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MEETING THEIR NEEDS: A COMPREHENSIVE INTERNATIONALIZATION ANALYSIS OF THE UNIVERSITY OF SAN DIEGO'S UNDERGRADUATE STUDENT MOBILITY PROGRAMS

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PIM 75

A Capstone Paper submitted in partial fulfillment of the requirements for a Master in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone Seminar May 2017

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Student Name: Alana Franklin

Date: April 22nd, 2017

Dedication

I dedicate this to my late grandmother, Peggy Harper Killian, to whom I owe so much, and who I miss dearly.

Acknowledgements

It takes a strong support system to complete any life accomplishment, and I could not have earned this degree without my own. To my mother and father, thank you for providing the means to complete this program. Mom, you always say that no one can take away your education, and I thank you and Dad for allowing me to further mine. To Ryan and Peri, thank you for the laughter that always has a way of putting life into perspective, which I frequently need. To CeCe, you cannot read yet, but thank you for making me Aunt Lanie. You are fierce, C Monster, and I cannot wait to see all that you do one day. To Roscoe, thank you for your constant encouragement and love. Your strength, ambition, and adventurous attitude continue to inspire me, and I could not have done any of this without you. I love you. To my fellow PIM 75ers, thank you for your energy, enthusiasm, diverse perspectives, and your hard work. I could not have asked for a better cohort. Finally, to my SIT professors and to my adviser, Linda, thank you for providing the fuel to ignite and sustain my passion for international education. It is because of all of you that I now understand what we can achieve with our work.

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Abstract

This research seeks to identify the barriers that undergraduate students at the University of San Diego are encountering when deciding to study abroad. Existing published student data outcomes present an overall picture of the advantages and disadvantages of student mobility program types based on the undergraduate study abroad experience. Outcomes of faculty and administration interviews provide a richer perspective of student mobility and how it fits into the overall comprehensive internationalization picture of the institution. Research will explain that comprehensive internationalization has been prioritized by the university's strategic planners. The development and implementation of more inclusive outbound student mobility programs will show tangible commitment to intercultural competence and global awareness.

The intention of this study is to focus on institutional internationalization solely at the student mobility level. Key findings from this research demonstrate that while there are many opportunities for undergraduate study abroad students at USD, there are also various barriers that hinder their experience. These barriers include financial constraints, availability of course credit, and safety abroad during the changing geopolitical climate. The American Council on Education's (2012) model and Jane Knight's (2000) Internationalization Tracking Measure will be applied to illuminate the challenges that students at the University of San Diego are confronted with. Findings from this research will show possible solutions which will help increase education abroad participation. All six elements of the ACE (2012) approach are critical to the success of comprehensive internationalization at USD; however, education abroad will be the chosen lens for this analysis in order to determine how to meet the needs of students seeking a global experience during their undergraduate career.

Introduction

Student mobility offerings for undergraduates at the University of San Diego (USD) are vast, with approximately eighty affiliated programs in over thirty countries. Indeed, The Institute of International Education's Open Doors Report for 2016 found that 60.8 percent of undergraduates at USD studied abroad during the academic year of 2014/2015. This impressive statistic places the institution at number seven among other national doctoral universities (IIE, 2016). While this is something to be proud of, those numbers have dropped significantly. In the 2015 Open Doors Report, USD was ranked as number two on the same list, boasting a percentage of 77.8 percent of undergraduates studying abroad during the academic year of 2013/2014 (IIE, 2015). The number two positioning persisted from the previous academic year, with a percentage of 71.4 (IIE, 2014). These figures have left many USD international educators feeling slightly alarmed as they wonder what could have caused this decline. When previous statistics would show that studying abroad is something that most students do during their time at the University of San Diego, education abroad does not work for every student. Most conversations with prospective study abroad students focus on timing, finances, and course credit, all of which play significant factors in a student's decision to study abroad. Unfortunately, many students decide not to study abroad because of one of those aspects. Therefore, an analysis of outgoing mobility programs is important, especially at a time when undergraduate students at USD might not think of studying abroad as a rite of passage any longer. An examination of study abroad options for undergraduate students at USD is important in order to find a solution for an increase in student participation.

The intended outcome of this study is to establish strategies for increasing undergraduate participation in student mobility programs at the University of San Diego. It is anticipated that

the comprehensive analysis of short-term and long-term programs, in combination with qualitative and quantitative data from interviews will help establish a realistic strategy for increased accessibility for students. Existing printed data from student evaluations will be used rather than fresh surveys, which could help to determine the best internationalization strategies for outbound students. Additionally, interviews will be conducted of selected stakeholders in internationalization offerings for undergraduate study abroad programs, such as the Assistant Director of International Studies Abroad, the Director of International Studies Abroad, and the Associate Provost of International Affairs. Additionally, two faculty members who have been involved in education abroad at USD will be interviewed. The interviews will seek to understand the current internationalization plan from the unique perspective of seasoned professionals in the field to help strategize a new development which will help increase study abroad participation in the future. Feedback from a pool of both faculty and international education administrators will create diverse research, yielding more well-rounded results.

The decline in undergraduate study abroad participation at the University of San Diego is important because internationalization in higher education is a critical piece of the puzzle for intercultural harmony among nations, which is arguably more important now than ever. This study will utilize rationales of internationalization and apply them to the current strategic plan of the University of San Diego, while also attempting to offer suggestions to increase study abroad participation in the future. John Hudzik (2014), described comprehensive internationalization in the following terms in NAFSA's publication, Comprehensive Internationalization, From Concept to Action:

> Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional

leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. (p. 6)

The University of San Diego has succeeded in integrating internationalization into the campus culture; however, it seems that the accessibility of study abroad has decreased for students which calls for an adaptation of student mobility programs in order to move from concept to action. Hudzik's guide will be used as a framework to craft a plan for USD to adapt to the changing needs of its students based on the analysis of current offerings.

Literature Review

According to Hudzik & McCarthy (2012), comprehensive internationalization, or CIZN is defined as, "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education" (p. 2). CIZN focuses on intercultural competency amongst faculty and staff, roles of the international students and scholars in the campus environment, institutional policies and services in support of internationalization, and global citizens who play key roles amongst multiple cross-border exchanges. Deardorff (2012) stated that "the international agendas that seem to survive the test of time and achieve long-lasting impacts are those that are squarely rooted in the missions of the actors involved…and quality, coherence, and sustainability are three fundamental important elements that should be at the core" of institutional planning (p. 23). CIZN strategies must work beyond the campus in order to be effective, as explained by Susan Buck Sutton (2010):

> To be more specific, internationalization has generally been described as an inward process of integrating international perspectives into our institutions. It is, however, increasingly also an outward process of positioning our institutions in global networks of learning, discovery, and engagement. (p. 60)

She explains that academic institutions are collectively working together by establishing transformational partnerships, rather than transactional ones (Sutton, 2010). From a more recent

publication by Hudzik & McCarthy (2012), CIZN must be achieved through both a strategic and operational level. The strategic plan provides a macro level of action that concerns the institution-wide support, mission, vision, and leadership; the operational plan thus incorporates the strategic plan into action by implementing projects, activities, and initiatives that bring visible substance to the overall vision (Hudzik & McCarthy, 2012). With the power of both institutional and networking partnerships, the implementation of CIZN will have a greater effect for all stakeholders involved. The potential to bring about positive change through internationalization in such areas as relevance, quality, and even prestige is quite exciting. According to Deardorff, "all signs point to the fact that it makes little (if any) sense for institutions to opt out of international engagement altogether" (p. 23). Jane Knight and Hans de Wit believe that four categories encompass the rationale for internationalizing the campus:

1. Academic: Global search for truth and knowledge
2. Socio-cultural: Cross-cultural knowledge and understanding
3. Political: Maintain and expand influence
4. Economic: Improve local/national competitiveness in the global economy and marketplace (as cited in Hudzik, 2011, p.13)

