

ENHANCING THE UNIVERSITY OF ARIZONA'S STUDY ABROAD PEER ADVISING  
PROGRAM: A COMPREHENSIVE ANALYSIS OF MARKETING STRATEGIES

By

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## Abstract

The study abroad program at the University of Arizona offers eye-opening international educational experiences for undergraduate students. Unfortunately, many students experience difficulties during the information-gathering and applications phases, which cause them to withdraw from the program before committing to a session. This research focuses on the Study Abroad experience and takes a qualitative perspective by interviewing several students that applied and successfully studied abroad. Based on the transcripts of interviews with study abroad returnees, the study identifies pain points within Study Abroad marketing and Peer Advising and provides concrete recommendations for how to improve the process. These include providing dynamic cost information, student testimonials, and automatic application submission responses to increase engagement and reduce the number of dropped leads.

# Introduction

In an era marked by increasing globalization and the growing importance of cross-cultural experiences, study abroad programs have become integral in shaping the educational landscape. Recognizing the significance of fostering a global perspective among its students, the University of Arizona's Study Abroad Peer Advising Program plays a pivotal role in guiding students through the intricate process of studying abroad. This thesis aims to contribute to the enhancement of this program's marketing strategies through an in-depth analysis facilitated by interviews with students. By exploring the perspectives and experiences of past participants and withdrawn students, the goal of this research is to identify areas for improvement and implement strategic adjustments that will ultimately increase the percentage of interested students who complete a study abroad program.

To achieve this goal, this thesis leverages a combination of valuable resources. Preliminary data extracted from Customer Relationship Management (CRM) database provides insights into the overall effectiveness of peer advising, with a conversion rate hovering around 5%. Additionally, my firsthand experience as a peer advisor lends an insider's perspective into the advising process and the challenges faced by prospective participants. Moreover, my established connection with an assistant marketing director at the Study Abroad office serves as a key asset, providing information on current marketing strategies that will enrich the research process.

The overarching objective of this thesis is to drive positive change within the Study Abroad Peer Advising Program. By pinpointing areas for improvement through comprehensive interviews with past participants and withdrawn applicants, the project aims to enhance marketing strategies at various stages of the student journey, including website improvements, personalized feedback for applicants, improving access to scholarships, and additional support for students in niche majors. The desired impact encompasses raising the conversion rate for program applicants through strategic adjustments in the pre-purchase phase, optimizing the application process for accessibility and efficiency, and refining the study

abroad experience itself. Through this multifaceted approach, this research seeks to ensure a more seamless and enriching experience for University of Arizona students wishing to study abroad.

## Background

This study looks into the various marketing strategies used by UA Study Abroad to connect with and support students, and asks how they can be improved to increase retention and conversion of Study Abroad leads. Essentially, this research focuses on ways to get more students who may be interested in Study Abroad to go through the application process and commit to different programs.

As someone who has both studied abroad on two separate occasions, and whose family has hosted foreign students during their programs, I know how valuable the experience can be, and I believe that everyone growing up today could benefit from learning how to interact, communicate, and learn across cultures.

Currently, the University of Arizona offers a couple hundred different programs at dozens of locations around the world. Different types and lengths of programs are offered (anything from 2 weeks to a full academic year). Additionally, different programs offer different academic courses and interest areas. Most students learn about the various options available through the website and through Study Abroad Peer Advising, a small team of student workers that connects with students and provides appointments and walk-ins to consult prospective applicants on the process of applying and the logistics of traveling.

The findings from this study will help the UA Study Abroad department understand their target audience better and provide suggestions on where and how to improve the entire consumer decision making process for study abroad students. Prior to this research study, I conducted some statistical analysis using data from Study Abroad's customer relationship management software LaCRM. I found that out of all the students who interact with Study Abroad Peer Advising (whether by sending an email, signing up for an appointment, or filling out an online form), only about 5% actually end up committing

to a program. The goal of this research is to uncover strategies that can increase this conversion rate, so that the efforts of the peer advising team yield more returns for the amount of time and effort invested in student engagement and interaction.

