

Santa Clara University Study Abroad: Application Efficacy in Fostering Diversity and Inclusion

Aileen Evans, Peter Seilheimer, & Rachel Vidmar

International Education Design & Assessment
Middlebury Institute of International Studies at Monterey

Spring 2015



Table of Contents

Executive Summary	3
Project Overview	3
Assessment Findings	3
Design Recommendations.....	3
Background Research & Project Specifications	4
Background Information.....	4
Diversity & Inclusion and the Importance of Assessment	4
Project Purpose	5
Stakeholders	7
Budget	7
Framing Language.....	7
Logic Model Framework	9
Theory of Change.....	9
Program Logic Model.....	10
Assessment Proposal	13
Introduction.....	13
Assessment Tool: Data Set	13
Data Analysis Steps.....	14
Data Analysis Limitations	15
Data Analysis Results.....	15
Data Set 1: Institutional and Study Abroad Demographics	15
Data Set 2: Study Abroad Applicant Demographics	21
Conclusion	25
Design Proposal	26
Introduction.....	27
Design Recommendations.....	27
Outreach	27
2. Advising	29
3. Application Additions/Changes	30
Design Recommendations: Impact on Student Groups	31
Conclusion	33
Appendices	34
Appendix A: Program Logic Model- SMART & FIT Testing.....	34
Appendix B: Demographic Questionnaire	36
Appendix C: Qualitative Survey for Students Who Do Not Complete the Study Abroad Application.....	37
Appendix D: Statement of Ethics	38
Appendix E: Informational Needs Assessment	40
Appendix F: Client Contract: Scope of Work	46
References.....	50

Executive Summary

Project Overview

The project consists of a comprehensive, data-driven assessment followed by resulting design change recommendations for the Santa Clara University Study Abroad application process. Specifically, the Task Force will analyze and assess the application process with regards to fostering diversity and inclusion at a structural level. First, the Task Force carried out a needs assessment of the study abroad application process at SCU. As a result, the Task Force was able to identify the demographics and numbers of students who complete the application, those that do not, and at which steps the students attrite in the process. Based on the findings of this assessment, the Task Force has developed strategically timed and targeted interventions to address the impacted groups of students.

Assessment Findings

- Male students attrite at all steps of the application process at a higher rate than female students
- Engineering students disproportionately attrite by their own will at steps 1 and 3
- Students of color attrite at higher rates than white students in steps 1 and 2
- In steps 1, 2, and 4, Pell Grant recipients attrite at higher rates than students without Pell Grants

Design Recommendations

The design recommendations include changes that address:

1. Outreach to students
2. Advising practices
3. The study abroad application

These strategies will be particularly relevant to the four groups of students who could use additional support during the study abroad application process as indicated by the data analysis results. The first part of the Design Proposal outlines the three overarching design recommendations, and subsequently details how these recommendations are pertinent to the groups listed above. Specific application steps (1, 2, 3, & 4) are listed to denote when the recommendations should be implemented for greatest impact.

Task Force Overview

Aileen Evans is a Master's candidate in Public Administration (MPA) and International Education Management (IEM) at the Middlebury Institute of International Studies at Monterey. With a regional focus on France and francophone countries, Aileen hopes to facilitate study abroad and international exchange for American students seeking international experiences.

Peter Seilheimer is a Master's student in the International Education Management and Teaching Foreign Language programs at the Middlebury Institute of International Studies. He is passionate about immersive language learning and diversity & inclusion in the study abroad context.

Rachel Vidmar is a practicum Master's student at the Middlebury Institute of International Studies. She has worked in education for over four years in both America and abroad. Higher education internationalization and working with international students are among Rachel's primary career interests.

Background Research & Project Specifications

Background Information

Santa Clara University (SCU) was founded in 1851 on the site of the Mission Santa Clara de Asís and remains a Jesuit institution. The University offers both undergraduate and graduate programs to its 8,800 students ("Santa Clara's History"). SCU's mission seeks to fulfill its vision of educating citizens in "competence, conscience, and compassion" by "creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning [the] central focus, continuously improving [the] curriculum and co-curriculum, strengthening scholarship and creative work, and serving the communities of which [it is] a part in Silicon Valley and around the world" ("University Mission, Vision, and Values Statement"). The project outlined in this document specifically involves the SCU Study Abroad, which is housed within the Global Engagement Office (GEO). Dr. David Wick, Director of Study Abroad, acts as the Project Supervisor and main point of contact for the student Task Force assigned to the project.

Diversity & Inclusion and the Importance of Assessment

For this report, study abroad is considered an extension of student services, which acts as co-curricular support for student development and seeks to, in conjunction with the academic program, educate the whole student. In both sectors, practices that actively include and celebrate diversity are crucial to the positive growth and development of all students. Furthermore, the activity of study abroad is understood to be a High Impact

Educational Practice as outlined by George Kuh (2008). High Impact Educational Practices, such as study abroad, service learning, and learning communities, have been proven to be beneficial to a diverse array of students. These practices have been shown to have a significant positive impact on student success, including higher retention and graduation rates (Kuh, 2008).

The understanding of the importance of diversity and inclusion in all aspects of higher education is informed by Critical Race Theory (CRT), which is rooted in the notion that racism is normal and not aberrant in US society and that, “[The w]hite racial experience is and should serve as the normative standard for progress and success in higher education” (Iverson, 2007, p. 588). CRT posits that there is a discourse of disadvantage with regard to students of color; namely, that they are deficient in some way and must change (Ladson-Billings, 1995; Iverson, 2007; Patton et al., 2007)

Policies and practices that do not intentionally build inclusion and diversity into the design, will necessarily fail to do so. Succumbing to deficit thinking necessitates forcing a diverse student population into a rigid framework, where one is seen as successful through “conformity to White norms, such as speech patterns, dress, and behaviors” (Patton et al., 2007, p. 46).

A real commitment to diversity and inclusion involves redesigning systems that are accessible to and work for all students. CRT can be expanded “to understand the intersections of multiple social identities” (Patton et al., 2007, p. 47), that is, the interplay of various aspects of one’s identity including, but not limited to, race, sex, gender identity or expression, class, national origin, and sexual orientation. By incorporating CRT into daily practice and into the systems of the institution themselves, they can “be open to moving beyond the status quo and recognizing the entrenchment of race in educational settings” (Patton et al, 2007, 49).

Assessment has been identified as an essential dimension of best practices in student services, to the extent that they contribute to student development and learning (Schuh 2009). As institutions seek to demonstrate how “they make a difference in the lives of students, how they contribute to the economic development of their communities and states, and how they contribute to the national welfare” (Schuh, 2009, p. 2), offices of student services must “demonstrate various forms of accountability” (p. 3), including contributions to student learning, engagement, retention, accreditation, and cross-institutional benchmarking. As such, assessment plays a vital role in the pursuit of continually improving programs, including the development of model and best practices that foster diversity and inclusion.

Project Purpose

This project arises from an ethical obligation to foster diversity and inclusion within the field of international education. Two of the leading professional associations in the field of international education, the Forum on Education Abroad and NAFSA: Association of International Educators, state the importance of diversity and inclusive practices in their

respective Standards of Best Practice and Codes of Ethics. While many institutions look to increase diverse numbers abroad, this project aims to go beyond access to study abroad by beginning a conversation about retention and success through the application process itself.

As a leader in the field and Director of Study Abroad at SCU, Dr. Wick has a vested interest in proactively bolstering diversity and inclusion efforts as it relates to international education. The Task Force is comprised of emerging professionals in the field, and therefore values the chance to engage in the development of model practices with regard to diversity and inclusion. As a result of an informational needs assessment, in the form of key informant interviews with Dr. Wick, both he and the Task Force agreed that this project would satisfy not only the needs of SCU Study Abroad, but also the learning goals and professional interests of the Task Force.

Diversity and inclusion are not simply hot topics in the field of international education. They embody a host of issues and intersections of identity that international educators must address if they seek to foster student development, engagement, and success. The Task Force operates under the notion that if systems, programs, and services are not explicitly and carefully designed to foster diversity and inclusion, they will most likely fail to do so. Informed by Critical Race Theory and current research regarding diversity in education abroad, the Task Force seeks to bring to light and mitigate structural inequities.

Current research and scholarship concerning student participation in education abroad show that white female students continue to be the archetypical study abroad participant ("Open Doors", 2014). However, there has been a push in recent years to diversify the demographics of students studying abroad to better reflect the evolving demographics of students. ("Diversity in International Education", 2010). This effort certainly includes increasing numbers of underrepresented student populations, but that is not enough. More importantly, fostering diversity and inclusion requires shifting our perspective in general to develop a strategic, proactive, and collaborative approach to not only create greater access, but also cultivate an inclusive environment that works for all students and aims for increased student satisfaction, success, and retention. To that end, diversity must be seen as a strength, not a liability ("Diversity in International Education", 2010).

Finally, the Diversity Network lays out a foundational argumentation for advocating for increased diversity in education abroad:

"The case for diversity must go further and deeper than vague aspiration. Diversity is, in fact, already at the core of study abroad in a number of significant ways. Experiential education is a key pedagogy and is enhanced by the exploration of landscapes beyond the familiar. Education abroad implicitly or explicitly recognises the benefits of the diversification of learning environments. Diversity is also an inevitable subject in education abroad. Students engage critically with various communities, intellectual approaches, methodologies, perspectives, ethical relativism and cultural imperatives in ways that ultimately demonstrate the reality of our very diverse world. This is not a view that will necessarily become readily

apparent to students who do not leave their geographical, social, cultural or intellectual zones of safety. Thus, diversity at some level is our subject matter and pedagogical methodology” (“What are we still talking about?”, 2013).

Thus, diversity and inclusion in study abroad is paramount to creating a more equitable education system to serve the myriad intersections of identity experienced by all students. It is not sustainable or just to ignore this important topic.

Stakeholders

Dr. David Wick is the main stakeholder in this assessment and design project. As the Director of SCU Study Abroad, he is responsible for all policies and procedures throughout the entire education abroad experience. He seeks to identify systemic barriers to diversity and inclusion in the application process. Following the analysis, the findings and subsequent program recommendations inform how he advocates for structural change in his office and as well as within the larger institution.

The students are secondary stakeholders, as this project will enhance their opportunities to study abroad in the future. By accomplishing the goal in making the application process more inclusive to diversity, the students and SCU will benefit. Additionally, the results of the project will also be of interest to campus diversity groups and the SCU Office of Diversity and Inclusion.

Budget

While no monetary resources are required for this assessment, it entails an investment of time. The Project Supervisor’s time is needed to provide and sort the data that has been collected over the past three years, conduct weekly Skype meetings, assist in the assessment analysis, and offer feedback and recommendations.

Framing Language

Having common definitions to frame the project and its goals are necessary to developing a strategic approach. Though some debate may surround the issues and words, the Task Force and Project Supervisor must reach a consensus on framing language for the purposes of this project. Definitions for diversity and inclusion, as defined by SCU and understood by the Task Force, are included below.

Diversity: Diversity can include personality, learning style, life experience, race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious or other affiliations or perspectives” (“Council Definitions and Guiding Principles”). For the purpose of this project and based on the data provided, diversity includes ethnicity, gender, financial aid, Pell Grant status, and academic college. However, Santa Clara University defines diversity as involving “both the individual and group

differences that are engaged in the service of learning” (“Council Definitions and Guiding Principles”). While this definition of diversity guides this project, it is important to note that the provided data set can only address diversity through the aforementioned categories. Hence, the data neglects to address all issues of diversity, including personality, learning style, sexual orientation, etc.

Inclusion: This is the practice of identifying barriers experienced by specific student populations and working to minimize or eliminate them in order to create a more accessible application process for students. It is seeing the inherent value in people and allowing them the space to showcase their unique gifts, knowledge, and experiences.

However, it is important to note that the application process is meant to both

- a) prepare the student for their study abroad experience and
- b) determine their eligibility and level of seriousness.