R. Michael Paige (2005) collected CIZN commonalities across organizations and countries and found five key components in almost all internationalization documents: faculty involvement in international activities, an internationalized curriculum, study abroad, international students and scholars, and college leadership. The American Council on Education, or ACE, (2012) also provided six interconnected elements for CIZN:

1. Articulated Institutional Commitment: mission statements, strategic plans, and formal assessment mechanisms;

2. Administrative Structure and Staffing: reporting structures and staff office configurations;

3. Curriculum, Co-curriculum, and Learning Outcomes: general education and language requirements, co-curricular activities and programs, and specified student learning outcomes;

4. Faculty Policies & Practices: hiring guidelines, tenure and promotion policies, and faculty development opportunities;

5. Student Mobility: study abroad programs, an international student recruitment, and support; and

6. Collaboration & Partnerships: joint-degree or dual/ double-degree programs, branch campuses, and other offshore programs. (p. 4)

Hudzik & Stohl (2009) believed that that the assessments of internationalization efforts should contribute to the overarching directions and aspirations of the institutions. Furthermore, they believed that "the power of internationalization, which permeates an institution, has the capacity to strengthen all its parts, just as the power of interdisciplinary work and perspective has the capacity to strengthen core disciplinary knowledge bases, and vice versa" (Hudzik & Stohl, 2009, p. 9). Ultimately, the CIZN evaluation assessment must focus on three questions:

1. What are the institutional objectives related to international activity?
2. How do we measure and know whether objectives have been achieved?
3. What do the achievements contribute or what value do they add to overall missions and objectives of the institution? (Hudzik & Stohl, 2009, p. 9)

Hudzik & Stohl (2009) believed that the CIZN assessment must incorporate measures that allow for cross-institutional comparisons that are specific to the institution, and noted that if the assessment plan "cannot demonstrate that contributions have been made to meeting the expectations of external groups, the perceived value and actual support for internationalisation will be weakened" (p. 11). Knight (2000) also stressed the importance of designing tracking measures that are "relevant, clear, reliable, and consistent over time, accessible and easy to use"

(p. 5). Knight (2000) created an Internationalization Tracking Measure which evaluated both the progress and quality of key internationalization elements.

This research will focus on institutional internationalization solely at the student mobility level. Each element of the ACE (2012) approach is critical to the success of comprehensive internationalization at USD; however, education abroad will be the chosen lens used to examine and analyze internationalization at USD. ACE's model and Knight's (2000) Internationalization Tracking Measure will be applied to illuminate the challenges that students at the University of San Diego are confronted with, thus shedding light on possible solutions which will hopefully help increase education abroad participation.

Background

Institutional Context

The University of San Diego is a private, Catholic institution located in San Diego, California, founded by Mother Rosalie Hill of the Society of Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego. When it was chartered in 1949, USD contained only one college, the College for Women. In 1954, the College for Men and the School of Law began classes, and all three schools merged in 1972 to form what is now the University of San Diego. (USD, 2017a). USD is dedicated to maintaining the values that laid the foundation of the institution, and its community of scholars are committed to educating each student holistically, focusing on intellectual, physical, spiritual, emotional, social, and cultural aspects. The University of San Diego strives to provide "a character-building education that fosters independent thought, innovation, integrity, analytical thinking, and an open-minded and collaborative world view" (USD, 2017c, para. 2). Although established from Catholic values,

USD prides itself on being inclusive to students, staff, faculty, and administration of all walks of faith.

The University of San Diego has worked diligently to ensure that internationalization is integrated into the culture of the institution. The mission statement reads as, "The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service" (USD, 2017d, para. 2). Internationalization in the form of education abroad has also become a strong component of student life at USD, by encouraging students to challenge themselves to explore existing global perspectives and cultures and become ethical leaders in a globally complex world. Undergraduate students take advantage of the numerous outward mobility programs that USD has to offer as the Institute for International Education's Open Doors has reported for the past five years (USD, 2017e). Despite consistently high undergraduate study abroad statistics, there is always room for improvement.

In August of 2015, Dr. James Harris became the fourth president of the University of San Diego. Dr. Harris received many honors and recognition for his work defending civil rights, including an award from the NAACP. It is clear that President Harris strongly values international education, considering that he has annually traveled with groups of students for the past twenty-one years (USD, 2017b). President Harris described the importance of international education to USD's mission by stating:

> I think global exposure for students is one of the most important experiences they can have while they are in college. The University of San Diego consistently ranks among the top three universities in the nation for the percentage of undergraduate students participating in a study abroad program. Last year, more than 70 percent of our students shared in an international experience. The challenge will be to make sure that every student at USD has equal opportunity for those experiences. (USD, 2017b, para. 9)

Indeed, Dr. Harris has made global connections a priority during his first year at the university by focusing his attention on collaborative strategies to ensure positive change and growth through a global sharing of ideas, insights, and attitudes.

  Envisioning 2024 is the strategic plan approved by USD's Board of Trustees in 2016 and created by students, faculty, staff, administrators, and alumni to guide the university into its seventy-fifth anniversary. The plan builds upon the success of the university while creating a framework for navigating the urgent issues of our changing world. The plan achieves this by combining USD's core values outlined it the mission statement with five strategic principles (appendix A) that have been designed to work together to lead the institution into the future (USD, 2016). These five principles are intended to be combined with the six pathways (appendix B) of the strategic plan to achieve the overall vision which states, "The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges" (USD, 2016, p. 7). The steering committee for the strategic plan, comprised of professors, directors, provosts, etc., has been working to accomplish specific goals drawn from the pathways and principles, one of which is to amplify local and global engagement. One of the first initiatives they are undertaking related to this goal is to produce a comprehensive strategy for improving undergraduate retention and overall student success. This process has recently commenced with a review of current practices, followed by a series of interviews and focus groups with students, faculty and staff. Additionally, a private consulting group experienced in university strategic planning, has been hired to support and guide USD through innovative frameworks designed to enhance overall student retention and success (USD, 2016).

Student Body

Currently, there are approximately 8,508 students enrolled at the University of San Diego. Within that total, the undergraduate number of students is approximately 5,600. For the fall 2016 entrance, there were 1,133 freshman, 369 transfer students, 863 graduate students, and 190 JD law students. In regards to USD demographics, minority students make up 36 percent of the student body. Nine percent of USD students are international, contributing to the diverse and inclusive community mentioned in the mission statement. The student to faculty ratio at University of San Diego is 15:1, and the school has 39.8 percent of its classes with fewer than 20 students. The most popular majors at University of San Diego include: Business, Management, Marketing, Social Sciences, Biological and Biomedical Sciences and Psychology. The average freshman retention rate, an indicator of student satisfaction, is 89 percent (USD, 2017f).

Academic Programs

The University of San Diego is described as being an "environment that provides 'real world' learning platforms for broad-based innovation and dynamic creativity, advanced intellectual skills and a keen sense of personal and social responsibility" (USD, 2017f, para. 7). There are currently 42 bachelor's degrees and 50 minors offered at USD. Undergraduate schools include the College of Arts & Sciences, the School of Business, and the Shilos-Marcos School of Engineering. Each program of study has certain requirements for students to complete their degree, and all students are required to complete several core components. The following core courses are standard for all undergraduate students: Math, Logic, Written Literacy, Humanities and the Fine Arts, Theology, Philosophy, and Natural Sciences. Students may earn credit for elective courses, but they are not required to complete any electives for their degree, meaning that elective courses are viewed as empty credits for students.