The students interviewed throughout the course of this project, despite the struggles and complications they sometimes faced, almost universally agreed that studying abroad was one of the most transformative experiences of their lives. Experiencing other languages, landscapes, and cultures enables students to gain a deeper understanding and wider perspective of the world around them, breaking down preconceived notions and building cultural communication skills that last a lifetime. The university should prioritize making the study abroad process accessible and frictionless to the extent possible, so that more students can take advantage of these opportunities and become more well-rounded alumni.

## Methodology

The data for this project was primarily collected using qualitative interviews. All the interviews were thoroughly analyzed for common themes, and I have discussed the various themes and elaborated on them in the subsequent sections.

First, I initiated the process by creating a consent form for interview participants. This document provided a succinct overview of the study's objectives, participant requirements, potential risks, and the confidentiality of interview transcripts. A copy of the consent form can be found in the appendix. Then, I established a method for scheduling interviews by creating a personal Calendly account and inputting my availability. To recruit participants, I composed emails targeting two distinct groups: students who participated in a University of Arizona study abroad program and those who showed interest in the Study Abroad program initially, but did not end up enrolling. I collaborated with the team at Study Abroad Peer Advising to recruit participants for the study. .

In total, I conducted interviews with eight individuals. The interviews were conducted on Zoom, and all of the interviews were transcribed with the help of audio captioning option in Zoom, while preserving the anonymity of the respondents.

The analysis of these interviews revealed overarching themes, which are discussed in further detail in the subsequent sections of this paper.

## Findings

Through my interviews with study abroad returnees, I uncovered several consistent themes relating to participants' experiences within the program. Several of these issues that students brought up are personal, institutional, or otherwise outside the scope of the UArizona marketing department to directly control. Others are issues or pain points in the student experience that can and should be adjusted. I will spend more of this report analyzing this second group, so first I will speak on the uncontrollable factors I identified: the financial cost of going abroad, general nervousness or anxiety surrounding leaving the country, and the influence of peers. Then, I will dive into the more direct issues, including the effectiveness of study abroad advising appointments/events and difficulties in gathering important information.

### Theme 1: Cost

Studying abroad is expensive. 6 out of the 7 interviews I recorded mentioned cost as a factor in their decision to participate. Participant #4 said, referring to the financials of the trip: "That was something that I was always worried about and it was kind of cloudy."

Participant #6 echoed this sentiment somewhat, saying: "So I was like really like anxious or like. I was like, how am I gonna pay for this?"

Several of them applied to scholarships. Participant #1 said "it was kind of the most stressful because it was like kind of depending on it a little." Participant #7 ran into a problem where she couldn't



put her existing scholarship towards faculty-led programs, saying “I couldn't use my scholarships for any of them. And I'm on like a full scholarship, so I didn't want to abandon all of that. So I just ended up deciding I couldn't do it.”

As evidenced by the quote above and several comments from other respondents, as presented in Table 2 in the Appendix, cost is a big concern for many students wishing to study abroad. Unfortunately, the cost of studying abroad is unlikely to become much cheaper, and the availability of scholarships to students is not something easily changed by the marketing department. However, some of the complaints about cost that were voiced come from a lack of understanding and clarity. The estimated budget sheets available for most programs tend to overestimate the cost, especially when accounting for individual circumstances. Making sure financial information and scholarships are available and accessible to all students who need them is of the utmost importance; however, we should also train advisors and study abroad employees to give some perspective on the potential value of a study abroad program. Pointing out the usefulness of having an international experience as part of a resume or cover letter, as well as the fact that traveling abroad while in college will be one of the cheapest ways to experience the world, as opposed to on an individual basis.