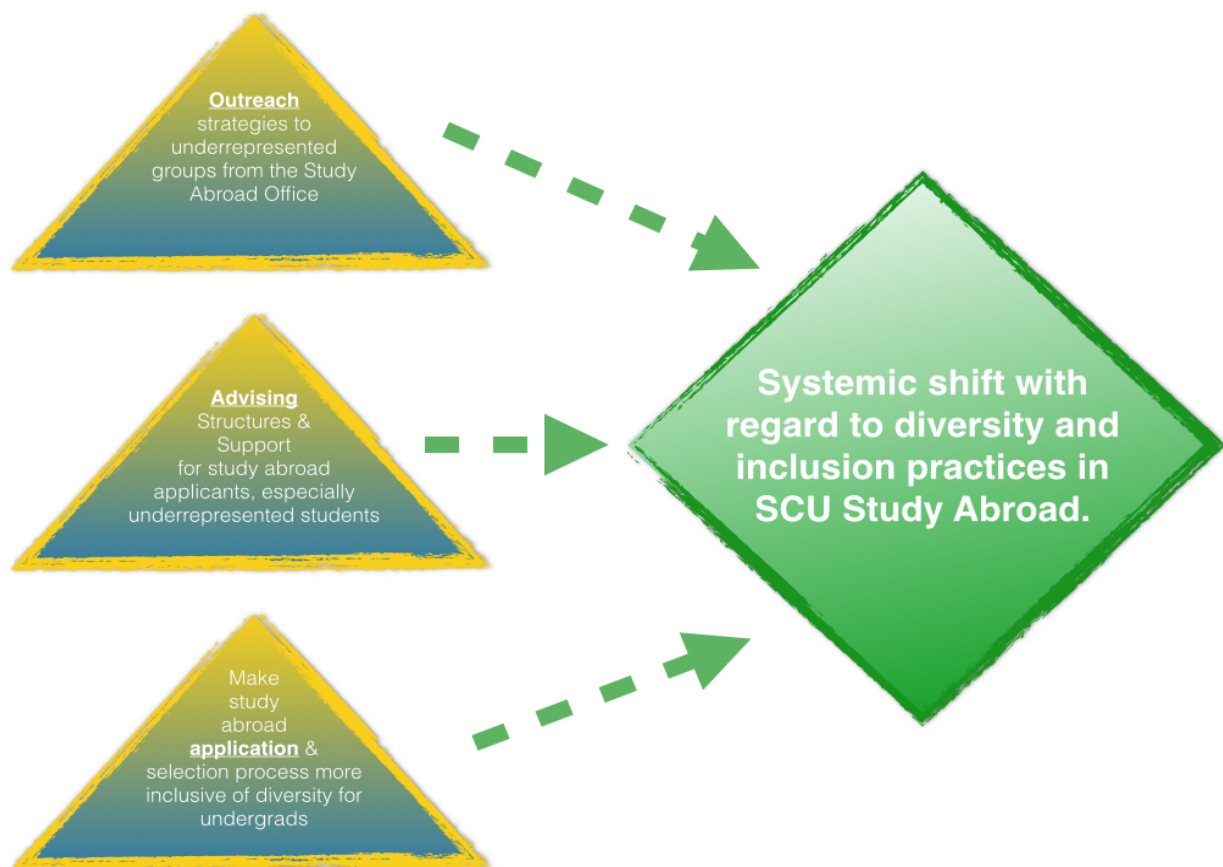
It is a part of the student learning process, and as such, should not be so inclusive that all students are admitted regardless of their readiness or intention.

Attrition: A specific challenge has been the lack of continuity and wide variance of language in the application data, which can greatly affect the data analysis. As indicated in the data analysis, different words have been used to define the same “incomplete” or “not confirmed” statuses. The Task Force began using the term “attrite” to differentiate it from other terms that indicate a student has withdrawn from the application process. At this time, “attrition” or “attrite” are used to encompass anytime a student does not continue to participate in the study abroad application process, whether it is their choice or the office’s choice.

Logic Model Framework

The logic models below include an overarching Theory of Change model that guides the entire project, and a Program Logic Model that offers more specific details regarding the assessment and design pieces. For more information about the development of the Program Logic Model, see Appendix A.

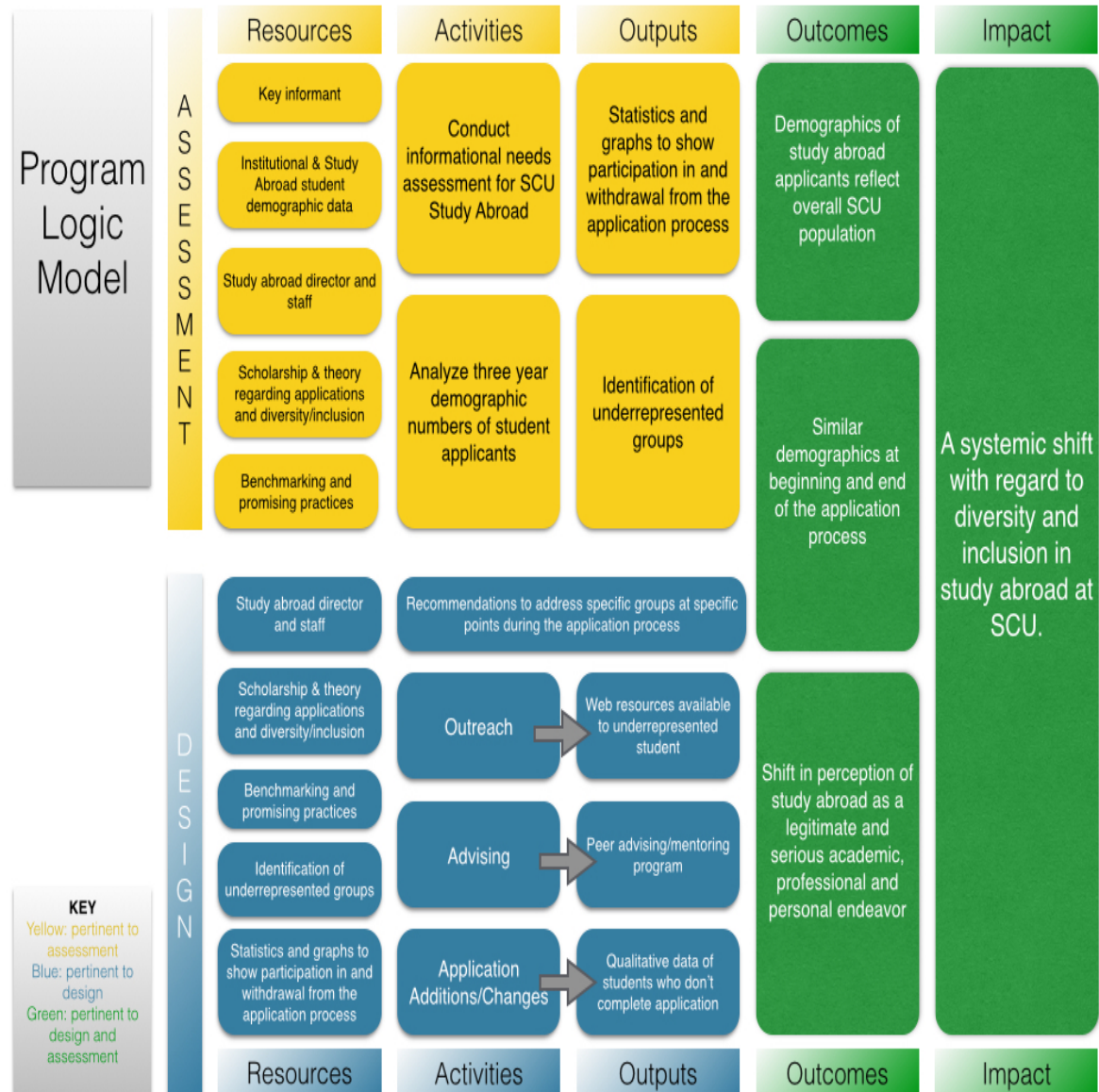
Theory of Change



The Theory of Change model for SCU Study Abroad presents a three-pronged strategy to achieve a systemic shift in practices related to fostering diversity and inclusion of traditionally underrepresented students. The most relevant to the project of the three strategies outlined is to make design changes to the application and selection process itself so as to be more inclusive of diverse student populations. This strategy is the focus of this project. The remaining other strategies: outreach to underrepresented student groups, and proactive, inclusive advising support, facilitate the successful completion of quality study abroad applications. These strategies will culminate in a systemic shift with regard to diversity and inclusion in study abroad at SCU.

Program Logic Model

The Program Logic Model for SCU Study Abroad includes three interrelated parts. The inputs, activities, and outputs outlined in yellow are pertinent to the assessment phase of this project, which informs and flows into the design inputs, activities, and outputs, which are in blue. For example, the assessment outputs become the design inputs for this project. The combination of the assessment and design components leads to the overall desired outcomes and impact of this project, which are depicted in green.



Assessment Strand

In order to successfully implement the assessment and project, **resources** in the form of SCU's study abroad demographic data from 2012-2014, key informant interviews, staff time, and current research and literature regarding promising practices and benchmarking are utilized to inform the process.

These resources in turn help create and inform the assessment **activities** necessary to bring about the desired outputs, outcomes, and impact. The first activity is an informational Needs Assessment, conducted with the project supervisor. The second activity is an analysis of the demographic data, including ethnicity, gender, financial aid status, Pell Grant status, and academic college.

The **outputs** of these activities are statistics and graphs showing which specific groups of students attrite at specific steps of the application process. This valuable information directly influences the design recommendations outlined below.

Design Strand

As this is an iterative and interrelated process, some of the **resources** for assessment and design are the same. Other design resources are a direct result of assessment activities, meaning that two of the assessment outputs became design inputs. The SCU Study Abroad staff will implement any changes or additions as they deem appropriate, which are informed by scholarship and benchmarking. The graphs and statistics of study abroad attrition rates give a clear picture of which specific groups attrite at specific steps in the application process.

These resources will be used to guide recommended **activities** for SCU Study Abroad to address the disproportionate attrition rates of males, students of color, engineering students, and Pell Grant recipients. The recommended activities fall into three broad categories of Outreach, Advising, and the Application itself. The **outputs** of these activities are examples of our design recommendations in each of these three categories (see Design Proposal for additional output recommendations).

Design & Assessment Strand

The individual Design and Assessment strands come together at the **outcome** stage of this logic model. More generally, the time frame for these outcomes is fluid, as it depends on multiple factors such as student motivation and interest, as well as the time and resources of SCU Study Abroad office to implement and maintain program design recommendations. Furthermore, fostering diversity and inclusion is not an exact science, and there is no commonly understood point at which it has been "achieved." It is an ongoing, evolving process that must be continually reassessed and reevaluated as the student demographics themselves evolve.

The short-term desired outcome is that the demographics of students who study abroad more closely resemble the demographics of SCU as an institution. Per the data analysis, this is not the case as of Fall 2014, so the design recommendations intend to improve these numbers.

Moreover, the current data analysis proves that there are disparate demographics of student applicants who start the application process to those who actually participate in education abroad activities. Thus, the mid-term outcome is to see similar demographics at beginning and end of the application process. In other words, no group of students (e.g., males, students of color, students with Pell Grants) disproportionately withdraws or is dismissed from the application process.

The long-term outcome is an overall shift in perception of the legitimacy, academic viability, and personal and professional benefits of education abroad activities. This involves changing the discourse surrounding study abroad as not only a serious endeavor, but also applicable and potentially enriching to all students at SCU. While student perception is the first priority, the desired outcome is to see this shift in perception from multiple stakeholders' perspectives.

This general increase in diversity and inclusion in SCU Study Abroad is one step in achieving the ultimate **impact** of a comprehensive, systemic shift in how diversity and inclusion is understood, addressed, and actively and intentionally cultivated at SCU Study Abroad and, ideally, beyond.

Assessment Proposal

Introduction

The assessment proposal seeks to determine:

- 1) How the student demographics that begin the study abroad application process compare to the demographics of the institution.
- 2) Which student demographics choose to withdraw from the study abroad application process
 - a) At which steps are they doing so (as defined in the “Data analysis steps”- either step 1, step 3, or step 4).
- 3) Which student demographics are denied the opportunity to participate by the study abroad office (as defined in the “Data analysis steps” in step 2).
- 4) How the demographics of students who begin the application process compare to the demographics of participate in a study abroad program.

Assessment Tool: Data Set

The client has provided study abroad applicant data from the past three years. These Excel spreadsheets have been shared via email.

Each individual line in the spreadsheet represents the data pertaining to one student. The spreadsheets include data on ethnicity, gender, financial aid status, Pell Grant status, and academic college. No names or identifying characteristics were provided. The total number of entries for each year represents the number of students who began the internal SCU study abroad application.

- Fall 2012: 517 entries
- Fall 2013: 465 entries
- Fall 2014: 408 entries

The data is sorted in the following categories:

- Ethnicity
- Gender
- Financial Aid status
- Pell Grant status
- Academic college

This data has been further analyzed as described in the following section.

Data Analysis Steps

In order to examine the data comprehensively, the analysis has been completed in four distinct steps. These steps follow the student through the study abroad application process as described in the Informational Needs Assessment (see Appendix E).

STEP 1: “Complete” vs. “Incomplete”: Student Choice

In the first part of the study abroad application process, students are required to complete the SCU internal study abroad application. This data shows if student completed the internal SCU application or not. At this stage, attrition is by *student choice*.

- 2012: There is no “Incomplete” category in this data set. We will therefore assume that everyone completed the application, and bypass STEP 1 for this year.
- 2013/2014: The data set will compare “incomplete” vs. the aggregate of the other statuses (including “confirmed”, “Declined” “Not Confirmed”, and “Withdrawn”, titled Aggregate 1).

STEP 2: “Nominated” vs. “Not Nominated”: Study Abroad Office Choice

The second step examines which students (of the students who did in fact complete the internal SCU application) were nominated by the study abroad office. At this stage, attrition is by *study abroad office choice*.