Organizational Structure of Education Abroad

The Office of International Studies Abroad oversees all undergraduate outbound mobility programs at the University of San Diego, and it is a sub-office within the International Center. The International Center is under the area of the Dean of Students. The Associate Director of International Studies Abroad at USD's International Center has been involved with international education for ten and a half years, which is also the number of years dedicated to working in the International Center. The Associate Director's career in international education began by managing one of USD's largest programs in 2007, which was the Guadalajara Summer Program, averaging approximately two-hundred students each summer of its existence. The position is also responsible for supervising the four study abroad coordinators in the International Center, as well as providing support for the Second Year Experience Program. Another crucial responsibility of this role is to liaise with multiple departments on campus to ensure a seamless process for undergraduate students who are pursuing a global experience. The Director of International Studies Abroad has been working in international education at USD for a total of 17 years. Student mobility at USD evolved from a rather compartmentalized beginning to a much more comprehensive, strategic plan that it is today, and the Director has experienced the entirety of the evolution. Once the International Center was formally established in 2007, the position was created to help foster the education abroad initiative that USD was hoping would thrive. Finally, the Associate Provost for International Affairs maintains the entire International Center which also included the Office of International Students and Scholars. The Associate Provost's experience in international education has spanned over the course of thirty-three years, all of them spent at the University of San Diego. Each career has been vital to the development of student mobility at USD and demonstrates the institutional commitment to global citizenship.

Stakeholder Analysis

The University of San Diego seeks to maintain its reputation within the San Diego community as an engaged Catholic institution, while also producing graduates who will continue to serve beyond the picturesque campus grounds. Comprehensive internationalization will only continue to grow in relevance and importance as USD adapts to the needs of its students as well as the demands of stakeholders. Each stakeholder's perspective on internationalization at USD is critical in ensuring that the university progresses in their strategic efforts. Appendix C demonstrates the various nuances of USD stakeholders, ranging in degree of impact on international student mobility at the university. An analysis of institutional stakeholders is important to this research because it provides a clearer picture of impact and influence on student mobility from each key player. If the USD strategic plan involves any type of action related to education abroad, each stakeholder will either impact or be impacted by that action. For example, stakeholders in leadership at USD, such as the Offices of the President and Provost, have the highest impact on student mobility because of their capability to implement any strategic planning necessary for future funding of the institution. They have the resources to influence they development of new education abroad programs, so it is critical that student mobility has a return on investment. Academic department chairs have a high impact because of their responsibility to review foreign course approval, but they have a medium influence because they do not have the power to make decisions on behalf of the Office of International Studies Abroad. Each stakeholder in the analysis provides a piece to the puzzle of education abroad at USD, and each should be considered when creating a strategy to increase accessibility for undergraduate participation.

Outbound International Education Programs

The International Center (IC) at USD is the umbrella office which houses the Office of International Studies Abroad and the International Student Office. USD prides itself on the study abroad participation of its undergraduate students. The Open Doors recognition is displayed on several web pages of USD's online site. With over seventy percent of students taking part in an educational program abroad each year, the opportunities seem to be endless for students. Undergraduate students have the opportunity to study abroad in over thirty countries for a year, semester, summer, or intersession while earning USD credit offered in over eighty different programs (USD, 2017g). Students can choose from the following options: semester affiliate programs (appendix D), exchange programs (appendix E), non-affiliated programs, dual degree programs, USD Madrid Center, faculty-led programs (appendix F), and the Second Year Experience programs. Figure 1 briefly describes each USD study abroad program type. The category of popularity faculty-led programs is based off of the application numbers for the closet term and is relative to the particular year. For example, the popularity of faculty-led programs is indicated at high for summer 2017 programs, but the popularity would have been indicated as very high for summer of 2016. Included in the figure is an explanation of the current opportunities and challenges that have been presented through previous student data. It should be noted that the dual degree program is experiencing the first application cycle and the popularity of the program cannot be evaluated at this time.

Program Type	Duration	Cost	Credit Manipulation	Popularity[1]	Current Opportunities	Current Challenges
Semester Affiliate Programs	Typically only 1 semester, but students can participate in consecutive semesters abroad	Cost of USD tuition plus the program fee, and additional expenses, totaling approx. $32,000 for fall 2017	Courses are reviewed by department chairs and approved or denied to transfer back to USD	Very High	1.) Students may use financial aid or scholarships 2.) There are a variety of choices in numerous countries for greater accessibility 3.) Core courses are easily transferrable for many programs.	1.) Financial constraints 2.) Differing standards across department chairs, so some majors are marginalized, such as art and engineering 3.) Safety abroad during current political climate
Exchange Programs	Typically only 1 semester, but students can participate in consecutive semesters abroad	Cost of USD tuition plus the program fee, and additional expenses, totaling approx. $32,000 for fall 2017	Courses are reviewed by department chairs and approved or denied to transfer back to USD, *usually* on a case-by-case basis due to less frequency of student participation	Low	1.) Students may use financial aid or scholarships 2.) There are a variety of choices in numerous countries for greater accessibility 3.) More specialized and prestigious, granting increased course equivalencies for certain partners, such as European business schools or Australian engineering institutions	1.) Financial constraints 2.) Low student enrollment due to rigor of coursework 3.) Core course are generally not offered because of specialization of partner

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[1] Popularity range is as follows: very low (0-5 participants), low (5-20 participants), high (20-50 participants) very high (over 50 participants)

Program Type	Duration	Cost	Credit Manipulation	Popularity	Current Opportunities	Current Challenges
Non-Affiliated Programs	Typically only 1 semester, but students can participate in consecutive semesters abroad	Host institution tuition, plus program fee – differs from program to program	Courses are reviewed by department chairs and approved or denied to transfer back to USD, *always* on a case-by-case basis due to less frequency of student participation	Very Low	1.) Students can choose a program that best fits their needs and goals 2.) Students can choose less traditional study abroad locations 3.) International students can study abroad in their home country	1.) Financial aid will not apply 2.) Students must take a leave of absence while abroad and will not be supported by the OISA while abroad 3.) Students must seek departmental approval for each course taken abroad prior to program start date
Dual Degree Programs	4 consecutive semesters	Cost of USD tuition plus the program fee, and additional expenses, totaling approx. $32,000 for fall 2017	Courses are reviewed by department chairs and approved or denied to transfer back to USD	N/A	1.) Students may use financial aid or scholarships 2.) Students earn 2 degrees, one from USD and one from partner institution 3.) High level of cultural immersion	1.) Debut application cycle, so success cannot be measured 2.) Only applicable for business students 3.) Limited locations: Rome, Strasbourg, Madrid, & Dublin
USD Madrid Center	Typically only 1 semester, but students can participate in consecutive semesters abroad	Cost of USD tuition plus the program fee, and additional expenses, totaling approx. $32,000 for fall 2017	Directly transferrable USD credit	Very High	1.) Students may use financial aid or scholarships 2.) Students do not have to worry about courses transferring because they are USD courses 3.) Onsite USD staff support	1.) Limited course options 2.) Financial constraints 3.) Safety abroad during current political climate

Program Type	Duration	Cost	Credit Manipulation	Popularity	Current Opportunities	Current Challenges
Faculty-Led Programs	3 weeks during intersession and 3 – 4 weeks during summer	Cost of USD tuition per unit plus the program fee, and additional expenses, totaling approx. $6,500 for summer 2017	Directly transferrable USD credit	High	1.) Students may use financial aid or scholarships 2.) Students do not have to worry about courses transferring because they are USD courses 3.) Multiple core course offerings creating greater accessibility	1.) Financial constraints 2.) Very low summer enrollment for summer 2017 3.) Safety abroad during current political climate
Second Year Experience	3 weeks during intersession	Cost of USD tuition per unit plus the program fee, and additional expenses, totaling approx. $6,500 for SYE 2017	Directly transferrable USD credit	Very High	1.) Students may use financial aid or scholarships 2.) Students do not have to worry about courses transferring because they are USD courses 3.) Exclusively designed for 2nd year students, creating greater connectedness to class and campus	1.) Financial constraints 2.) Limited locations: Florence & Auckland 3.) Safety abroad during current political climate

Figure 1: USD Outbound Mobility Programs

Internationalization Analysis

Methodology

The objective of this research is to analyze the current outbound mobility programs for undergraduate students at the University of San Diego. A tangible CIZN foundation allows the institution to incorporate future research initiatives for a wide set of purposes, including world-conscious students, faculty, and staff; global recognition; and economic, social, and cultural development in an increasingly borderless and interdependent world (Hudzik & McCarthy 2012). Specifically, the research investigated how outbound mobility programs have impacted undergraduates and how it can continue to positively impact students as USD adapts to their needs. The data collection consisted of interviewing three USD staff members, and two faculty members. Additionally, a review of program evaluations from returning students was conducted. All subjects who participated in the study were contacted via email and signed a consent form (appendix G), understanding that the research was strictly anonymous and voluntary. USD employees were interviewed for a timeframe of 20-30 minutes, with questions (appendices H & I) pertaining to their position at USD, interaction with education abroad students, views on the services provided to students, and visions of how to utilize internal and external resources to advocate for internationalization.