## Theme 2: Nervousness

In the realm of study abroad marketing, it's essential to acknowledge and tackle the various concerns that prospective students may have, particularly regarding the daunting prospect of leaving their familiar surroundings and venturing into the unknown. Common anxieties students grapple with include financial constraints, worries about missing out on experiences back home, and the fear associated with air travel.

Participant #6's admission reflects the significant impact that the fear of flying can have on a student's decision-making process: "I was also just really scared to leave the country in general because...I had never flown on a plane before." Similarly, Participant #4's account highlights the common

experience of confronting doubts and uncertainties mid-flight: "I didn't really have any reservations until I got on the plane and then I was like, oh my god, what [am] I doing?"

Recognizing the deeply personal nature of the decision to study abroad, it's clear that a one-size-fits-all approach to marketing and recruitment falls short. Instead, institutions such as UA Study Abroad must prioritize empathy and understanding, actively engaging with potential applicants to address their fears and concerns. Providing comprehensive information on key aspects such as costs, housing arrangements, support services, and cultural integration can empower students to navigate the complexities of the experience with greater confidence.

Effective study abroad marketing relies on fostering a supportive environment that acknowledges and tackles the multifaceted anxieties students face. By demonstrating empathy, providing transparent information, and offering tailored support, institutions can cultivate a sense of reassurance and confidence among prospective students, encouraging them to embrace the transformative opportunities that studying abroad offers.

### Theme 3: Peer Influence

Influencing students' decisions to study abroad often hinges on the recommendations and experiences shared by their peers. Friends, acquaintances, teachers, and family members all play pivotal roles in introducing students to study abroad opportunities and convincing them to commit to a program.

Participant #1's testimony underscores the significance of companionship in embarking on a study abroad journey: "once I had my friend and then it was like, okay, I have somebody to like, I can do it with." Similarly, Participant #4 emphasizes the impact of visual imagery and social influence: "The pictures are so powerful because you just see them Totally exploring and having these new experiences...once I realized it was possible, that's when I was like, okay, I'm totally doing this." Additionally, Participant #6's decision was influenced by a trusted teacher's recommendation: "my

teacher, my final journalist teacher, he was like, 'Oh, you guys should sign up for this. Cause we're doing like Basically, like photography in Italy, which I love photography and like Italy sound good so cool.'"

Recognizing the persuasive power of trusted relationships in students' lives, it's imperative for the marketing department to encompass not only the students themselves but also their families and friends in promotional efforts. Several comments that attest to the role of trusted peers can be found in Table 3 of the Appendix. Moreover, fostering relationships with various departments on campus can broaden the reach of study abroad programs. Encouraging teachers involved with study abroad to promote these opportunities within their departments can effectively reach students who may not otherwise interact with study abroad initiatives, particularly in smaller departments with fewer resources and students.

#### Theme 4: Advising

Existing study abroad resources have both advantages and weaknesses for prospective students navigating their options. Many participants discovered study abroad opportunities through established outreach programs such as the Study Abroad Fair, held biannually in Spring and Fall, which serves as a captivating event for numerous students.

Participant #1 highlighted the effectiveness of such events in providing comprehensive information and facilitating interactions with program representatives:

"There was like the fair that they always do on the mall that was awesome because I just go and see all of my different options and then get to meet the people there and ask more logistic questions. How much is it? How do you pay and all these things?"

This firsthand exposure and direct engagement with study abroad offerings contribute significantly to students' understanding and decision-making process.

Moreover, participants generally found the official advising process to be helpful and straightforward, with advisors offering valuable guidance on logistical matters. However, turnover among advising staff emerged as a notable weakness, leading to challenges for students seeking continuity and consistency in their support.

Participant #2's experience illustrates the impact of staff turnover on the advising process:

"There is this coordinator, [Name], that I met...she like helped me a lot about like budgeting and all the directions...but it was confusing because like in July. She quit and then someone new came in so it was like kind of hard to like switch."

Similarly, Participant #5 expressed frustration with the lack of continuity resulting from frequent advisor changes:

"our advisor kept changing...Yeah, so we had no idea who to contact for questions."