- 2012: The data set will compare “Declined” and “Waitlisted” vs. the aggregate of other statuses (including “Accepted”, “Accepted-Redirect”, “Confirmed”, “Deferred”, “Not committed”, and all “Withdrawn”: “Aggregate 2012-1”).
- 2013/2014: The data set will use the aggregate 1 and filter out “Declined.” “Declined” vs. aggregate of “Confirmed”, “Not Confirmed” and “Withdrawn” (Aggregate 2)

STEP 3: “Confirmed” vs. “Not Confirmed”: Student Choice

The third step indicates which students accepted their nomination from the SCU study abroad office. Students who choose to decline at this stage are not subject to the SCU study abroad financial penalty for declining their nomination. At this stage, attrition is by *student choice*.

- 2012: The data set will use Aggregate 2012-1 and filter out “Not-Committed”, titled Aggregate 2012-2
- 2013/2014: The data set will use Aggregate 2 and filter out “not confirmed.” “Not confirmed” vs. aggregate of “confirmed” and “withdrawn” (Aggregate 3)

STEP 4: “Participate” vs. “Withdraw”: Student Choice

The final step determines which students eventually go on to participate in a study abroad program against which students withdraw their study abroad application after they have been confirmed, signed their paperwork, and are therefore subject to a fee. At this stage, attrition is by *student choice*.

- 2012: This data set will use Aggregate 2012-2 and filter out “withdrawn”
- 2013/2014: This data set will use aggregate 3 and filter out “withdrawn”.

Data Analysis Limitations

It is important to note that the members of the Task Force are not experts at data analysis. We have not received formal training on data analysis and have created our own method for analyzing the data in Microsoft Excel. This method has been discussed and approved by the Project Supervisor, who has also provided continual feedback.

Inconsistent data: The Task Force has data that spans four years (2012, 2013, 2014, 2015) and tracks applications to study abroad during the Fall semester of each year. Due to a recent change in leadership in the study abroad office, early data sets differ from current data sets. For example, the language used for Fall 2012 applicants is not the same language currently used by the study abroad office when processing applications. As such, Dr. Wick had to explain all the language throughout the spreadsheets in order to ensure that we are working under a common understanding of the varied terminology.

Low participation: Some data sets (such as American Indian in the ethnicity category) have very few data entries due to low participation from various ethnic groups. As such, the averages deduced from the analysis may be poor representations of how a group of students made it through the study abroad application process. More data entries in some categories are needed in order for the data analysis to be more comprehensive. There may be some instances where it is useful to calculate either the median or mode, but at this point it is unclear where this analysis could be helpful.

More specifically, in Step 1 (“complete” vs. “incomplete”), the results from 2012 are not included in the graphic analysis because all students were listed as “complete” during this application cycle. In order to avoid skewing the data from 2013 and 2014, Step 1 data from 2012 is not included. However, Steps 2, 3, and 4 cover data from all three years.

Additionally, the ethnicity category of this analysis proved to be difficult to analyze due to a small data set for many racial/ethnic groups. As a result, it was suggested to complete an analysis of “white students” vs. “students of color”. While this analysis provides a better picture of challenges students of color face, it is not generalizable to all students of color.

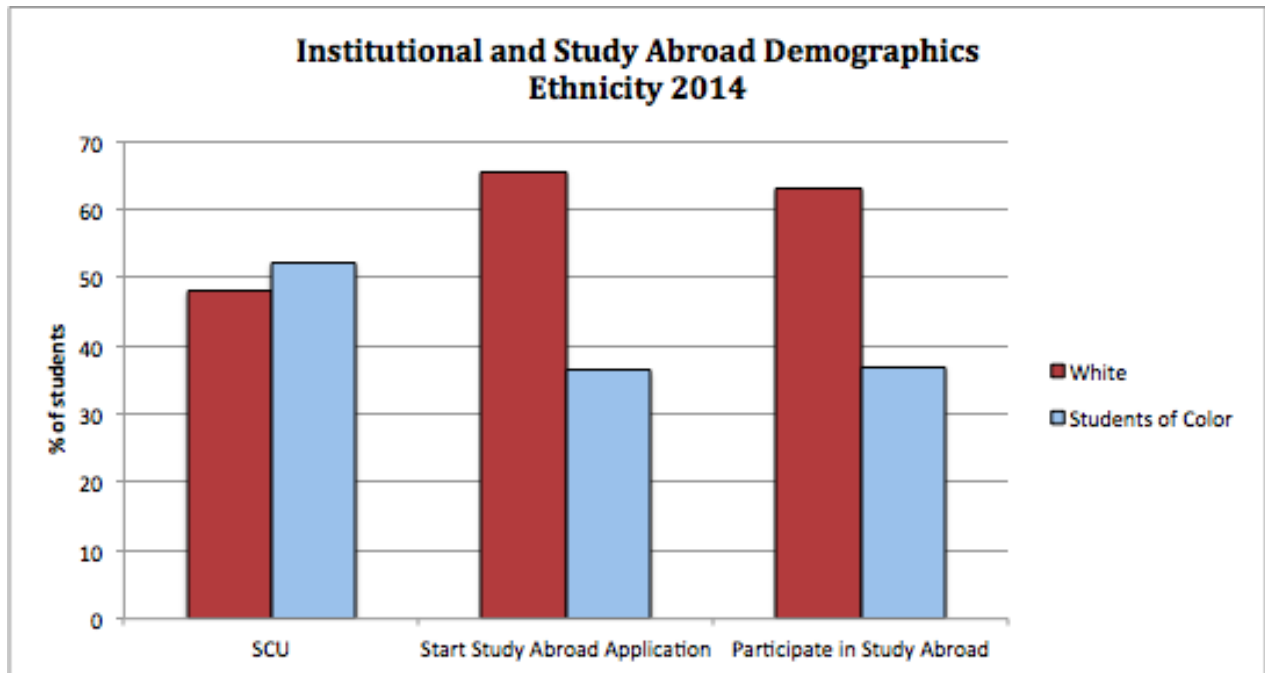
Data Analysis Results

Data Set 1: Institutional and Study Abroad Demographics

Fostering diversity and inclusion in study abroad should never be confused with just providing equal access or even having equal percentages of groups of students study abroad. However, having a snapshot of what groups are of students are significantly not studying abroad can give some insight into some important shortcomings in the institution

and study abroad office. This analysis uses ratios of the student body, compared to the ratio of students who start a study abroad application, compared to the ratio of students who participate in a study abroad program.

Ethnicity

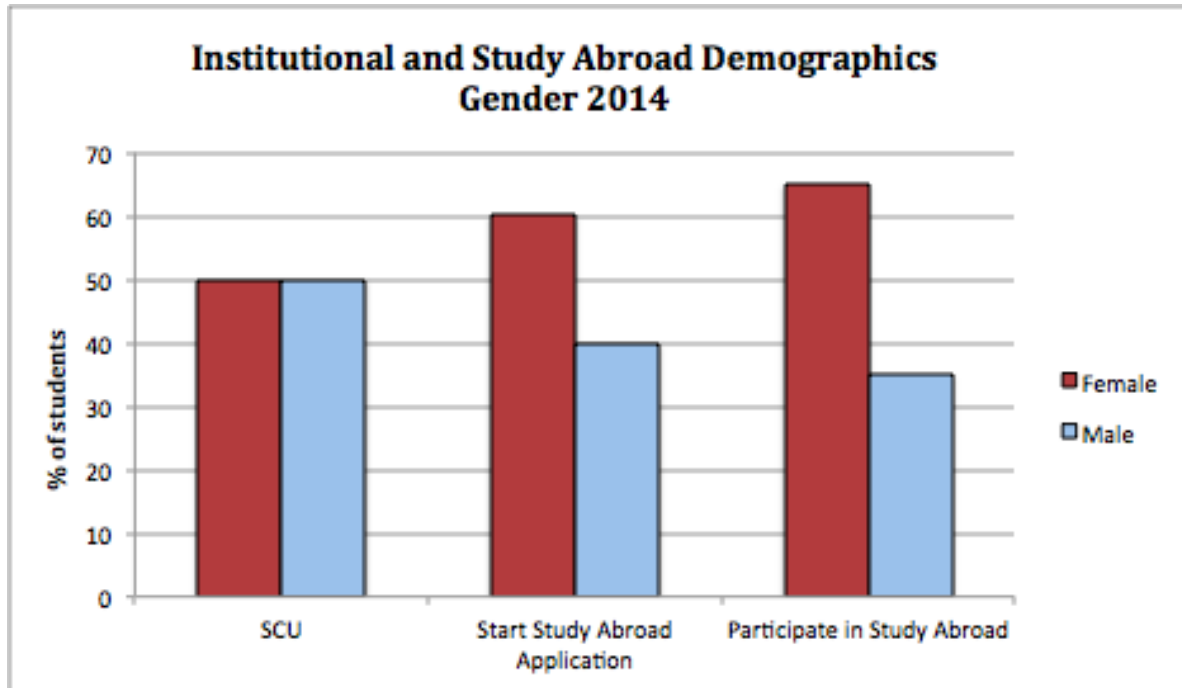


Due to insufficient data, all students of color have been grouped together in the graphic representation above to compare institutional and study abroad demographics. Students of color represented more than half the student body in 2014.

The graph shows that white students started an application and participated in study abroad at higher rates than students of color. Both white students and students of color started the application process and participated in a study abroad program roughly at their same respective rates.

- SCU: 48% white, 52% students of color
- Students who start the study abroad application: 65% white, 35% students of color
- Students who participate in study abroad: 63% white, 37% students of color

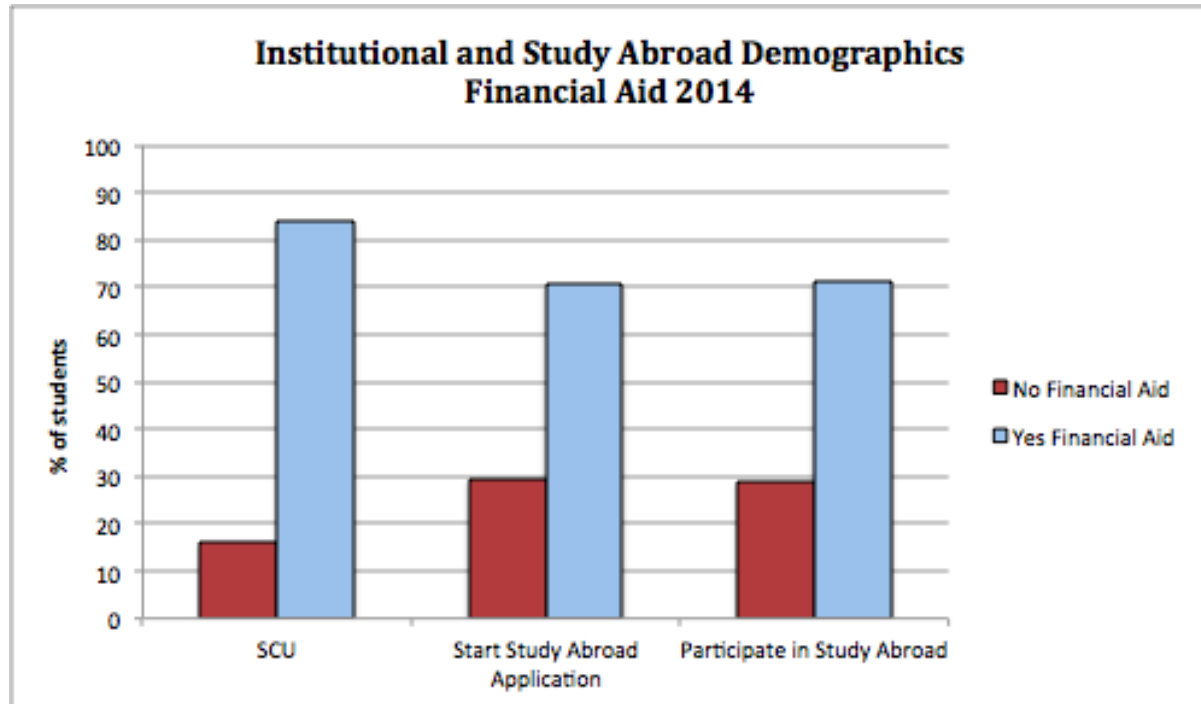
Gender



The SCU student body is comprised of equal numbers of male and female students. Currently SCU Study Abroad does not collect demographic data on non-binary gender identity. The graph shows that female students started a study abroad application at higher rates than males. After starting the application process, female students participated at higher rates than had started the application, while male students participated at even lower rates.