Data Presentation - Administrator and Faculty Interviews

Interviews were orchestrated with three professionals working directly with international education at the University of San Diego's International Center and with two faculty members to obtain a unique and diverse perspective on the student mobility offerings for undergraduate students. The three administrators included: Dr. Jessica Calhoun, Associate Director of International Studies Abroad, Dr. Kira Espiritu, Director of International Studies Abroad, and

Dr. Denise Dimon, Associate Provost for International Affairs. Faculty members included Dr.

Leeva Chung and Dr. Randy Willoughby. Leeva is a professor of Communication Studies, and

she has been involved in international education at the University of San Diego by teaching

abroad since 2005. Randy is a professor of International Relations, as well as the Director of the

Master of Arts in International Relations program at USD. He has had the good fortune to teach

abroad in some capacity since 1998. International Relations is a unique major because studying

abroad is a mandated component of the degree. Every undergraduate IR student must complete at

least three credit hours abroad as part of their international component. Both Randy and Leeva

started working in international education at USD by teaching during the Guadalajara, Mexico

Summer Program. They taught abroad in Guadalajara until 2010 when the program ended due to

declining enrollment numbers. Each interview provided an insightful glimpse student mobility at

USD, as well as helped to shed light on the ways in which outgoing participation among

undergraduate students can be increased. It should be noted that the following data presentation

is divided by common themes.

      Evolution of student mobility. USD's internationalization strategy was described by all

participants as comprehensive to date and more formalized than it was in its nascent years.

During the first three years of the International Center, from approximately 2007 to 2010, there

were "several irons in the fire", meaning that those involved simply wanted to get the word out

and create an urgency for students to go abroad. The main priority was growth, whereas since

2010, priorities have been re-evaluated to streamline the processes of internationalization. It was

expressed that the internationalization strategy of earlier years was more of a bottom-up

approach comprised of individual initiatives, which has become significantly formalized in

recent years. This history was referenced as well in terms of what students experienced in 2000

compared to their reality today. Undergraduate students now have one office to visit with questions about studying abroad, rather than several different options which were solely focused on their major program. For example, an Arts & Sciences student would have to visit a single advisor in their particular school, and a business student would have to visit Kira. Fortunately, now undergraduate students from any major can come to the Office of International Studies Abroad to get information and guidance. All five expressed that study abroad participation spiked when education abroad at USD became centralized in 2009, two years after the formalization of the International Center.

Education abroad trend – accessibility. Education abroad trends at the University of San Diego may demonstrate what could be helping or hindering students from studying abroad during their undergraduate career. When asked about study abroad trends over the last five years at USD, administrators stated that previously underrepresented students are being targeted to reach a higher level of accessibility for global experiences. An example of this is accessibility for student athletes. Many athletes do not participate in a study abroad program, short-term or long-term, due to rigorous training and academic schedules, which can be even more intense for those on a scholarship. Kira has succeeded in collaborating with the basketball team to help create a custom short-term program in Rome, Italy, which gave students the chance to earn credit for one course, while also maintaining their training regimen. The importance of the connections that have been established with other offices on campus, such as the Health and Wellness Center and the Disability and Learning Difference Resource Center to reach other groups of underrepresented students. Over the past few years, the International Center has worked to make education abroad more accessible to students who face barriers with health and learning to make studying abroad more accessible to them as well. Partnerships such as these allow the burden to

be lifted off of the shoulders of these students so that they experience a smoother application process. Working with the Office of Ethical Development and Restorative Practices is also a priority to ensure that every study abroad student is properly vetted and cleared to go abroad. Jessica and Kira both work with partners across campus to ensure that each student is handled on a case-by-case review so that no situation is treated as black or white. Another important factor that has created success in accessibility is the close collaboration between the International Center and the Office of Financial Aid. Indeed, the International Center Scholarship is offered to every student with financial need, which requires no effort on the student's part. This achievement has been very well received because prior to the development of the scholarship, students were encountering a barrier when applying for scholarships. Now, eligible students are identified by the IC's budget manager and the Office of Financial Aid, and the student is notified when they receive the scholarship. It has become a seamless and rewarding process to ensure that more students can study abroad, no matter the cost.

Education abroad trend – quality of programming. Feedback from participants further described positive trends in education abroad at USD, which included more adventurous selection of destinations, as well as a shift in focus relating to outward mobility. The university is stepping into a "2.0" internationalization plan for education abroad, meaning that the strategy is no longer to simply get students abroad; the focus is now on the experiences that students have abroad. Stated simply, it is more of a quality versus quantity strategy, meaning that there has been a shift in emphasis from quantity of undergraduate students to the quality of their experiences abroad. Satisfaction was expressed in the evidence that students are selecting more non-traditional locations for studying abroad, such as Cambodia and India.

Education abroad trend – faculty involvement. Faculty involvement has been on an upward trend as well, which has greatly benefitted undergraduate students. Dozens of faculty members submit proposals for intersession and summer programs every year, which is an indication of how valuable these types of short-term programs are to students and faculty. Faculty-led programs allow more students to be reached in majors that make it more challenging to study abroad for a longer period of time. There are also more opportunities for students to explore that USD did not have five years ago, such as the dual degree program mentioned previously.

Education abroad challenges – departmental pushback. The University of San Diego prides itself on sending an impressive number of undergraduate students abroad every year; however, students still encounter challenges that hinder them from having a global experience during their college career. When asked about the challenges that USD undergraduates face when deciding to study abroad, the five participants offered insights that may shed some light what can be done to increase outgoing participation moving forward.

Departmental pushback was mentioned as a challenge for students from each participant. Although many departments at USD have a positive relationship with the International Center and commonly promote study abroad, and indeed lead programs abroad, there are still a handful of department chairs who remain steadfast in their perception of education abroad. The Visual Arts department, for example, will not grant any student Fine Arts credit for any program in Continental Europe, as previously mentioned. It is a common understanding that the chances of a visual arts course being approved to transfer back to USD for credit are slim because the department believes that the standards cannot be met at an institution abroad, even if the institution is in Florence, Italy. If the partner school is not a university, the department will not

even consider the course. While many USD departments have come around to the idea of students studying abroad, there are still a few who make it difficult for their students to experience an outbound program as an undergraduate.

Education abroad challenges – financial constraints. Financial constraints provide a significant barrier for students who wish to study abroad at USD, even with the strides that have been made to overcome those barriers; this was a common theme in each interview. With tuition climbing higher each year, students find it difficult to study abroad, especially if they cannot get all of the classes that they need. In other words, students and their families cannot afford to take extra courses abroad if that means that they will not graduate on time. Lack of funding remains an issue for the International Center, particularly for students who have need, but that do not necessarily qualify for any sort of scholarship or aid. Students who find themselves in the middle ground of not meeting the qualifications for need but still needing financial assistance choose to not study abroad because they cannot afford the additional expenses that accompany traveling abroad. Even though students still pay USD tuition and housing abroad is usually cheaper, add in plane tickets, foreign costs of living, combined with traveling on the weekends, and it can quickly add up to a significantly more expensive semester compared to the cost of a semester in San Diego. That said, if students are going to pay the price of studying abroad, they are more likely to choose a semester program because short-term intersession or summer programs are hard to justify considering that students would incur extra costs outside of a typical semester.