According to these perspectives from students along with other comments found in Table 4 of the appendix, the turnover issue poses a significant obstacle for potential applicants, as having to constantly interface with new advisors can be exhausting and may ultimately deter some individuals from pursuing study abroad opportunities altogether. Addressing this weakness by implementing strategies to minimize turnover and ensure seamless transitions between advisors is crucial to enhancing the overall effectiveness of study abroad resources and fostering a positive experience for students.

## Theme 5: Difficulty Finding Information

Several participants encountered difficulties in accessing relevant information for the study abroad programs they were interested in, leading to frustrations and feelings of being uninformed. Some struggled to navigate program websites, while others felt left in the dark following the completion of their applications.

Participant #4 articulated the challenges they faced with website navigation:

"sometimes it was hard to find some information. And at first the website was not super intuitive for me. I feel like I had to, like, click a lot of things to get where I wanted to go....I'm at [a] point [in] my life where I'm like, I don't have time to like, sit here and not know what to do."

This sentiment underscores the importance of user-friendly interfaces, especially for individuals with limited time and patience. Moreover, Participant #5 expressed dissatisfaction with the clarity of information regarding housing arrangements:

"the problem was that it wasn't very well explained how the housing worked or when we selected it."

Similarly, Participant #7 highlighted the lack of post-application guidance:

"I feel like kind of after you got the application done. I would kind of send an emails like, hey, what do I need to do now?...I felt like if I would have been given kind of like a timeline that would have helped a lot."

These accounts, along with other insights found in Table 5 of the appendix, underscore the need for improved communication and support throughout the application process. Providing immediate feedback and follow-up upon submission can alleviate anxieties and enhance student engagement with the study abroad process. Moreover, enhancing the clarity and accessibility of program information on websites can streamline the search process and ensure that students have the necessary information at their fingertips, ultimately facilitating informed decision-making and fostering a positive experience for prospective participants.

## Limitations

An important limitation of the study was the fact that participants self-selected to participate in the study. While the recruitment email was sent to several participants, only a few decided to respond. The people who responded to my request for an interview were mostly female-identifying, and none were individuals who had failed to commit to a program. Were this study to be recreated, responses from students who dropped out of the study abroad process would be valuable in identifying pain points that actually frustrate students to the point of quitting.

Additionally, the methodology for this study was entirely qualitative, based on the subjective opinions of a handful of students. Now that a basis of common pain points and issues throughout the process have been established, a survey sent to a larger sample of students could help verify which issues are most prevalent, and most urgently need to be addressed.

## Conclusion and Recommendations

Generally, the students I interviewed agreed that despite the struggles they sometimes faced, their experience studying abroad was a positive one. It's safe to say that none of them were eventually deterred from committing to a program due to their frustrations. That said, the preliminary data obtained from the Study Abroad Peer Advising CRM software says that the conversion rate hovers around 5%. This suggests that there is significant room for improvement in how UA students interact with study abroad marketing.

Based on the input of the interviewees, several of the most important factors in applicant commitment decisions include the perceived cost of traveling, general anxiety over traveling, and the influence of peers. While these factors are outside the ability of Study Abroad to directly control, it is nevertheless vital to maintain appropriate awareness of these issues and provide the right support to students who experience these frictions. To that end, this report recommends that peer advisors be made

aware of these common issues, and provided with updated informational resources to provide to prospective applicants. These could include:

- Interactive budget sheets that allow students to input their current cost of living and compare with the current estimated cost of living in other countries.
  - Testimonials from other students who experienced nervousness before and/or during studying abroad, and advice on how to manage common stresses.
  - Referral links for applicants to share with their friends and/or family members.
- Students can be incentivized (perhaps using raffles or social media exposure) to bring their friends on board.