- SCU: 50% female, 50% male
- Students who start the study abroad application: 60% female, 40% students of color
- Students who participate in study abroad: 65% female, 35% male

Financial Aid

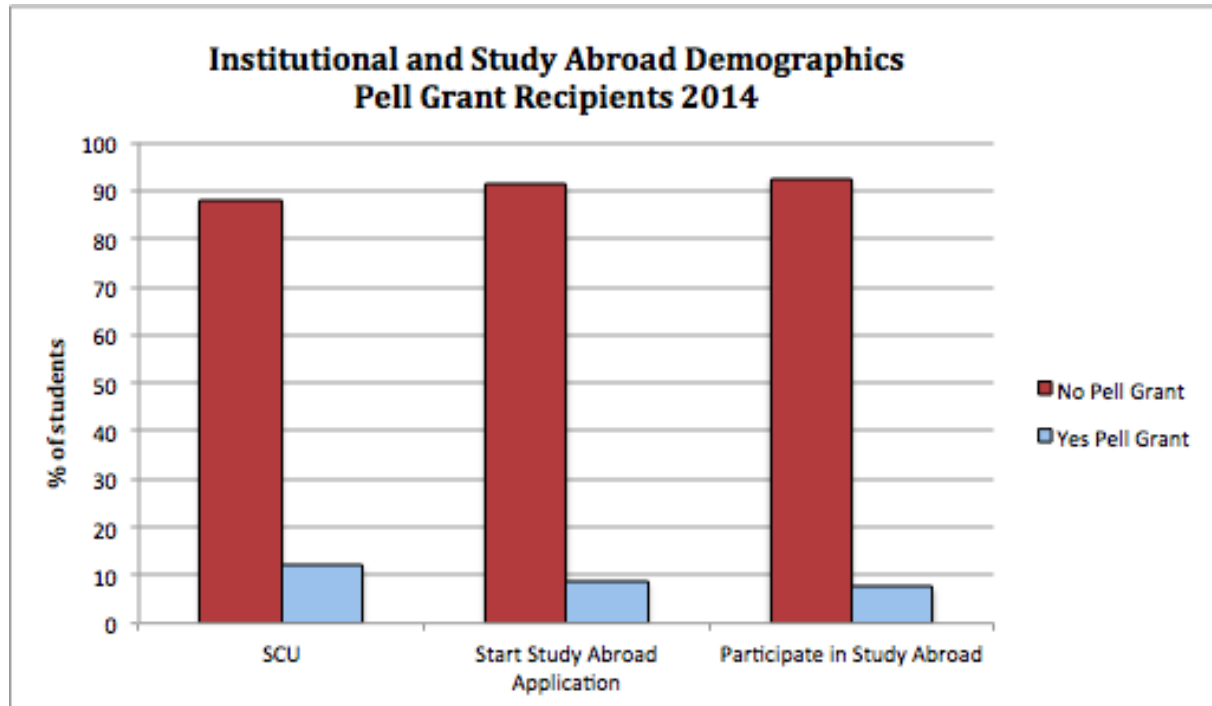


Financial Aid status is not a reliable indicator of socioeconomic status because of the broad meaning of “financial aid”. Financial aid can include private loans, federal loans, and merit scholarships. Therefore, these findings will not inform the project or the design recommendations in a significant way.

Students with financial aid started a study abroad application at slightly lower rates than they are represented in the institutional demographics. Conversely, students without financial aid started an application at higher rates. Both groups started participated in study abroad roughly at their same respective rates.

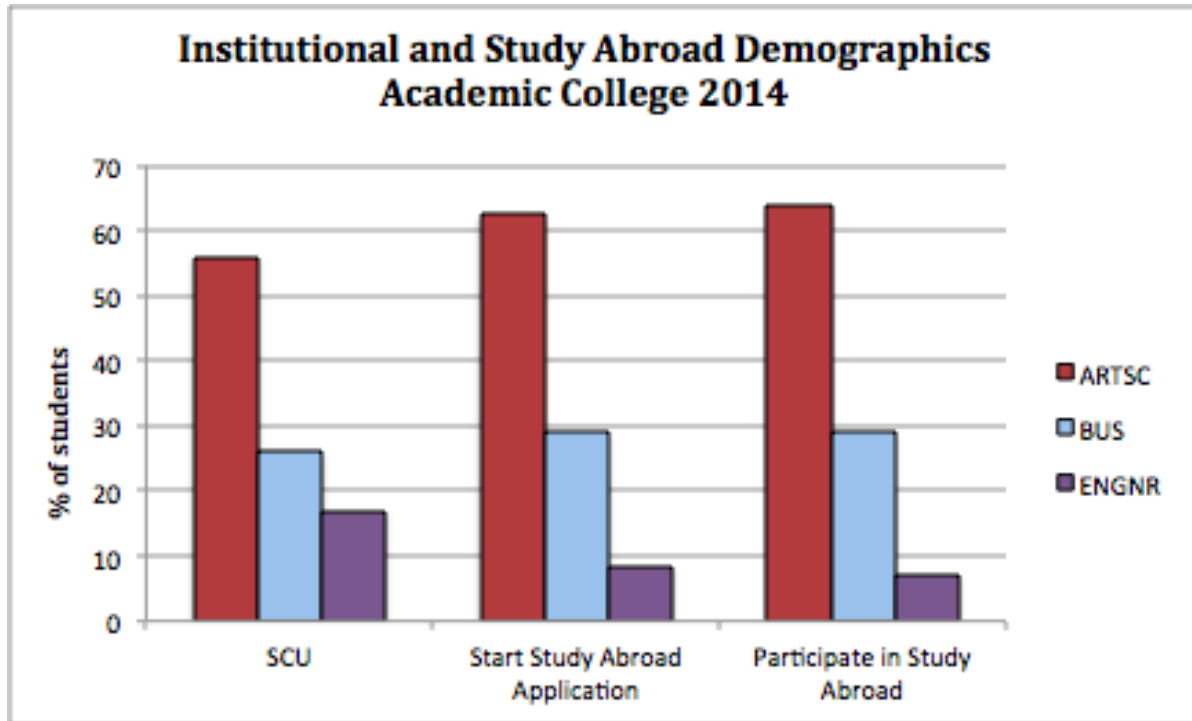
- SCU: 16% of students have no financial aid, 84% have some form of financial aid
- SCU: 29% of students have no financial aid, 70% have some form of financial aid
- Students who participate in study abroad: SCU: 28% of students have no financial aid, 71% have some form of financial aid

Pell Grant



Pell Grant status indicates financial need to fund higher education. The graph shows that students without Pell Grants started an application and participated in study abroad at higher rates than Pell Grant recipients at SCU. Both students with and without Pell Grants started the application process and participated in a study abroad program roughly at their same respective rates. However, participation rates increased for students without Pell Grants, while they decreased for students with Pell Grants.

- SCU: 12% Pell Grant recipients, 88% non-Pell Grant recipients
- Students who start the study abroad application: 9% Pell Grant recipients, 91% non-Pell Grant recipients
- Students who participate in study abroad: 7% Pell Grant recipients, 93% non-Pell Grant recipients



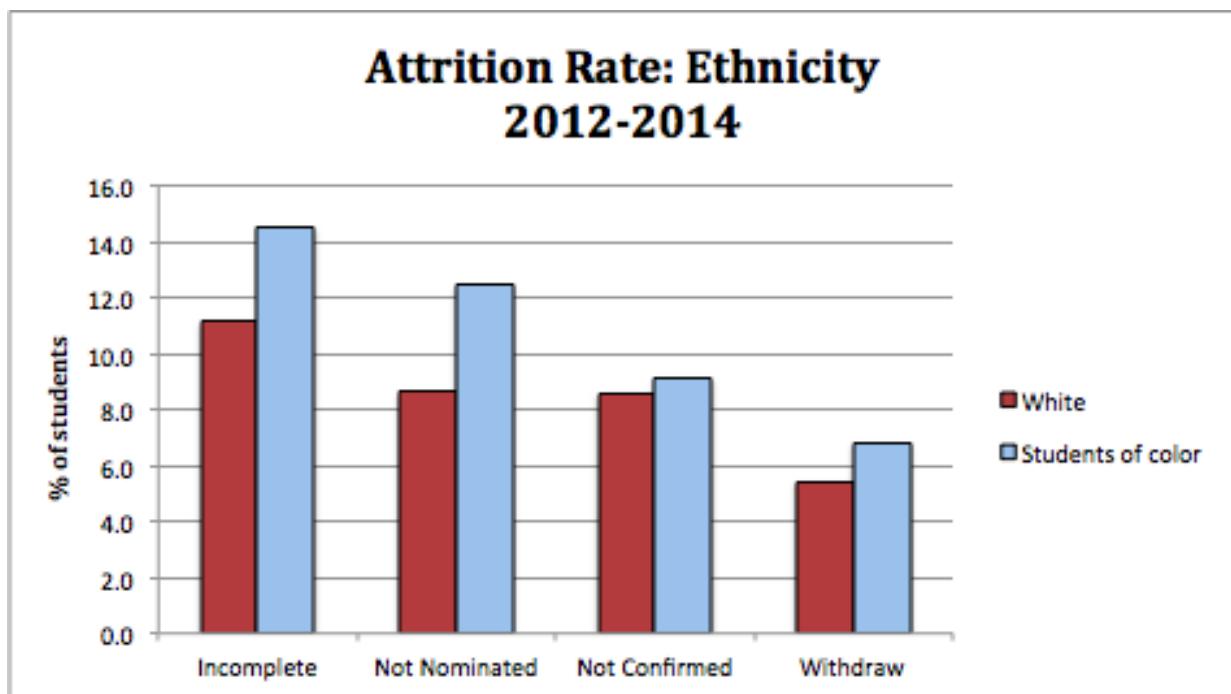
The graph shows that fewer Engineering students started a study abroad application than students in the colleges of Arts & Sciences and Business. While participation rates of the latter two colleges remains consistent in participation, it decreased with Engineering students.

- SCU: 56% Arts & Sciences students, 26% Business students, 17% Engineering students
- Students who start the study abroad application: 63% Arts & Sciences students, 29% Business students, 8% Engineering students
- Students who participate in study abroad: 64% Arts & Sciences students, 29% Business students, 7% Engineering students

Data Set 2: Study Abroad Applicant Demographics

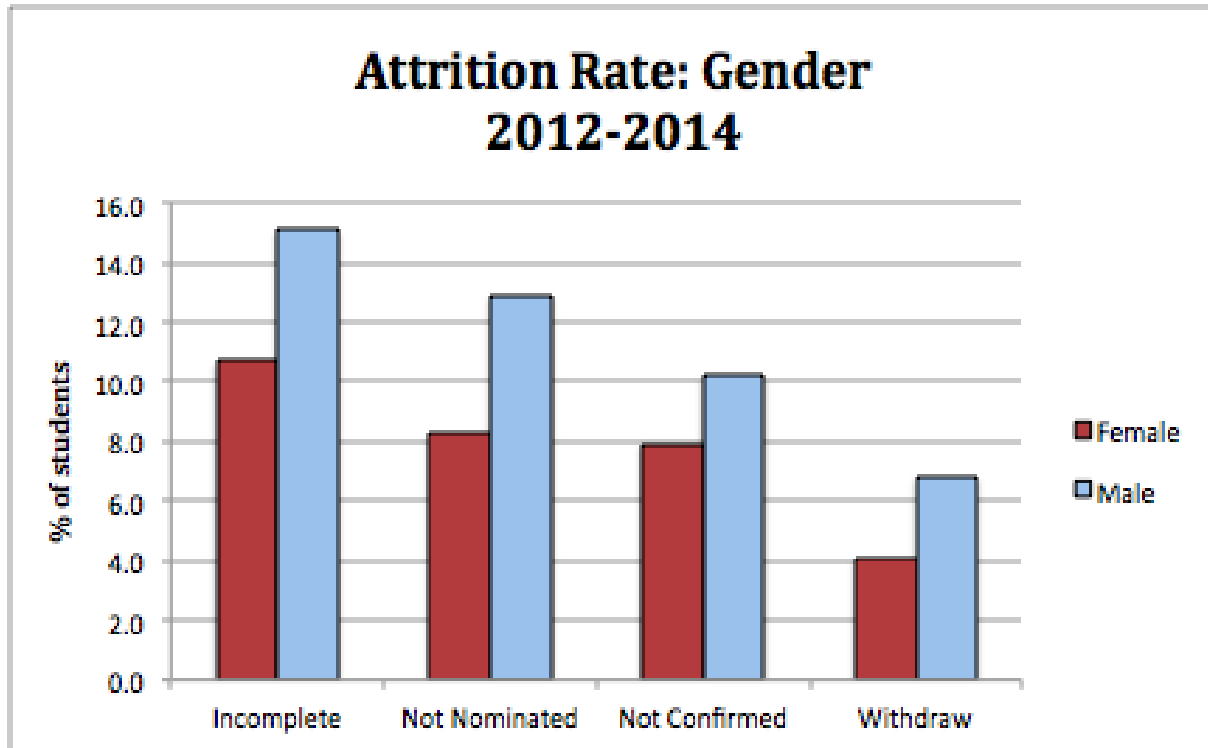
The data from each year was broken down by ethnicity, gender, financial aid status, Pell Grant status, and academic college using the four steps listed in “Data Analysis Steps”. Next, a three-year compilation of each category was calculated using averages, giving each of the three years equal weight despite varying participation numbers. The following graphs represent student attrition in the study abroad application process in terms of the data analysis steps 1-4. For the purposes of this analysis, after a student attrites, he or she is no longer calculated in the total number of students in the following data analysis steps. This is the reason for which the graphs do not show a gradual downward sloping progression toward study abroad participation, but rather fluctuate depending on the stage of the application process.