Education abroad challenges – threat to safety abroad. Finally, the topic of growing tension across the world was a theme in each interview when speaking about challenges for students. The geopolitical environment has arguably created a sense of fear that has infiltrated that field of education abroad. Some students and parents have adopted a "dangerous world"

mentality which is certainly causing them to think twice about the idea of studying abroad. The appeal of student mobility has lessened, while the appeal of safety has increased. Each interview participant alluded to the idea that this could have caused the decline in undergraduates studying abroad at USD in the most recent Open Doors Report. Indeed, these interviews took place before the deadline for summer programs, and this year happens to have the lowest enrollment numbers that the International Center has seen in years. For example, the Paris Arts & Sciences Program typically has an enrollment of fifty to sixty students each summer, offering five courses for students to choose from. When the applications closed in March, the enrollment number totaled at thirty students and resulted in the cancellation of two of the courses. It can only be speculated that the global unrest is to blame for yet another decline in numbers; however, it should still be considered when investigating the challenges that are hindering undergraduate students from participating in education abroad while at USD.

Education abroad opportunities. With the many challenges that undergraduate students face when deciding to study abroad at USD, there are many opportunities that are also presented which may help students. It was mentioned that if students plan to study abroad as soon as they start the college career, then they can realistically study abroad as many times as they want since there is no limit for global experiences. There is evidence for this opportunity in the Second Year Experience program for sophomores. Many students who went abroad with either the Florence, Italy or Auckland, New Zealand SYE programs in January of 2017 have already applied to go abroad again either with a short-term summer program or for the entire fall semester. The SYE program has proven successful in that regard by planting the seed for education abroad, furthering the opportunity for learning, growth, and development. The Second Year Experience in and of itself was expressed as an opportunity to students because of the popularity and

perceived success of the program. Short-term faculty-led programs are also advantageous to students because they can be tailored to reach a wide variety of needs. If a student can only go abroad once and needs to fulfil three credits of core, they can do that with an intersession or summer program. Faculty-led programs can work for almost every major, so in theory, every undergraduate student should be able to study abroad at some point, if they can afford it. The dual degree program was emphasized as becoming a wonderful opportunity for business students. International activities are already an asset for the post-grad job hunt, but having a degree from USD and an international university can set students apart in an even more distinct way. The growing international student population can also be seen as an opportunity for USD undergraduates. Students today are having an international experience even on San Diego's campus, which hopefully encourages students to have an open-mind when considering studying abroad.

Looking ahead. In order to successfully create a plan of action for improving student mobility for undergraduate students at the University of San Diego, each participant was asked a concluding question regarding further improvements. A common theme described was the idea that underrepresented students need to remain a priority. It was expressed that certain students, such as athletes, need to be targeted in such a way so that their needs can be identified and programs can be designed specifically with them in mind. Each participant spoke about the importance of adapting to the changes of the university to ensure that students are able to fulfill a global experience throughout their undergraduate career. While many undergraduates are able to study abroad at USD, there are still thirty percent who do not go abroad, and many of those students are consistently underrepresented in the field. Student athletes, first-generation college students and immigrant, as well as minorities are groups that have persisted as underrepresented

in education abroad, and while USD is trying to find ways to increase inclusion, it is a long and complicated road.

Data Presentation – Existing Student Data

An examination of program evaluations from returning study abroad students was conducted to capture the undergraduate student education abroad experience. From the fifty program evaluations, 25 participants were male and 25 were female. The years of matriculation represented in the survey are: 2012, 2013, 2014, 2015, and 2016. Each year contained ten student evaluations. Twenty-two program destinations were represented from the sample, and each type of program was included, with the exception of the recently established dual degree. Students from each major were represented in the sample. The participants were provided a series of open-ended questions pertaining to their decisions in choosing their program. When asked to provide their reasoning for choosing the type of program that they attended, the majority (54%) of students mentioned the availability of course credit as being the most important factor. Location of the program (21%) and perceived safety of the location (10%) were the second and third greatest factors mentioned within the responses. Other responses included friends attending the program (8%) living accommodations (5%), and onsite staff (2%). Again, the following data presentation is divided by common themes addressing barriers.

Safety abroad. The sample demonstrated an increase in importance of the perceived safety of location over the years. For example, 4% of students rated safety as important in 2012, but the percentage has increased steadily each year since, with 40% of students in 2016 showing safety as a large factor. One student from 2013 mentioned, "I would feel safe in any study abroad location right now, but my parents do not want me visiting anywhere in Africa or Mexico, so I am choosing to go to Ireland." The tone was different for a student who studied abroad in 2016,

in which she stated, "I really wanted to study abroad in Paris, but my parents would not let me because of the 2015 attacks. I went to Australia instead, but I did not think it was any safer. I had a great time regardless." As represented with both of these examples, a majority of the students who mentioned safety abroad (57%) typically also mentioned parental concerns.

Availability of course credit. Course selection has persisted as the most important factor each year, with many students expressing that they could not have studied abroad without earning course credit. Students mentioned the difficulty in finding a program that worked with their major. For example, art majors and engineering majors captured in the sample stated that short-term programs worked better for them because semester programs did not offer the courses that they needed. In contrast, students majoring in business courses still valued course offerings as important to their choice, but it was not as significant as other majors. A number of students also revealed that studying abroad would not have been possible if they had not saved three to four core courses specifically for the purpose of studying abroad.

Financial constraints. The financial burden of studying abroad was considered to be another significant factor in the decision-making process for students; however, students who participated in short-term programs noted this more frequently than students who participated in semester or exchange programs. Often times, students would mention a correlation between finances and course selection for long-term programs. One semester abroad student expressed, "My parents would not have allowed me to study abroad if I did not earn credit for at least four classes. If I was going to delay graduation to study abroad, they would not have let me participate." Similar sentiments were echoed among twenty-four other students. 13% of the participant pool had received some sort of scholarship to fund their abroad program, which was included in their decision to participate. A total of four students demonstrated a direct concern of

an interviewed administrator, expressing that they did not qualify for financial aid, but they still

needed some type of aid. While these students did participate in an outbound mobility program,

they revealed that the financial burden still permeated the decision-making process.

Looking ahead. Students offered improvements to aid in the study abroad decision

process. 32% of participants from the most recent evaluation pool stated that the application

process was confusing, and the bureaucracy was discouraging during the course review process.

Students further explained that a completely online process would be more favorable than the

present structure, with three-fourths of the application online and one-fourth requiring the

submissions of forms. This percentage was consistent with prior years, but showed a slight

increase in 2016 from 30%. One student who participated in a semester abroad commented, "It

was confusing to have to complete one application with USD and one with the school abroad. I

was constantly questioning who needed what information, and I had to do a lot of the same

requirements for both applications." 23% of students from the sample expressed that they had

issues with the amount of information they were required to understand. For example, a short-

term student from the summer of 2015 explained the following:

> I applied to study abroad in London over the summer, but I was very close to
> withdrawing my application because I wanted to apply to an internship instead. I thought
> that I could just end my application process, but then I was told that I would have to pay
> hundreds of dollars because of the withdrawal fee. I ended up just going on the program,
> and I definitely enjoyed it. I was supposed to have known about the refund policies,
> because it was in my application. But honestly, most of us just check the boxes and do
> not read any of the information. I know that is not an excuse, but I wish it was
> communicated more clearly.

Many of the participants agreed that there is a more efficient method regarding the application

process, but did not have any concrete suggestions for the office.

Conclusions

The purpose of this study was to determine if undergraduate students at the University of San Diego are experiencing barriers when deciding to study abroad. Statistics would suggest that students are facing challenges in recent years resulting in a decrease of participation in student mobility programs. Considering that a major component of the institution's strategic plan is focused on creating global citizens, the university should entertain as many efforts as possible to ensure greater accessibility for all students to study abroad. Students feel more connected to their institution when they have a positive experience through studying abroad; however, they must first decide that studying abroad will benefit them. Therefore, an identification of the barriers that they encounter when choosing to study abroad is crucial to determining how USD can create higher participation.