Beyond these changes, there are a couple other factors that study abroad can directly affect. The Study Abroad fair is a popular event that many find useful, since it contains all the information one could want to know about various programs, concentrated in one physical location with advisors present to answer questions. Continuing to promote these events extensively so that students don't miss out is key.

Additionally, several students mentioned difficulties with navigating the study abroad website and the information contained within, as well as feeling lost once their application was completed. Redesigning the website to be more user friendly, with the most commonly needed information located in obvious, easy-to-reach places on the website as opposed to a confusing maze of menus and program descriptions will reduce these difficulties. Keeping the information updated regularly will also help. After completing their applications, students will typically receive a confirmation email after a variable length of time. Setting this email to send automatically as soon as an application is submitted will provide instant feedback to students and provide them with actionable next steps, potentially reducing the "lost" feeling.

The constant improvement of Peer Advising processes is essential in meeting the changing needs of undergraduate students. This report provides current recommendations, as well as a qualitative base for

future research. Ideally, these changes will help raise the conversion rate above 5%, result in fewer dropped leads and more satisfied global travelers.



## Appendix

Table 1 Application Status of Peer Advising Leads

<b>Application status for Peer advising leads</b>		
Row Labels	% of total	Count of Leads
Peer advising Leads + Applications	24.64%	220
Accepted pending commitment	0.34%	3
Administratively Withdrawn - Charges Apply: by staff	0.11%	1
Administratively Withdrawn - No Charges: by staff	0.22%	2
App Submitted	0.22%	2
Committed to program	<b>5.38%</b>	48
Not accepted	0.11%	1
Pending	0.11%	1
Program Cancelled	0.22%	2
Program Cancelled - COVID-19	1.90%	17
Withdrawn - Charges Apply: by staff	0.11%	1
Withdrawn: by staff	13.33%	119
Withdrawn: declined	0.11%	1
Withdrawn: pre-decision	2.46%	22
⊕ #N/A	75.36%	673
Grand Total	100.00%	893

Table 2 Theme: Cost

<b>Perception of Costs</b>
<p>What for me the most difficult was the scholarship, the Gilman Scholarship. That's where I spent most of mine. I guess. And it was kind of the most stressful because it was like kind of depending on it a little....And then once I had my friend and then it was like, okay, I have somebody to like, I can do it with, then it was mainly cost.</p>
<p>Definitely think cost was like number one concern because like yeah, it showed you a lot about like the budgeting but it didn't really show you like meals like how much like going out and like If you wanna travel, like it didn't really tell you that...I feel like if you save for a while, like Yeah, you'll be fine.</p>
<p>Okay, so my mom like I told my mom about that experience and she was like Go like why don't you want to go and I was like because of money this is not just like Go like money isn't an issue but I was like So like it might be a lot this and that and I was so close to late not going like I was about to what is called like get my application again</p>

<b>Perception of Costs</b>
And also, I think there is an honor scholarship. That I applied for and that also really helped because I also never knew about the financials. That was something that I was always worried about and it was kind of cloudy.
finances for sure. I think that was like my main concern. No, I, cause I had to take it alone, which is like completely fine, but like. I wasn't sure how to do that at first. Or like even if I could. So I had to ask like my parents for help with that, but. Definitely like my finances, cause like I don't have like. That kind of money just lying around to like pay for that. So I was like really like anxious or like. I was like, how am I gonna pay for this?
originally I was set to go to, and they told me that it was a scaffold (staff-run?) program and I couldn't use, and they told me that it was a scapa program and I couldn't use any of my scholarship. So I was set to go. And then I switched it to Madrid so I could actually use my fellowship....And again, it just ended up being that they were all step fled and I couldn't use my scholarships for any of them. And I'm on like a full scholarship, so I didn't want to abandon all of that. So I just ended up deciding I couldn't do it.