Ethnicity



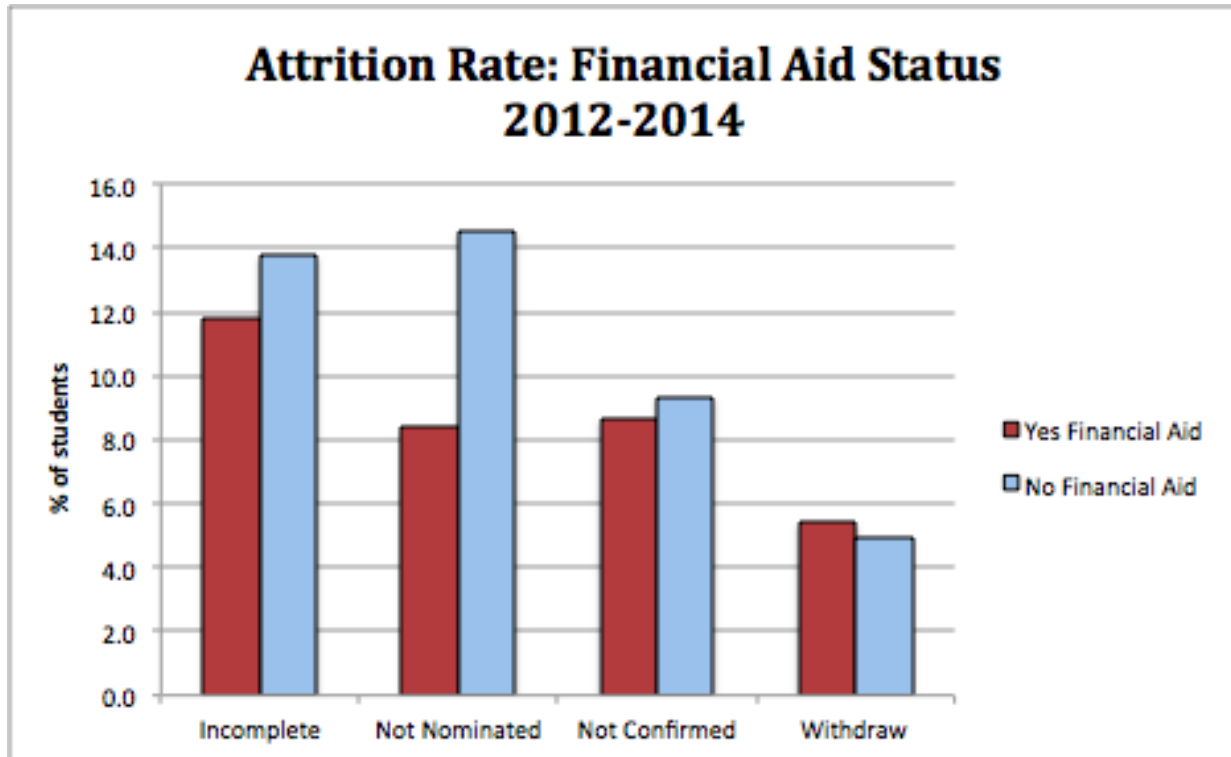
When combined, students of color (non-white students) attrite at each step of the application process at higher rates than white students. Generally, 14.5% of students of color do not complete the application at all, compared to 11% of white students. The SCU Study Abroad office did not nominate 12.5% of students of color compared to 8.6% of white applicants. The rates of students not confirming their nomination was similar, regardless of ethnicity: 9.1% of students of color did not confirm, while 8.6% of white students did not confirm. Lastly, 6.8% of Students of color and 5.4% of white students withdrew their application after confirmation.

Gender



Regardless of office or student choice, males attrite from the SCU Study Abroad application process in higher numbers at each and every step. Fifteen percent of males did not complete the application, roughly 13% were not nominated by the SCU Study Abroad office, 10% of nominated males did not confirm, and almost 7% withdrew in the final step. Female applicants were overall more likely complete each step of the application process, including receiving an office nomination.

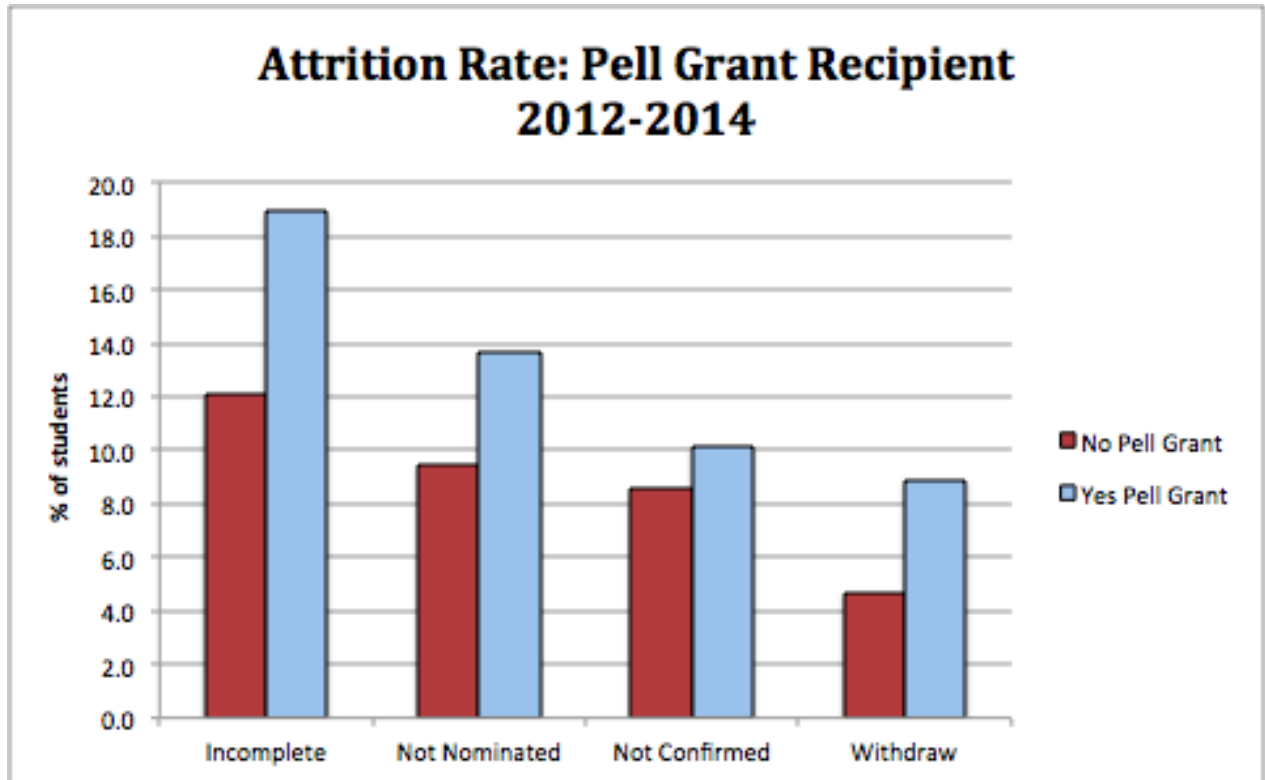
Financial Aid



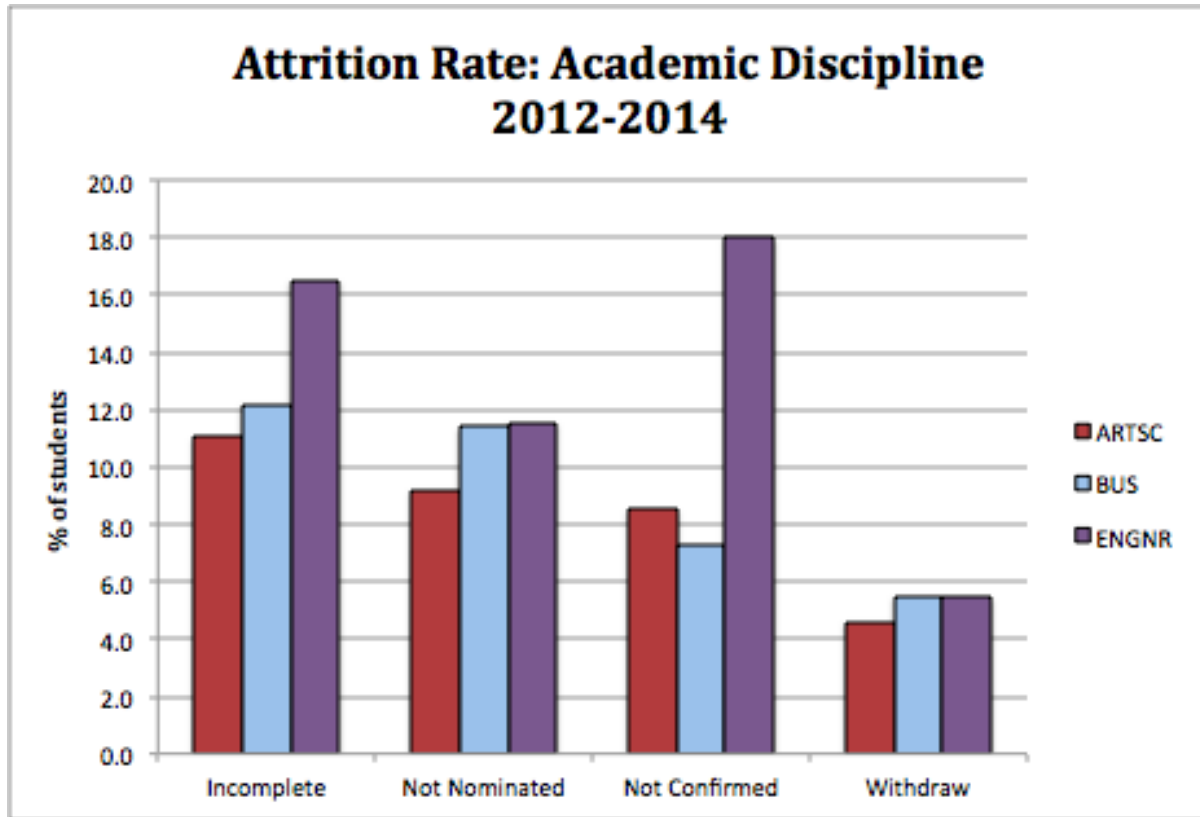
The numbers of students who do and do not receive financial aid are relatively equal in the first, third, and fourth steps (students' choices). However, in step 2 (the Office's decision), interestingly, the numbers of students who do not receive financial aid are not nominated in greater percentages than those who do receive aid. In every single year, students who do not receive financial aid are not nominated, on average, 4% less of the time.

The data for Financial Aid poses problems because of the broad nature of financial aid which can encompass federal and private loans, merit and needs-based scholarships, and many other options. The data has not proven to be meaningful in providing any new information. However, the Pell Grant information has proven to be much more significant indicator.

Pell Grant



Attrition of Pell Grant recipients is greater in every step of the application process compared to non-recipients. In the final stage, Pell Grant recipients are almost twice as likely to withdraw than their counterparts. Not completing the application and not being nominated are the next highest differences.



The data regarding the three academic colleges, Arts & Sciences, Business, and Engineering, reveal that that Engineering students do not complete the application in higher numbers than the other two colleges (16.5%). With regard to office dismissal of applicants, both Engineering and Business students leave the process at about the same rate (approximately 11.5% each). Lastly, Engineering students are twice as likely to not confirm their nomination to study abroad (18% in comparison to 8.5% of Arts and 7.3% of Business students). The withdrawal rates in the final step are all similar across categories and relatively low.

Conclusion

Generally speaking, there is no compelling statistical evidence to support a claim that the SCU Study Abroad application creates or reifies overarching structural inequity for certain demographics of students. A comprehensive redesign of the application itself is therefore not necessary. Nevertheless, the data show areas of concern for various groups at various stages in the process. The following areas of concern inform the design recommendations of the application itself as well as the outreach and advising that accompany it:

- Male students attrite at all steps of the application process at a higher rate than female students

- Engineering students disproportionately attrite by their own choice (steps 1 & 3)
- Students of color attrite at higher rates than white students in steps 1 & 2.
- In steps 1, 2, & 4, Pell Grant recipients attrite at higher rates than students without Pell Grant

Design Proposal

Introduction

The following design recommendations include changes that address:

1. Outreach to students
2. Advising practices
3. The study abroad application

These strategies will be particularly relevant to the four groups of students who could use additional support during the study abroad application process as indicated by the data analysis results. These students include students of color, males, Pell Grant recipients, and engineers.

The Design Proposal outlines the three overarching design recommendations, and subsequently details how these recommendations are pertinent to the groups listed above. Specific application steps (1, 2, 3, & 4) are listed to denote when the recommendations should be implemented for greatest impact.

Design Recommendations

1. Outreach

Rationale:

SCU Study Abroad is already committed to equitable access and inclusion in their education abroad programming, but could bolster support for students even more by strengthening their outreach strategies. This means not only informing traditionally underrepresented student groups about the opportunities available, but also guiding them in reflecting on the many strengths they bring to study abroad as a result of their diverse backgrounds that make them excellent candidates for study abroad. Furthermore, explicating the potential benefits of education abroad to other departments on campus could increase cross-campus support for underrepresented students.