The first step towards breaking down barriers is to allocate more funding for study abroad students who fall within middle range. It has been shown through interviews and student data that financial constraints are hindering students from studying abroad, and many of those students are those who do not qualify for need-based scholarships. Sadly, these students are usually the most common students to leave campus after their freshman year. If USD can allocate funding to apply to scholarships for students who are in a particular need bracket, then they will begin to work towards their overall internationalization objective through increased student mobility, while also gaining higher retention rates.

The second step would be to standardize the foreign course approval process across departments. This would create more opportunities for students to earn USD credit abroad by implementing a certain model that department chairs must follow when reviewing courses. This will ensure that is it not easier for students from one major to study abroad than it is for another.

It should be noted that when the core curriculum changes in fall of 2017, students will be granted more free elective credit, combined with more freedom for core course options. This is one step in the right direction for greater accessibility for students to study abroad from all majors.

Finally, in regards to safety abroad, there is unfortunately no way to predict how the current geopolitical climate will continue to evolve. The safety of students abroad can never be a guarantee; however, the safety of students on their own campus cannot be a guarantee either. The only way to combat the anxiety surrounding world travel is to continue living life. Cross-cultural understanding is the foundation of a peaceful world, and education abroad can be a catalyst for students to become globally aware. Intercultural awareness is a positive step in the right direction towards global citizenship, and USD can work towards fostering that aspect of students' lives by creating more opportunities and fewer barriers.

Recommendations

Though the data collection heavily focused on education abroad, the feedback applies to the wider set of CIZN strategies that can be later integrated into the institutional initiatives. The recommendations are based on the data collect by undergraduate students, faculty, and staff members. Utilizing the internationalization elements referenced by the ACE (2012), each element of CIZN will be addressed as an action plan. Utilizing the Internationalization Tracking Measure built by Jane Knight (2000), the recommendations will then be prioritized within a timeline that can concretely be monitored and evaluated over time. Due to the framework of the data collection, the recommended action plan and assessment will impart a heavy focus regarding education abroad with the intentions of expanding into a more holistic CIZN strategy as USD gradually incorporates more internationalization efforts.

Articulated institutional commitment. As cited earlier in the study, the institution's mission statement reads as, "The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service" (USD, 2017d, para. 2). This is coupled with the *Envisioning 20204* vision, "The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges" (USD, 2016, p. 7). There is already a strong sense of internationalization within the two most defining expressions of the institution's optimal goals and objectives. A CIZN strategy can only be effective if USD as a whole can move forward in its efforts to become an internationalized institution, which begins with the commitment to student mobility. USD must first begin reinforcing its dedication to internationalization by establishing and exceeding explicit goals as they relate to student mobility. If President Harris vows to make global citizenship a priority on his overall institutional agenda, studying abroad will be more widespread and applicable to each current and future undergraduate collegiate at USD.

Administrative structure and staffing. According to ACE (2012), "the president/CEO is the most common catalyst at institutions that reported an accelerated focus on internationalization in recent years" (2012, p. 9). President Harris has already made the commitment to incorporate strategies to his overall vision that emphasize global citizenship, but he must support the Office of International Studies in order to achieve increased participation in global programs. As students continue to study abroad, it is essential that funds are allocated to professional development and staff training focusing on international relations. There are a wide variety of organizations and networks built around global education, and these opportunities

should be available to all staff members. Additionally, to achieve success with foreign institution course approvals, departments must gain a concrete understudying of the complexities and opportunities of an international presence on their students. President Harris can aid in this battle by promoting the benefit of global experiences to specific departments chairs, such as art and engineering.

Curriculum, co-curriculum, and learning outcomes. Since the inception of this research, there have been many discussions related to the curriculum, specifically pertaining to foreign course equivalencies, and how they will fit into the new core, which will come into effect in the fall of 2017. The data demonstrates that students are most concerned about course options abroad. As mentioned previously, students will be granted more free elective credit within the new core, which will provide greater accessibility for students to study abroad from all majors; however, intercultural objectives should be more heavily incorporated into the learning outcomes at USD in order to increase participation in student mobility.

Faculty policies and practices. The USD faculty handbook provides substantial information regarding tenure or funding to "ensure that faculty take[s] advantage of opportunities to work abroad, collaborate with international colleagues, build upon previous international background, and maximize the impact of these experiences in terms of student learning" (ACE, 2012). Data from interviews portrayed that faculty involvement in education abroad programs has been on the rise over the past five years. The culture at USD should continue to perpetuate this positive trend, and faculty should be provided more incentives to propose programs that create more accessibility for students.

Student mobility. This study has revolved solely around student mobility, but the recognition of how it fits into the entire CIZN scheme is important to the overall success of the

institution. Findings from this research have demonstrated the barriers that undergraduate students experience when deciding to study abroad. Each of these barriers should be addressed in order to increase participation. More funding could aid financial constraints, while innovative program design could assist in safety precautions during the political climate. Additionally, collaboration with academic departments should become a larger priority to create more opportunities for students to study abroad and gain course credit.

Collaboration and partnerships. The University of San Diego has a strong foundation of mutually beneficial partnerships, and they continue to pursue new developments, such as the dual degree program partners. The fact remains that incoming students from partner institutions are much more common than outgoing students. Reasons for this could also align with the same barriers that students mentioned in the student evaluations used in this research. Addressing and solving these barriers could create more opportunities for students to participate in exchange programs, resulting in a more beneficial relationship between institutions.

Internationalization tracking measure. The Internationalization Tracking Measure, amended from Jane Knight's (2000) tool, allows the recommendations to be prioritized, monitored, and evaluated as an iterative process in the CIZN strategy. Displayed in figure 2, the tool divides the six elements into a tracking measure that pertains to the aforementioned recommendations. Each element has a target goal to quantify an estimated month and year to actualize the tracking measure and is order in terms of precedence as needed by the institution. The objective justifies the tracking measure within the overarching institutional agenda, and explains how the tracking measure relates to the overall mission and values of USD. Again, the focus of this study was student mobility programs' In order to create a more positive student experience through education abroad, USD must implement measures that result in progress.

Elements	Tracking Measure	Target Goal	Objective	Qualitative Progress[2]
Articulated Institutional Commitment	Articulate explicit goals pertaining to internationalization within vision and mission statement	September 2017	Demonstrate a commitment to international education and making student mobility a priority on the institutional agenda	D C B **A**
Curriculum, Co-curriculum, & Learning	Incorporate intercultural objectives into the learning outcomes across academic programs	September 2017	Create learning objectives within new core curriculum that increase study abroad accessibility	D **C** B A
Administrative Structure & Staffing	Allocate funding for professional development within international education	September 2018	Become globally competent as student mobility increases	D **C** B A
Faculty Policies & Practices	Continue encouraging faculty involvement and provide greater incentives	September 2017	Become a highly competent team of leaders in international education	D C B **A**
Student Mobility	Increase undergraduate study abroad participation by 5%	September 2018	Become a leader in international education	D C **B** A
Collaboration & Partnerships	Continue to explore global partnerships and increase undergraduate participation in exchange programs by 5%	September 2018	Strengthen connections to seek mutually beneficial outcomes as a result of a partnership	D **C** B A

Figure 2: Internationalization Tracking Tool

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[2] Qualitative progress measures how each element has been implemented. This ranges from D (poor), to A (excellent).

Future Research

Future research of outbound internationalization offerings at the University of San Diego should include data from students beginning at the starting point of their study abroad inquiry process. Implementation of parent surveys could also be beneficial to depict any influence that students may experience when deciding to study abroad. Finally, future research conducted on comprehensive internationalization at the University of San Diego should include the entire scope of the term. In order to capture the most accurate picture of the institutional perspective and plan, inbound programs should be closely examined in additional to outbound programs. Interviews of strategic plan key players should also be included in order to provide context and a well-informed research method. This research has focused solely on education abroad students; however, CIZN also involves aspects of international student services. The number of incoming international students has greatly increased over the years, and USD must continue to focus its attention on accepting international students so that domestic students can gain global and cultural competence on campus. The overall picture of CIZN at the University of San Diego is complex, and education abroad is only one prism of an intricate design. Each and every facet of internationalization should be analyzed in order for USD to move forward in achieving student success by meeting their needs.