Table 3 Theme: Peer Influence

<b>Primary Influences in the Decision-Making Process: Friends/Relatives</b>	<b>Peer</b>
My family, we're travelers, so it was like. Like the idea of school kind of helping with that and being able to travel while still not falling behind in my studies is like a big deal and living there you know was an experience that I always wanted...And then once I had my friend and then it was like, okay, I have somebody to like, I can do it with, then it was mainly cost.	Friend/ Relative
I told my mom about that experience and she was like Go like why don't you want to go...like money isn't an issue	Friend/ Relative
I think I knew a lot of people that did it in the fall and spring semester... And again I was like oh looks like they're having a great time never thought it was for me then it all just kind of came together and that's when I looked at the I started looking at the website and it was a really fast decision for me... Mostly just I don't know, I think what comes to my mind is like the image, it like the pictures of my friends and stuff. The pictures are so powerful because you just see them like Totally exploring and having these new experiences and And that was like, I would just think of the pictures of all my friends really just, you know, going out into the world and finding their way...I just feel like I knew a lot of people that kinda went abroad and all of a sudden I was like You know what? I think it's my turn. And I, I guess, for me personally, it was just the once I realized it was possible, that's when I was like, okay, I'm totally doing this.... I also talked to my parents a lot too like Just, you know, cause I had to get them on board and, you know, make sure that I wasn't doing something totally rash.	Friend/ Relative
So, one of my, what they call genetic classes. The professor she was like oh like here's setting abroad I'll be one of like the professors who go there if you pick July and this and that so then I had like I had it in my mind And then one day I started talking to her and she was like, If you'd like to go to study	Teacher

<b>Primary Influences in the Decision-Making Process: Friends/Relatives</b>	<b>Peer</b>
abroad, you have to declare your major and then I was like, okay. So then the next day I want to go to clear my major...my professor, she's like, don't do it (referring to withdrawing). There's still a lot of scholarship opportunities, this and that.	
I declared my second major in, studies due to one of my professors that I met and loved and she's like, you should do this. And I was like, okay.	Teacher
I kind of just stumbled upon it...With my teacher, my final journalist teacher, he was like. Oh, you guys should sign up for this. Cause we're doing like Basically, like photography in Italy, which I love photography and like Italy sound good so cool. So I was like, oh, I really wanna go...I think that's another reason why I wanted to go to because I was like I feel comfortable that one like there's teachers and like they'll help me	Teacher

Table 4 Theme: Advising

<b>Primary Influences in the Decision-Making Process: Study Abroad Fairs/ Events / Advising</b>
so I talked a lot with [my friend] and then she gave me a bunch of information of people that I, or like events I could go to to learn more ...things like that so I'd say it was really easy then there was like the fair that they always do On the mall that was awesome because I just go and see all of my different options and then get to meet the people there and ask more logistic questions. How much is it? How do you pay and all these things?...And I think if I did had any problems, I, they was a coordinator. Why knew I could talk to?
I feel like I just learned about it probably a year ago. When they had like the study abroad What are they called? They're like Just to learn more about it. Basically. Yeah, that's kind of how I learned at first...I feel like when I talk to my advisors too, they kind of helped me be like, oh, there's like a course you can fill and There is this coordinator, Rianne, that I met. She's like the study abroad coordinator and she like helped me a lot about like budgeting and all the directions...I think first it was the U of a study broad coordinator, but it was confusing because like in July. She quit and then someone knew came in so it was like kind of hard to like switch and for us to like. Kind of contact the next person
And I did also know when I did have trouble, I kind of knew who to reach out to...(after telling a story about mistakenly buying a SIM card at the airport)Yeah. Yeah, I totally panicked. Yeah, so maybe some guidance. For like the very first little bit. Or even just like assuring students that you don't need to like. You don't need to freak out as soon as you get there. You can wait a day. You can meet your program people and then they can help you. Because I you know, stepped off the plane was like. Freaked out. And then it was fine. It ended up being great. But yeah.
I spoke to David Ray. He was really helpful because he's mostly for the actual, correctly signing up. Yes. And then. I think her name is Andrea helped me with the process once I was accepted....I think that they made us do a little class right before. And I think that definitely should have some changes to it, cause it just felt a little. Redundant and they kind of just kept repeating themselves.