Action Items:

- (Steps 1 & 2) Create a Diversity webpage to accompany the study abroad application. See Carleton College's Study Abroad website for a good example of inclusive outreach¹. The Diversity Webpage should provide resources for underrepresented groups such as

¹ [Diversity](#), [Curricular Planning](#), [Money Matters](#)

- LGBTQ
 - Financial Aid
 - Gender concerns
 - STEM/Engineers
 - Professional Development
- *(Steps 1 & 2)* Continue to reframe the purpose and value of study abroad by establishing cross-campus partnerships (e.g., the Office of Diversity and Inclusion, School of Engineering, Financial Aid, or the Career Center) to help students “see themselves abroad.”
 - Providing students with multiple points of contact to learn about the benefits of study abroad, they will be more encouraged to continue the process and participate. This could include providing material regarding study abroad in other offices, designated study abroad advocates in each department, or collaborative workshops.
 - *(Steps 1, 2, & 3)* Include student profiles on the website, especially men, engineers, and students of color. Highlight the “behind the scenes” photos showing students working on projects of engaged in activities that shows the value-added aspect of study abroad.
 - *(Steps 1-4)* Though not a student group, it should not be overlooked that parents play an essential role in encouraging or inhibiting their child from studying abroad. Ideally, the SCU Study Abroad website will have a page specifically for parents. Purdue University has a webpage that provides parents with an overview of their program.² They also have an excellent 17 page *Supportive Family Guide* filled with helpful information regarding the benefits of study abroad, importance of academics, health and safety, costs, culture shock, and much more.³ If resources are available, providing a version of the website in Spanish and other languages that are commonly spoken at home would also be beneficial.

² [Parents](#)

³ [A Supportive Family Guide](#)

2. Advising

Rationale:

While traditional advising methods still play a vital role in informing students about the value, purpose, and options within study abroad, expanding the scope of advising to include academic and peer advisors can better address the unique considerations for underrepresented groups. Furthermore, the staff advisors, peer advisors, and mentors will help students navigate SCU's lengthy and rigorous application process. They will provide invaluable assistance with financial aid, program matching, essay help, and much more.

With many students studying abroad for the first time, they will benefit from assistance from staff Study Abroad Advisors, as well as peer advisors and mentors. Due to the limited number of staff members, students from diverse ethnic, SES, gender, sexual orientation, and academic backgrounds should be recruited for these positions.

Action Items:

- *(Steps 1, 2, & 3)* Start peer advising program on campus, to be held in various locations on campus more familiar to students (e.g., cafeteria, quad, student center, designated safe space, LEAD space). Peer advisors will assist with general questions and application essay support and will also have drop-in hours in the Global Engagement Office.
 - If possible technologically, install an online chat function for visitors to the Study Abroad page. If a peer advisor is available, they will have the opportunity to chat with them.⁴
- *(Steps 3 & 4)* Start a peer mentoring program on campus. Students who are hesitant or unsure about how the experience will impact them would benefit from engaging with returned students who share similarly diverse backgrounds. SCU Study Abroad should maintain a list of returned students who are available to talk to prospective study abroad students. SCU Study Abroad can put prospective students in contact with these mentors to share their experience of diversity abroad. See University of Maine's Peer Mentorship program.⁵
- *(Steps 1-4)* Advise and train the academic advisors and peer advisors. At times, academic advisors and faculty can give misinformation or even actively discourage students from studying abroad. Collaborating with and disseminating information to academic advisors and faculty to ensure that they see the benefit of study abroad will help students get accurate advice they need to make their decision. This includes incorporating study abroad into academic degree maps.

⁴ See the [MIIS IEM](#) page for the chat function in the right-hand corner:

⁵ [Study Abroad Mentors](#)

3. Application Additions/Changes

Rationale:

The current study abroad application at SCU is relatively intensive. While this both legitimizes study abroad as a valid academic choice and prepares students for their study abroad experience, there are a few additions and changes to the current application worth consideration. These changes to the application itself will better support students as they complete the application. The application is effective in connecting study abroad to academic objectives, but could do more to address the whole student. A more holistic approach regards students' diverse backgrounds as strengths and does well to encourage students to reflect on their life experiences and envision how they can use the skills gained to their advantage in the study abroad context.

Action Items:

- *(Steps 1-4)* Continue to conduct annual analysis of applicant demographic data (on ethnicity, gender, financial aid status, Pell grant status, and academic college), as well as a longitudinal analysis to identify greater patterns and trends.
 - It is also recommended to look at intersectionalities of identity (e.g., gender + academic college + race/ethnicity) in further data analyses. This more intricate approach could yield richer information that will inform the design and implementation of intentional interventions.
- *(Steps 1-4)* Separate demographic questionnaire from the application to collect more complete data. For an example, see Appendix B
 - This serves two purposes: (1) To assist in blind selection process and (2) To collect more extensive demographic data so as to inform inclusive outreach to and support for diverse student groups.
- *(Step 1)* Collect qualitative data on students who do not complete the study abroad application (those who attrite at Step 1). Send out a survey to identify why they chose not to follow through with the application. For an example, see Appendix C
- *(Step 1)* Reword the line: "Study abroad at SCU is highly competitive and SCU Study Abroad receives more qualified applications than spaces available" to "completing the study abroad application does not guarantee that you will be nominated to study abroad. If you would like to discuss or receive help refining your application, talk to a study abroad advisor or peer mentor."

- The current statement may discourage traditionally marginalized students from completing the study abroad application if they think that they have little chance of being approved. The revised statement is more neutral.
- *(Step 1)* Consent items should be limited to those which are required at step 1 of the application process (i.e. consenting to attend the pre-departure orientation should not happen until a student confirms).
- *(Steps 1 & 2)* Allow students to use creative means to complete the essay assignments, such as a photo essay, video, art project, song, or story (still accompanied by a narrative explaining its significance).
- *(Steps 1 & 2)* For the personal essay, provide examples to guide students in responding to this question. Examples include:
 - Life experience: taking care of siblings, translating for family members, navigating bureaucracy, experiencing a loss, feeling uncomfortable, taking risks, or overcoming fear
 - Work experience: job or project, teamwork, volunteering, internship, lab experience

Design Recommendations: Impact on Student Groups

Students of Color

Students of color attrite predominantly in the first two stages of the application process. These results suggest that more work needs to be done in the outreach and advising stages so that student of color applications are stronger. Students of color may not complete applications because they are not supported through the application process. By adopting the design recommendations, students of color will be better equipped to complete the application, have more resources to create a more robust and higher quality application, and therefore be nominated at a higher rate. The addition of a short qualitative survey when students attrite at step 1 could give better insight as to the specific challenges students of color experience in the application process. Additionally, modifying the application itself to be more inclusive of diverse backgrounds and experiences could facilitate higher participation rates and stronger applications.

Males

Changing outreach strategies to include more specific information regarding professional development and the positive impact a study abroad experience can have on career outcomes could engage more male participants. Thirolf's study found that male students seek experiences that lead to concrete outcomes, like doing something directly related to academic and career objectives (2014, Male College Student Perceptions of Intercultural

and Study Abroad Programs). Through more strategic outreach and partnerships with the career center on campus, SCU Study Abroad can better articulate the potential academic and professional benefits of education abroad activities. On a personal level, demonstrating to male students how they can engage in interests and hobbies during their time abroad could help mitigate the “fear of missing out.”

Pell Grant Recipients

According to the data analysis, Pell Grant recipients’ needs should be addressed in steps 1, 2, and 4. Students may benefit from a special info session (in-person or webinar) for Pell Grant recipients regarding financial aid, Benjamin A. Gilman International Scholarship, Pell Grant Matching SIT Grant⁶, among others. Furthermore, promotion of the Gilman scholarship in students’ initial award letters and posters in the financial aid office, will help students start thinking and planning for study abroad from the beginning of their college experience.

In addition, providing a clearer breakdown of the program costs and easier identification of more affordable programs will enable the students to identify the programs that best fit their budget. These financial considerations must also be taken into account in the advising process, as program fit in terms of academic goals and financial feasibility may be incompatible.

Lastly, minor website and information adjustments like fixing broken financial aid links in handbook will also help.⁷ Of course, continued contact and follow-up by financial aid and study abroad advisors are essential for the students to feel comfortable discussing any financial concerns they might have before the withdrawal stage.

Engineers

Engineering students would benefit from outreach, advising, and application modifications. Similar to male students, a shift in how study abroad is presented will help students envision their experience abroad and how it will benefit them in more tangible ways. From initial outreach and planning to the application itself, SCU Study Abroad should build a strong partnership with the College of Engineering to better understand the academic degree map of engineering students. Additionally, SCU Study Abroad could get more support and advocacy from faculty advisors by articulating the benefits of study abroad particularly for engineers. Upon nomination, both the study abroad office and the faculty advisor could check in with students to clarify any questions and talk about uncertainties or doubts concerning participation.

⁶ [Scholarships and Financial Aid](#)

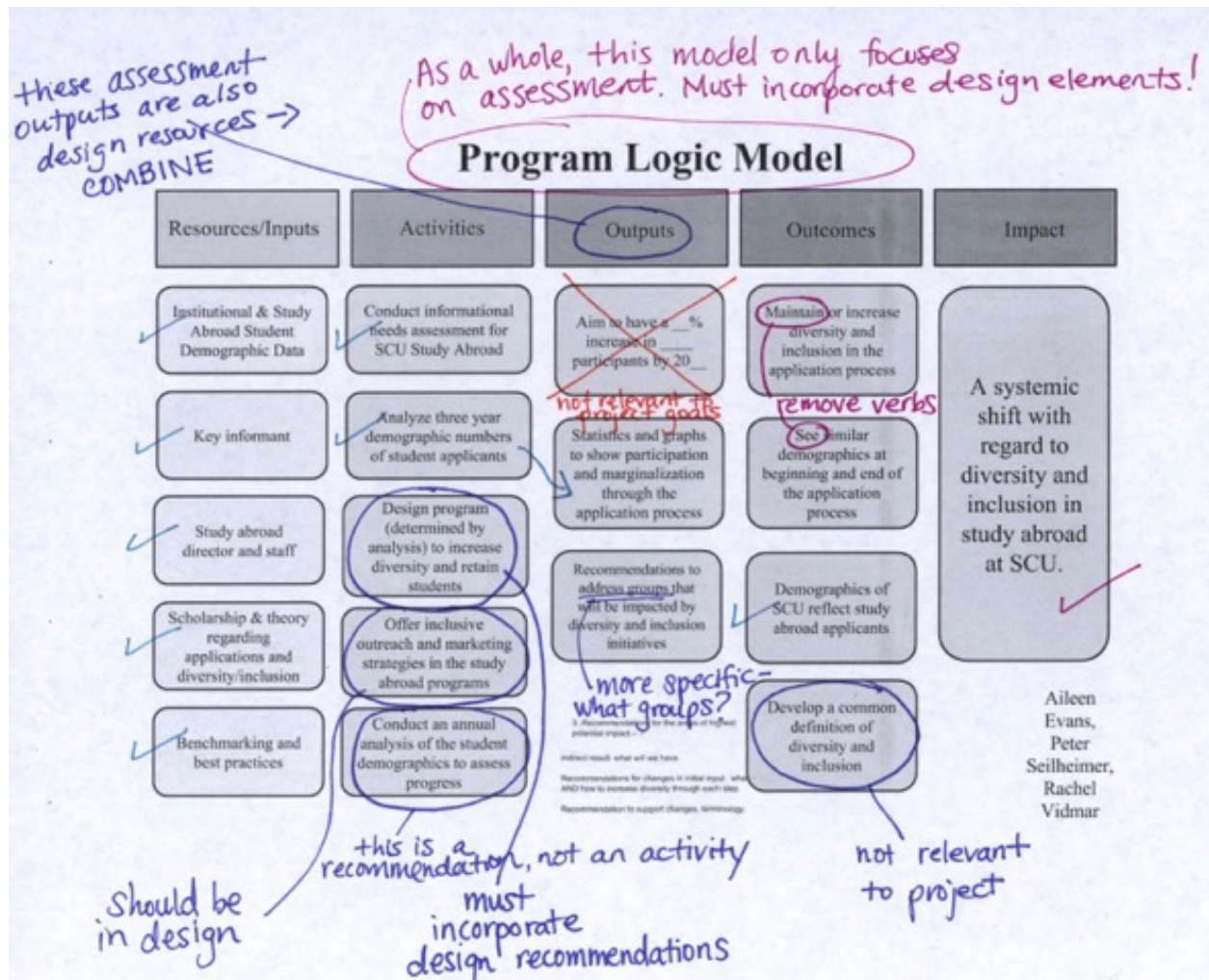
⁷ [Broken link](#)

Conclusion

Though SCU Study Abroad already engages in progressive and promising practices regarding serving diverse students, it would certainly benefit from intentionally timed, planned, and targeted interventions. The data analysis revealed not only specific groups of underrepresented students, but also the highest attrition rates of these groups at the four steps in the process. By implementing strategically timed design recommendations SCU Study Abroad will not only be able to serve these students better, but will be at the forefront of creating a more holistic, assessment-driven, and inclusive application process.