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Appendix A: USD Strategic Planning Principles

STUDENT AND ALUMNI SUCCESS

This principle builds upon USD success by identifying specific targets that would place USD among the best in the nation. This requires the development of curricular and co-curricular experiences that improve student learning, increase retention and graduation rates, and provide more and higher quality opportunities for internships and careers after graduation, and lay the foundation for living purposeful lives.

GLOBAL CITIZENSHIP

This principle supports programming that develops a global mindset in USD graduates as demanded by Pope Francis in his rejection of the globalization of indifference and a throwaway culture. USD seeks to set the standard as a school that produces liberally educated leaders with a global mindset, who embrace difference at home and abroad and act with integrity and compassion as changemakers engaged in a complex and ever-changing world.

CULTURE OF ENGAGEMENT

This principle describes the observable changemaker behavior USD strives to see in students and alumni. It creates an environment for USD to rethink its outreach to alumni and other key constituents to create a 21st century model for alumni engagement. The ultimate aim is to develop a culture of engagement in students, alumni, and the USD community to serve humanity.

INSTITUTIONAL EFFECTIVENESS

This principle describes USD's desire to create resources and processes that set the standard for institutional efficiency and effectiveness at a contemporary Catholic university. Human, physical, technological and financial resources, and the associated processes that set the standard for institutional effectiveness, will set us apart from our peers.

PROMINENT PROFILE

USD will continue to develop and elevate the regional, national and international profile by effectively telling compelling stories about programs, students, faculty and alumni.

Appendix B: USD Envisioning 2024 Six Pathways

ANCHOR INSITUTION

Engage communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort.

ENGAGED SCHOLARSHIP

Encourage the integration of knowledge and research to address questions within and across disciplines and communities with local specificity and global implications.

PRACTICE CHANGEMAKING

Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change.

ACCESS & INCLUSION

Expand access and demonstrate inclusive excellence to benefit the learning and success of all students and to advance educational equity and become a first-choice university for underrepresented students.

CARE FOR OUR COMMON HOME

Demonstrate care for all creation through teaching, scholarship, campus culture, and community partnerships.

LIBERAL ARTS EDUCATION FOR THE 21ST CENTURY

Prepare students to lead purposeful lives with successful careers in the 21st century.

Appendix C: Analysis of USD Stakeholders

Stakeholder	Impact	Influence	Priorities	Challenges	Strategy of Engagement
Office of the President	High	High	Recruitment and retention of students	Budget constraints, low retention rates	Allocate resources and provide services to increase education abroad access and participation
Office of the Provost	High	High	Retention and credibility of academics	Lack of resources and funding	Work with faculty and staff to build success of CIZN at USD
Board of Trustees	Low	High	History, organizational structure, campus plans, and financial condition	Periodic meetings, minimal interaction with students	Create a positive student experience by creating outcomes focused on retention
Faculty	High	High	Accreditation and retention	Budget constraints, lack of resources	Design curriculum to incorporate opportunity for global experiences for students
Admissions	High	High	Recruitment of students	Low enrollment	Research and market to various populations and demographics

Stakeholder	Impact	Influence	Priorities	Challenges	Strategy of Engagement
Financial Aid	Low	Medium	Tuition and fees	Lack of scholarship opportunities for study abroad students	Explore internal and external funding for scholarships and grants
Academic Department Chairs	High	Medium	Ensure foreign courses meet standards of USD equivalencies	Chairs change periodically, departments vary in review style for foreign courses	Implement program standards for student success in degree requirements
Student Life	High	Medium	Promotion of activities to prevent attrition of students	Low attendance and participation of students	Implement programming for student outreach in partnership with study abroad office
Office of International Studies Abroad	High	High	Provide study abroad opportunities, work with faculty to implement programs, build and maintain foreign partners	Lack of funding and resources, negative perception of study abroad by faculty and parents	Focus attention of create innovate programs to increase study abroad access and participation
Study Abroad Students	High	High	Scholarships, financial aid, academics	Lack of funding, lack of planning, stress of academics, academic schedule	Plan academic schedule and finances around study abroad experience

Stakeholder	Impact	Influence	Priorities	Challenges	Strategy of Engagement
Student Advising	Medium	High	Academic plan, transfer credits	Curriculum changes, accreditation standards	Prepare students for study abroad experience by meeting with them and hosting pre-departure orientations
Institutional Advancement	Medium	Medium	Alumni relations, funding	Lacks of donors, minimal alumni engagement	Incorporate study abroad alumni as resources for prospective study abroad students
Parents	High	High	Academics and positive student experience	Lack of financial support, fear of changing global and political climate, negative perception of study abroad	Build upon marketing strategies that places focus on family experience for study abroad

Appendix D: USD Semester Affiliated Programs

Program Name	City	Country
Argentina: Buenos Aires - CEA Global Campus	Buenos Aires	Argentina
Argentina: Buenos Aires - University of Belgrano	Buenos Aires	Argentina
Australia: Brisbane - Queensland University of Technology	Brisbane	Australia
Australia: Cairns & Townsville - James Cook University	Townsville Cairns	Australia Australia
Australia: Kensington- University of New South Wales	Kensington	Australia
Australia: Queensland - School for Field Studies	Queensland	Australia
Australia: Sydney - Macquarie University	Sydney	Australia
Australia: Sydney - University of Technology Sydney	Sydney	Australia
Austria: Vienna - IES Center	Vienna	Austria
Bhutan: Bumthang - School for Field Studies	Bumthang	Bhutan
Brazil: Rio de Janeiro - Pontifícia Universidade Católica	Rio de Janeiro	Brazil
British West Indies: South Caicos Island - School for Field Studies	South Caicos	Turks and Caicos Islands
Cambodia: Siem Reap - School for Field Studie	Siem Reap	Cambodia
China: Beijing - Peking University, Guanghua School of Management	Beijing	China
China: Beijing- China Studies Institute at Peking University	Beijing	China
China: Shanghai - Fudan University	Shanghai	China
Colombia: Bogotá - Universidad de los Andes	Bogotá	Colombia
Costa Rica: Atenas - School for Field Studies	Atenas	Costa Rica
Cuba: Havana - Universidad de La Habana	Havana	Cuba
Czech Republic: Prague - Anglo American University	Prague	Czech Republic
England: London - Queen Mary University	London	England
England: Oxford - Centre for Medieval and Renaissance Studies	Oxford	England
England: Oxford - St. Clare's, Oxford	Oxford	England

Finland: Helsinki - Aalto University, School of Business	Helsinki	Finland
France: Aix-en-Provence - IAU College	Aix-en-Provence	France
France: Bordeaux - KEDGE Management School	Bordeaux	France
France: Lille - EDHEC Business School	Lille	France
France: Paris - CEA Global Campus	Paris	France
France: Reims - NEOMA Business School	Reims	France
France: Strasbourg - EM Strasbourg Business School	Strasbourg	France
Germany: Freiburg - IES Center, Language & Area Studies Program	Freiburg	Germany
Germany: Eichstatt - Catholic University of Germany	Eichstatt	Germany
Germany: Freiburg - IES Center, European Union Program	Freiburg	Germany
Germany: Vallendar - WHU Otto Beisheim School of Management	Vallendar	Germany
Hungary: Budapest - Budapest Semesters in Mathematics Education	Budapest	Hungary
Ireland (Republic): Cork - University College	Cork	Ireland
Israel: Haifa - Technion: Israel Institute of Technology	Haifa	Israel
Italy: Florence - Florence University of the Arts	Florence	Italy
Italy: Milan - Bocconi University	Milan	Italy
Italy: Milan - IES Center	Milan	Italy
Italy: Rome - John Cabot University	Rome	Italy
Japan: Tokyo - Temple University	Tokyo	Japan
MAIR Paris & Brussels: European Security	Brussels Paris	Belgium France
Mexico: Guadalajara - Instituto Tecnologico de Estudios Superiores de Occidente	Guadalajara	Mexico
Mexico: Guadalajara - Instituto Tecnologico y de Estudios Superiores de Monterrey	Guadalajara	Mexico
Mexico: Monterrey - Instituto Tecnologico y de Estudios Superiores de Monterrey	Monterrey	Mexico
Morocco: Casablanca- ESCA School of Management	Casablanca	Morocco
Morocco: Ifrane - Al-Akhawayn University	Ifrane	Morocco

