avoided paying the international fees to use the ATM.*

*Student 4. I was exhausted. I think with the flight, I was awake for 30+ hours straight at one point. That first night we went to dinner, and I hadn't slept yet, I was falling asleep on my plate of schnitzel. The back-to-back 6-7am wake up days were a little rough, especially with the more intensive activities we were doing. I think sometimes there was some confusion on what exactly we were doing, with many people saying different things, so having a more concrete understanding of what excursions/trips were going to look like would be helpful in the future.*

Q20. Recommended Changes for Semester-Long Project	Percent	Count
Mean Word Count		38
Max Word Count		152
Min Word Count		5

Adjective-Noun Pairs	Count
"Different culture"	1
"More emphasis"	1
"Final deliverable"	1
"More collaboration"	1
"Previous student"	1

Student 1. I would make **a lesson or two on how to communicate with others** from a different culture. Some students have never had experience in that before and that can be super important for setting the foundation for a successful project.

Student 3. I wish the issue tree and project plan spreadsheet was taught to us differently or later in the project. When it was introduced to us earlier, the content on it wasn't that helpful to our end result, especially the project planning spreadsheet. Instead, I think it would be helpful to add more emphasis on doing research on the company itself and the market of interest, identify the deliverables that the company approves of, and THEN make the issue tree or at least the project plan. In other words, if the issue tree is introduced towards the beginning of the course, frame it as getting a grasp on where to do research that eventually becomes the final deliverable. The way the issue tree was framed made me think that it was a checklist of information we'd find for the client, which wasn't as helpful to the client as the deliverables we eventually developed.

Student 9. **More collaboration** or interaction across teams.

Student 4. I think it could be helpful to see some mock examples of what a really good consulting project looks like. For those who have never done a consulting pitch deck, it could be helpful to see how previous students who have really excelled with the project pieced their slides and information together.

Q21. Recommended Changes for the Program	Percent	Count
<b>Mean Word Count</b>		<b>27.8</b>
<b>Max Word Count</b>		<b>66</b>
<b>Min Word Count</b>		<b>6</b>

TF-IDF Distinctive Words	Percent
"Add"	9.9%
"Involvement"	6.8%
"Develop"	6.8%

Adjective-Noun Pairs	Count
"More structure"	2
"Local climate"	1
"International perspective"	1
"Short term"	1
"Different day"	1
"Long trip"	1

*Student 7. I would hope there was a little bit more structure to the day-to-day events. Sometimes plans were changed the night before.*

*Student 1. I would make it so that there is time to get background about everyone's company in 301, to learn about the project and proposal (kind of like the closing ceremony slides), and then go on every company visit. I really enjoy company visits on short-term programs as they help you learn about the local business climate in the area and help me gain international business perspectives.*

*Student 3. Encourage students to meet with their clients multiple times in Vienna if able. It was so special to get lunch with our clients on a different day than when we first visited their office.*

*Student 10. Longer trip, and maybe more structure to the days. Adding more optional activities instead of mandatory ones.*