Appendices

Appendix A: Program Logic Model- SMART & FIT Testing



Overall it was difficult to fit this project into the framework of a traditional Program Logic Model (PLM) as a result of the data-driven assessment that dominated most of the process. While it was more straightforward to formulate the desired impact of the project as a systemic shift with regards to diversity and inclusion in education abroad at SCU, the strategic and intentional steps necessary to achieve this noble goal remained unknown for a majority of the project's duration.

The goal of the initial assessment component of the PLM was to ascertain at which specific steps in the study abroad application process students were attriting, which would directly

inform design recommendations to provide intentional interventions to specific student populations when they need them most. Therefore, the Strategic, Measurable, Relevant, and Time-bound from SMART, and the Targeted from FIT were inherently present in the project, but the Attainable, Frequency, and Intensity components were impossible to pinpoint until the assessment was completed.

The Theory of Change Model was relatively simpler to complete, as there was a specific focus on the distinct stage of the application process within the study abroad experience. The strategies of outreach, advising, and application changes were included from the outset and remain at the core of the project. Similarly, the impact was settled upon rather early and has not since changed. The Task Force is committed to equitable access, inclusion, and diversity, and seeks not only to enact change on a structural level, but also inspire other institutions and agents to shift their thinking about systems of power, and how we can deconstruct and rebuild them to foster growth and learning in all individuals.

The Program Logic Model has undergone countless iterations, as there have been many placeholders and blank spaces along the way. As previously mentioned, it was impossible to say what exactly needed to happen, to whom, when or how often, until the main assessment component had been completed. Therefore, many assumptions were made when the first iterations of the PLM were created. As the data was analyzed and graphically represented, it was clearer which outreach, advising, and application recommendations would be most beneficial, for whom, and when. The Task Force created a separate Design Recommendations Model that later informed the updated PLM.

The Task Force was unfortunately unable to take peer feedback into account for the purposes of this project, as the feedback was received a day before the project was to be presented. However, the peer review team contributed feedback that our team addressed in our own revisions of our program logic model. Although the Task Force did not explicitly incorporate peer feedback, it was an auspicious indicator that the feedback addressed the issues that had already been resolved.

The final version of the PLM is a hybrid of the Assessment and Design carried out for this project, and visualizes the iterative and interrelated process. The resources, activities, and outputs outlined in yellow are pertinent to the assessment phase of this project, which informs and flows into the design resources, activities, and outputs, which are in blue. For example, the assessment outputs become the design resources for this project. It should be noted that there are many recommendations in the final design proposal that are not captured in this model. The combination of the assessment and design components leads to the overall desired outcomes and impact of this project, which are depicted in green.

Though the SCU Study Abroad office retains final judgment as to whether they will implement the Task Force's design recommendations, they are Attainable in that the outreach, advising, and application outputs are cost and time-effective. SCU Study Abroad can decide on the Frequency and Intensity of intentional interventions as their personnel and budget allows.

Appendix B: Demographic Questionnaire

1. Ethnicity origin (or Race):

- ☐ African American/Black
- ☐ Asian/Pacific Islander
- ☐ Hispanic/Latino
- ☐ Multiracial
- ☐ Native American/American Indian
- ☐ White
- ☐ _____ (please fill in blank)

2. Gender:

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ _____ (please fill in blank)

3. Sexuality:

- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Questioning or unsure
- ☐ _____ (please fill in blank)

4. Religious affiliation:

- ☐ Agnostic
- ☐ Atheist
- ☐ Buddhist
- ☐ Christian
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ _____ (please fill in blank)

5. Which of the following have been diagnosed?[If answered "yes" to having been diagnosed with a disability of impairment] (Select all that apply.)

- ☐ A learning disability (e.g., ADHD, dyslexia)
- ☐ A mental health disorder
- ☐ A mobility impairment
- ☐ A sensory impairment (vision or hearing)
- ☐ _____ (please fill in blank)

Appendix C: Qualitative Survey for Students Who Do Not Complete the Study Abroad Application

1. Outreach: who or what inspired you to start the study abroad application?
2. Advising: did you meet with a study abroad advisor? Y/N
3. Did you meet with a peer advisor or Bronco Abroad Ambassador? Y/N
4. Why have you decided to not continue the study abroad application process?
 - I don't think study abroad will meet my academic needs.
 - I did not feel like completing the application
 - I did not have enough support to complete the application
 - I have decided that I am not ready to study abroad
 - I have decided that I do not want to study abroad
 - Financial reasons
 - I do not want to leave SCU for an extended period of time
 - Other: _____

Appendix D: Statement of Ethics

The Statement of Ethics includes the basic principles we adhere to as international educators. We will approach our work with SCU Study Abroad in such a way that upholds the following ethical principles and professional standards. These principles are informed by the standards of promising practices and code of ethics as outlined by the Forum on Education Abroad and NAFSA: Association of International Educators as well as NASPA, the leading professional association of Student Affairs Professionals.

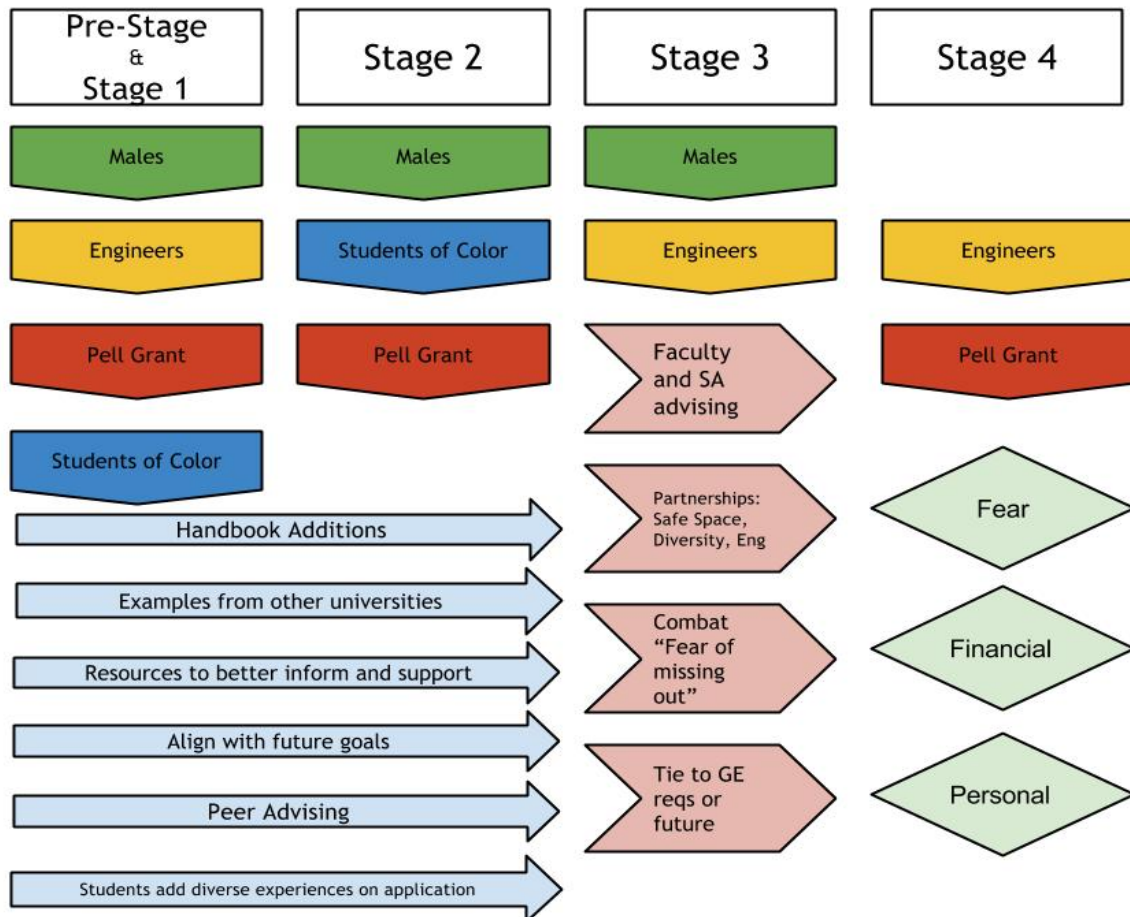
The Forum on Education Abroad cites “being sensitive to diversity issues, needs, and responsibilities” (2011, p. 11) as an ethical best practice in its Code of Ethics for Education Abroad. Furthermore, the second overarching principle included is “Responsibility to Students” which encompasses “[preparing] students to make well-informed decisions and to participate beneficially in education abroad programs...[and providing] appropriate support for students prior to, throughout and following their education abroad experience” (2011, p. 11). Finally, the Forum has outlined Truthfulness and Transparency as the main guiding principle for international educators, including “appropriate disclosure of the decision-making processes that guide practices, policies and education abroad operations” (2011, p. 10). Similarly, NAFSA’s Code of Ethics lists Diversity in its Statement of Ethical Principles and highlights its salience in the “planning, development, and implementation of programs and services.” Lastly, NASPA lists inclusion as one of its guiding principles, which is defined as “seeking ways to ensure access, voice, acknowledgement, opportunity, and participation at all levels” (“NASPA: Who We Are”).

- **Student-centered approach:** We will put student learning and development first by keeping students’ best interests, learning, and positive growth as the focal point of our work.
- **Impact on host country:** While our ultimate responsibility is to the student, we seek to engage in international education activities that are mutually beneficial to the sending institution and host community.
- **Equitable access and inclusion:** As educators, we strive to do everything possible to ensure students experiences equity in every aspect of their (study abroad) education. We believe all students deserve equitable access to services and equitable opportunity for success. All students, regardless of race, ethnicity, gender identity or expression, sexual orientation, religion, ability, socioeconomic status, documentation status, or origin, should have fair and equitable access to engage in international programming. More importantly, access must lead to an inclusive space that values the unique strengths of diverse backgrounds and intersections of identity. By fostering diversity and inclusion, international education as a field benefits from a multitude of perspectives, backgrounds, and identities.

- **Transparency and integrity:** In striving for equity over equality, it is vital that we uphold transparency and integrity within our work. We seek to help students make the best decision for their learning goals and positive growth by disseminating accurate information and demonstrating an appropriate level of transparency.
- **Effective Communication:** It is necessary to maintain open, honest, and efficient communication with concerned parties and stakeholders (students, parents, faculty, university, governments) throughout international education programming.
- **Continue our own learning and growth:** We plan and act based on the best practices in the field and seek to always stay abreast of new knowledge, theories, and skills that inform best practices. We seek to demonstrate a high level of professional competence in the field. We strive for professionalism and high quality in our work.

Appendix E: Design Recommendations

This is a chart to show which groups of students have the greatest levels of attrition at each stage of the application process. Under the groups are some design recommendations tied to each stage that can best support the students.



Appendix F: Informational Needs Assessment

Introduction

Gathering adequate and accurate information is vital in establishing the base of knowledge necessary to this project. This document serves as a summary of the informational needs assessment conducted by the Task Force in the initial stages of the project. The data was gathered by means of key informant interviews with the Project Supervisor and main Stakeholder, Dr. David Wick, Director of SCU Study Abroad.

Responsible for all policies and procedures for SCU Study Abroad, Dr. Wick seeks to assess and potentially redesign the application process in the pursuit of fostering diversity and inclusion throughout the entire study abroad experience, from the initial application stage to re-entry. The project focuses, however, solely on the application process.

Presented here are the key points summarized from two interviews, which took place over Skype February 9th & 18th, 2015. These key elements inform the Scope of Work of the project and shed light not only on the current structure and format of the application process, but also on Dr. Wick's goals for an application process that is actively inclusive of and accessible to all students on the SCU campus.

Background

With more than 35% of the Santa Clara University undergraduate population studying abroad, the problem is not low participation rates. Instead, a closer look at the specific student demographics that are attriting from the application needs to be taken. The main concern is whether the SCU application process is causing a disproportionate number of underrepresented students to withdraw from the application process or are being denied admission.

Outcomes

1. Needs Assessment Outcome: The stages of the study abroad application process will be identified where most students, particularly students of traditionally underrepresented groups (TUG), are not nominated to participate or decide to withdraw from the study abroad application process

2. Design Program Outcome: An application and selection process will be designed that fosters diversity and inclusion and reduces the number of TUG who withdraw from the process

3. Assessment Outcome: An assessment of the newly designed application process will be created to test whether more students from diverse backgrounds are completing the application process and studying abroad.

Application process

The current study abroad application process at SCU entails five steps, which span about a calendar year. For students to be eligible for study abroad programming, they are subject to SCU Study Abroad requirement⁸.