New Zealand: Auckland University of Technology	Auckland	New Zealand
New Zealand: Dunedin - University of Otago	Dunedin	New Zealand
New Zealand: Wellington - Victoria University	Wellington	New Zealand
Panama: Bocas del Toro - School for Field Studies	Bocas del Toro	Panama
Peru: Pilcopata - School for Field Studies	Pilcopata	Peru
Portugal: Lisbon - NOVA School of Business & Economics	Lisbon	Portugal
Scotland: Edinburgh - University of Edinburgh	Edinburgh	Scotland
Scotland: Glasgow - University of Glasgow	Glasgow	Scotland
SEA Semester: Multi-City - Colonization to Conservation in the Caribbean	Various	Various
SEA Semester: Multi-City - Global Ocean	Various	Various
SEA Semester: Multi-City - Marine Biodiversity and Conservation	Various	Various
SEA Semester: Multi-City - Ocean Exploration	Various	Various
SEA Semester: Multi-City - Oceans & Climate	Various	Various
SEA Semester: Multi-City - Sustainability in Polynesian Island Cultures and Ecosystems	Moorea	French Polynesia
Semester at Sea: Multi-City	Multi-City: Semester at Sea	Multi-Country: Semester at Sea
South Korea: Seoul - Korea University Business School	Seoul	South Korea
Spain: Barcelona - Institut Quimic de Sarria, Universidad Ramon Llull	Barcelona	Spain
Spain: Barcelona - Universidad Ramon Llull, ESADE Business School	Barcelona	Spain
Spain: Madrid - Universidad Pontificia Comillas	Madrid	Spain
Spain: Madrid - USD Madrid Program	Madrid	Spain
Spain: Toledo - Fundación José Ortega y Gasset	Toledo	Spain
Tanzania: Manyara - School for Field Studies	Manyara	Tanzania
Uruguay: Montevideo - Universidad ORT Uruguay	Montevideo	Uruguay
Vietnam: Ho Chi Minh City - Loyola University Chicago	Ho Chi Minh City	Vietnam

Appendix E: USD Exchange Programs

Program Name	City	Country
Australia: Kensington- University of New South Wales	Kensington	Australia
Brazil: Rio de Janeiro - Pontifícia Universidade Católica	Rio de Janeiro	Brazil
China: Beijing - Peking University, Guanghua School of Management	Beijing	China
China: Shanghai - Fudan University	Shanghai	China
Colombia: Bogotá - Universidad de los Andes	Bogotá	Colombia
Finland: Helsinki - Aalto University, School of Business	Helsinki	Finland
France: Bordeaux - KEDGE Management School	Bordeaux	France
France: Lille - EDHEC Business School	Lille	France
France: Reims - NEOMA Business School	Reims	France
France: Strasbourg - EM Strasbourg Business School	Strasbourg	France
Germany: Eichstatt - Catholic University of Germany	Eichstatt	Germany
Germany: Vallendar - WHU Otto Beisheim School of Management	Vallendar	Germany
Israel: Haifa - Technion: Israel Institute of Technology	Haifa	Israel
Italy: Milan - Bocconi University	Milan	Italy
Italy: Rome - John Cabot University	Rome	Italy
Mexico: Guadalajara - Instituto Tecnologico de Estudios Superiores de Occidente	Guadalajara	Mexico
Mexico: Guadalajara - Instituto Tecnologico y de Estudios Superiores de Monterrey	Guadalajara	Mexico
Mexico: Monterrey - Instituto Tecnologico y de Estudios Superiores de Monterrey	Monterrey	Mexico
Morocco: Casablanca- ESCA School of Management	Casablanca	Morocco
Morocco: Ifrane - Al-Akhawayn University	Ifrane	Morocco
Portugal: Lisbon - NOVA School of Business & Economics	Lisbon	Portugal
South Korea: Seoul - Korea University Business School	Seoul	South Korea

Spain: Barcelona - Institut Quimic de Sarria, Universidad Ramon Llull	Barcelona	Spain
Spain: Barcelona - Universidad Ramon Llull, ESADE Business School	Barcelona	Spain
Spain: Madrid - Universidad Pontificia Comillas	Madrid	Spain
Uruguay: Montevideo - Universidad ORT Uruguay	Montevideo	Uruguay

Appendix F: USD Faculty-Led Programs

Intersession 2018 Programs

Program Name
Argentina - Buenos Aires Business Program
Argentina - Buenos Aires Arts & Sciences Programs
China – Hong Kong Program
England – London Program
Euro-Tour
Peru – Cusco Math Program

Summer 2018 Programs

Program Name
Austria – Salzburg German Program
China – Beijing/Shanghai Program
Croatia Business Program
England – London Program
France – Paris Arts & Sciences Program
Guatemala – Antigua Program
Italy – Salerno Italian Program

Appendix G: Participant Consent Form

Dear Study Participant,

You are being invited to participate in a research study to determine the best methods for increasing undergraduate study abroad participation at the University of San Diego.

This study is being conducted by Alana Franklin, a student from the International Education Master's Program at the School for International Training (SIT) Graduate Institute located in Brattleboro, Vermont. Data collected from this study will be used to better understand and expand outbound internationalization offerings for undergraduate students at the University of San Diego.

You are eligible to participate in this study because you are an administrator who significantly influences internationalization at the University of San Diego.

The process is simple and only requires that you are willing to give your time to answer a few questions regarding current internationalization efforts at the University of San Diego, as well as factors that help or hinder students in their participation in study abroad programs. There will be a 30-minute interview regarding internationalization offerings at USD, which will include a discussion of the decline of study abroad participation of undergraduates.

Your participation is completely voluntary, and you have the right to decline participation. If at any point in the process you decide to withdraw your participation, your information will be deemed unpunishable, and will be removed from the research. In addition, you have the right to waive the use of your legal name in research documents. On this form, please circle whether you are comfortable with your name being published in the research documents or if you choose to remain anonymous.

By signing this form, you are recognizing your willingness to participate in a study regarding the outgoing internationalization mobility programs offered at the University of San Diego.
If you have any questions or concerns regarding this study, please contact my advisor; Dr. Linda Drake Gobbo, Professor of International Education at the SIT Graduate Institute by email: linda.gobbo@sit.edu.

Thank you so much for your participation and your time.

Participant name: _____

Participant Signature: _____

Researcher's Signature: _____

Name use preference (please circle one): Keep name in document/ Change name in document

Appendix H: Interview Questions for Administrators

Interviewee: _____   Date: _____

How long have you been working in international education?

How long have you been working at USD? How long in the IC?

How would you describe USD's internationalization strategy? How has it evolved over the years?

What are some education abroad trends that you have noticed in the last 5 years at USD?

What are challenges facing prospective study abroad students?

What are opportunities?

How can USD improve internationalization offerings to increase outgoing participation for undergraduate students?

Appendix I: Interview Questions for Faculty

Interviewee: _____   Date: _____

How long have you been working at USD?

How long have you been working teaching abroad at USD?

Which outbound undergraduate programs have you led?

How would you describe internationalization at USD?

What are some education abroad trends that you have noticed in the last 5 years at USD?

What are challenges facing prospective study abroad students?

What are opportunities?

How can USD improve internationalization offerings to increase outgoing participation for undergraduate students?