- 1. SCU internal application:** Students are required to complete the SCU internal application before they are nominated (or not) to apply to a particular study abroad program. Complete applications are evaluated and move to another status depending on what happens next in the selection process. If the internal application is incomplete, they are designated with the “incomplete” status.
In this application, students are required to submit the following information:
 - a. Contact information
 - b. Details on the student’s academic background
 - c. Study abroad program preferences (indicating first choice preference)
 - d. Preliminary Academic Proposal based on first choice preference
 - e. Academic Advisor Approval Form⁹
 - f. Essay on academic and personal goals
 - g. Academic essay addressing a pivotal moment, a contemporary issue or a significant person in the country of study
 - h. Consent form regarding release of information, policies & procedures, special needs, and mandatory pre-departure orientation
- 2. SCU Nomination:** After having completed the SCU internal application, the study abroad office nominates qualified candidates to participate in their program(s) of choice. Many students are nominated. Some candidates may be redirected, meaning that they are offered an alternative program. Others are not nominated to study abroad, and “not nominated” is their final status.
- 3. Confirmation:** After nomination, students review program information and accept their nomination. When students confirm, they agree to the terms and conditions, sign a waiver, and pay a fee. Some students will not confirm, and “not confirmed” will remain their final status.
- 4. Host Institution/Party Application:** Following confirmation of nomination, students proceed to complete the host institution/party application. This application can be equally intensive as the SCU internal application, depending on the institution.
- 5. Admission/Rejection by Host Institution/Party:** Host Institutions/Parties undergo their own application screening. Almost 100% of SCU students are accepted by their desired host institution/party.
- 6. Withdrawal:** Withdrawal may occur at anytime after confirmation of nomination. This indicates that a student who has confirmed later withdrew from the program, incurring a financial penalty. Students who withdraw after confirmation will have a status of “withdrawal”.

⁸ [Eligibility Requirements](#)

⁹ SCU does not have a GPA requirement for the internal application. Most programs will require a GPA requirement of 2.75.

Goals for this project

The goal is that by the next application cycle in December 2015, no group of students complete the application, are selected, redirected, denied, or withdraw in greater percentages than other groups based on ethnicity, gender, financial aid status, Pell Grant status, and academic college. A successful application cycle is when all the applications are of comparable quality and every student is making a meaningful choice to go abroad in order to engage with the world.

SCU's definition of diversity and inclusion

Advancing inclusive excellence is an explicit goal stated by SCU in its fundamental values of the institution's strategic plan: "We cherish our diverse and inclusive community of students, faculty, staff, administrators, and alumni, a community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by open communication, and caring and just toward others." ("Council on Inclusive Excellence"). The University defines *diversity* as involving "both the individual and group differences that are engaged in the service of learning. Diversity can include personality, learning style, life experience, race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious or other affiliations or perspectives" (Council Definitions and Guiding Principles). While this definition of diversity guides this project, it is important to note that the provided data set can only address diversity through the following categories: ethnicity, gender, financial aid status, Pell grant status, and academic college. Hence, the data neglects to address a wider understanding of diversity, such as first-generation students, religion, or sexual orientation.

Inclusion "involves the active, intentional, respectful engagement with diversity among our students, faculty, and staff, as well as in the curriculum and co-curriculum. Inclusion builds a sense of community, a practice of engaged learning, and a commitment to a just, humane, and sustainable world" ("Council Definitions and Guiding Principles").

Stakeholders

Dr. David Wick is the main stakeholder in this assessment and design project. As the Director of SCU Study Abroad, he is responsible for all policies and procedures throughout the entire education abroad experience. He seeks to identify systemic barriers to diversity and inclusion in the application process. Following the analysis, the findings and subsequent program recommendations will inform how he advocates for structural change in his office and as well as within the larger institution.

The students are secondary stakeholders, as this project will enhance their opportunities to study abroad in the future. By accomplishing the goal in making the application process more inclusive to diversity, the students and the Santa Clara University will benefit. The results of the project will also be of interest to campus diversity groups, as well as the SCU

Office of Diversity & Inclusion. On a larger scale, the results of this project are potentially of interest to the field of International Education, as it contributes to research and promising practices in education abroad.

Challenges and Limitations

Due to the purely quantitative data provided, it will be difficult to determine what external factors influence a student's decision to withdraw from the application process. The data does not provide complete information regarding sections of the internal SCU application that students did not complete. This will make it difficult to ascertain what specifically in the application process is deterring them from completing the internal application.

A further limitation of the data is that ethnicity, gender, financial aid status, Pell Grant status, and academic major are the only categories of students made available. Sexuality, religion, first generation, and many other important categories of students are not provided, although they are other underrepresented groups.

Strategic steps

1. Perform a qualitative informational needs assessment and quantitative data analysis on the four years of data collected by the SCU study abroad office
 - a. *Note:* The 2015 data set was not complete at the time we conducted the data analysis, so only three years of data were analyzed. The 2015 data will be analyzed after this report is submitted.
2. Determine which groups of people are disproportionately withdrawing or denied from the process
3. Decide the factors and stages in the application that contain the most withdraws
4. Provide design recommendations to address these factors and promote more diversity and inclusion in study abroad
5. Implement an assessment for the process to determine the success of the program and proposed changes.
 - a. *Note:* Continued data analysis of student applicant demographics could be a potential indicator of the effectiveness of the design recommendations

Appendix of Needs Assessment Questions

1. Who are the stakeholders?
2. What does the application process look like? How many steps are there? Can we see a copy of the application?
3. What's the timeline?
4. What are your goals?
5. What has been done? Have there been previous efforts to address the application process?
6. How is diversity/inclusion reflected in study abroad in SCU?

7. What are your needs versus wants?
8. When is your implementation date?
9. Why is this of value to your organization?
10. How does this need to be delivered?
11. How do you define success for this project?
12. How do you and SCU define diversity and inclusion?
13. Are there any budgetary concerns we should be aware of?

Appendix G: Client Contract: Scope of Work

*For the Terms of Reference, please see the uploaded PDF through Moodle.

Members of Task Force

Aileen Evans, Peter Seilheimer, and Rachel Vidmar

Project Title

Santa Clara University Study Abroad: Application Efficacy in Fostering Diversity and Inclusion

Project Description

This project seeks to evaluate the efficacy of Santa Clara University's Study Abroad application process with regard to fostering diversity and inclusion¹⁰. Diversity in the context of this project refers to traditionally underrepresented groups in education abroad, specifically racial/ethnic minorities, males, and students receiving Pell Grants (lower Socioeconomic Status (SES)). Data analysis will be carried out using demographic data from the past four years of study abroad applicants.

Suggestions and changes regarding the initial application process will be made using the findings of this data-driven assessment. Recommendations to update the design of the application process will be constructed by means of a Theory of Change Model and subsequent Program Logic Model, as outlined by Knowlton & Phillips (2013). The Task Force assigned to this project will not be responsible for the direct implementation of changes to the design. SCU Study Abroad has full permission to implement the Task Force's assessment and resulting program design recommendations.

It should also be noted that the application process is one aspect of a larger system. There are many other forces at play within the greater context in which the project is situated. With that in mind, strategies developed may go beyond the scope of the application itself to include other steps in the outreach, marketing, and advising stages.

Project Research Question

How can SCU foster diversity and inclusion in study abroad through the application process?

¹⁰ For a more detailed definition of the application process, please refer to the "Application Process" in the Informational Needs Assessment

Sub-questions

- Which students successfully complete the application process?
- Which students do not complete the application process? At what point in the process do they withdraw? Which students withdraw by their own choice (incomplete applications)/which students are being denied study abroad approval by the office?
- What is the denial rate across student groups? What is the withdrawal rate across student groups?
- How do the demographics of students who begin the application process compare to the overall demographics of the student population? How do the demographics of students who complete the study abroad application compare proportional to the overall demographics of the student population?
- What design recommendations can be made to eliminate barriers and increase the number of successfully completed applications?

Stakeholders

Primary Stakeholder/Project Supervisor: Dr. David Wick, Director of Study Abroad, SCU

Secondary Stakeholders:

- SCU Study Abroad office
- All students, but especially ones who wish to study abroad
- Office of Diversity and Inclusion
- Campus diversity groups
- On-campus diversity interest groups

Communication Plan

Regular, clear communication and continuous feedback are vital to the success of the project. To that end the Task-Force will hold weekly meetings via Skype with the Project Supervisor. Meeting dates and times will be made on a week by week basis, determined by the availabilities of both the Task Force and Project Supervisor. Every member of the task force should be present, unless extenuating circumstances preclude this. Additionally, the Task-Force and Project Supervisor will make use of an online, shared folder via Google Drive to share pertinent documents and iterations of the project as it is in progress. The Task Force will meet in person at least once a week, and communicate via email as necessary.

Timeline and Deliverables:

Date	Task
Ongoing	Weekly Meetings via Skype (Task-Force and Project Supervisor)
Ongoing	Weekly Meetings in Person (Task-Force)
2/6	Client Informational Interview
2/9	Needs Assessment- Key Informant Interview w/ Dr. Wick
2/11	Client/Project Google Form Submitted to Instructor
2/18	Meeting with Instructor--Project and Scope Approval
2/19	Demographics Data Received
2/26	Data Analysis Complete
3/1	Scope of Work Draft Due
3/6	Data Findings (Narrative) Complete
3/12	Statement of Ethics, IRB, (informational) Needs Assessment, Client Contract (Scope of Work and Terms of Reference) Due
3/12	First Draft Assessment Proposal Due
3/23	NAFSA Northern District Conference: Met with Lauren from SCU Study Abroad Office
3/25	SMART & FIT Testing of Program Logic Model
3/31	SMART & FIT Peer Testing of Logic Model
4/6	Complete assessment write-up with graphs
4/9	Initial Design Ideas due to Instructor
4/9	Group Meeting with Instructor to Review Project Progress
4/15	Incorporate instructor feedback in assessment proposal
4/22	Communicate with Dr. Jim Lucas at Michigan State (Male Participation in Study Abroad)
4/30	Meeting with Teaching Assistant to refine Program Logic Model
5/5	Final Presentation
5/15	Final Project Due

Limitations/Considerations

- The data analysis and any subsequent redesign recommendations developed are specific to the context of SCU and are not intended for use in other contexts.
- Recommendations will not be implemented by the Task-Force.
- Assessment and development of practices and protocol which seek to foster diversity and inclusion in the study abroad application process do not guarantee the same impact in other stages in the overall study abroad experience, such as outreach, recruiting, and advising. The Task Force believes that if systems are not explicitly and carefully designed to be inclusive, they will necessarily fail to do so. As such, the Task Force aspires to aid in the development of model practices with regard to diversity and inclusion, not only to other student services offices on campus, but also other study abroad offices nationwide.

References

- Code of Ethics for Education Abroad. (2011). Retrieved February 15, 2015, from <https://www.forumea.org/resources/standards-of-good-practice/code-of-ethics>
- Council Definitions and Guiding Principles. (n.d.). Retrieved February 15, 2015, from <http://www.scu.edu/provost/diversity/Council-Definitions-and-Guiding-Principles.cfm>
- Council on Inclusive Excellence. (n.d.). Retrieved February 15, 2015, from <http://www.scu.edu/provost/odi/Council-on-Inclusive-Excellence.cfm>
- Diversity in International Education – A Hands-on Workshop (2010, September 21). Retrieved April 10, 2015, from http://www.aifsabroad.com/advisors/pdf/diversity_workshop_summary.pdf
- Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly* 43(5), 586-611.
- Knowlton, L., & Phillips, C. (2009). *The logic model guidebook: Better strategies for great results*. Los Angeles: SAGE.
- Kuh, G. (2008, January 1). High Impact Educational Practices. Retrieved April 4, 2015, from http://leap.aacu.org/toolkit/wp-content/files_mf/hips_slos_and_data.pdf
- Ladson-Billings, G., & Tate, W. E., IV. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68.
- NAFSA's Statement of Ethical Principles. (2009, March 28). Retrieved February 20, 2015, from http://www.nafsa.org/Learn_About_NAFSA/Governance_Documents/Ethics_And_Principles/Statement_Of_Ethics/NAFSA_s_Statement_of_Ethical_Principles/
- NASPA: Who We Are. (n.d.). Retrieved April 4, 2015, from <http://www.naspa.org/about>
- Open Doors 2014. (2014, November 17). Retrieved March 2, 2015, from <http://www.iie.org/en/Research-and-Publications/Open-Doors>
- Patton, L. D., McEwen, M., Rendón, L., & Howard-Hamilton, M. F. (2007). Critical race perspectives on theory in student affairs. *New Directions for Student Services* 120, 39-53.
- Santa Clara's History. (n.d.). Retrieved February 15, 2015, from <http://www.scu.edu/about/history.cfm>

Schuh, J. (2009). *Assessment Methods for Student Affairs*. San Francisco: Jossey-Bass.

Thirolf, K. Q. (2014) Male College Student Perceptions of Intercultural and Study Abroad Programs, *Journal of Student Affairs Research and Practice* 51(3), 246-258.

University Mission, Vision, and Values Statement. (n.d.). Retrieved February 15, 2015, from <http://www.scu.edu/jesuit/University-Mission.cfm>

What are we still talking about? (2013). Retrieved April 4, 2015, from <http://diversitynetwork.org/articles/what-are-we-still-talking-about>