Table 5 Theme: Information Gathering

<b>Pain Points: Website/Info gathering</b>
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I will say some of the website stuff I noticed was more updated for certain programs than for other programs. Like sometimes it was hard to find some information. And at first the website was not super intuitive for me. I feel like I had to like click a lot of things to get where I wanted to go....I'm at point my life where I'm like, I don't have time to like sit here and not know what to do.

there are other housing options that are connected to that university.  
And I could have done that, but the problem was that it wasn't very well explained how the housing worked or when we selected it.

And. I just didn't, they also just don't guarantee you a spot. So if it's super competitive and you don't get in, well then you're screwed...first off our advisor kept changing...Yeah, so we had no idea who to contact for questions. And we weren't given a contact to Hanya University....Yeah, just if we had any questions, I think the only frustration was not knowing who to ask.

the only thing that If I can remember that I was confused about was like the due dates because I wanted to withdraw just cause I was getting a little anxious about it. And I ended up like passing the withdrawal date. So I was like, they're like, oh, you could have to go now...Which I'm very like happy that ended up working out because I had a great experience but That was like the only thing I would say was confusing was like some of the dates.

I did notice that they changed the website and it is, I can't find anything on it now.  
So. But at the time it was good....I feel like kind of after you got the application done.  
I would kind of send an emails like, hey, what do I need to do now? And they were kind of like just whole type and I felt like if I would have been given kind of like a timeline that would have helped a lot.  
So I know like I'm gonna just be waiting and seeing if I'm going to do this or not for about 2 months.

Figure 1 Consent Form



**University of Arizona  
Consent to Participate in Research**

**Study Title:** UA Study Abroad Applicant Interviews

**Principal Investigator:** Nic Ubogy

**Consent Version:** 02/08/24

**You are being asked to participate in a research study.** Your participation in this research study is voluntary and you do not have to participate. This document contains important information about this study and what to expect if you decide to participate. Please consider the information carefully. Feel free to ask questions before making your decision whether to participate.

You will be the subject of an informal interview to learn more about University of Arizona student experiences within the Study Abroad programs. The purpose of this study is to analyze student needs and develop better strategies for supporting them through the application process in the hopes of increasing the number of interested students who commit to a study abroad program. Interviews will last about 30 minutes and will be audio-recorded for later review. Participants need to have had contact with Study Abroad at the University of Arizona in some form, whether you have completed a program or not.

There are no expected risks to you because of participating in this study. You will not benefit directly from participating in this study (besides being able to share your experience with an interested party).

With your permission, I would like to record this interview so that I can make an accurate transcript. Once I have made the transcript, I will erase the recordings. Your name will not be kept in the transcript or my notes.

Because of the nature of the data, it may be possible to deduce your identity; however, there will be no attempt to do so, and your data will be reported in a way that will not identify you.

Your information may be used for future research or shared with another researcher for future research studies without additional consent. Findings from these interviews will be synthesized and presented to the marketing department at the University of Arizona.

The information that you provide in the study will be handled confidentially. However, there may be circumstances where this information must be released or shared as required by law. The University of Arizona Institutional Review Board may review the research records for monitoring purposes.

HSPP Use Only: Consent Script  
Non-Funded or Internally-Funded  
v2023-12

Figure 1



For questions, concerns, or complaints about the study you may contact **Nic Ubogy at [nubogy@arizona.edu](mailto:nubogy@arizona.edu)**.

For questions about your rights as a participant in this study, or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Human Subjects Protection Program Director at 520-626-8630 or online at <https://research.arizona.edu/compliance/human-subjects-protection-program>.

**Signing the consent form**

I have read (or someone has read to me) this form, and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

\_\_\_\_\_  
Printed name of subject

\_\_\_\_\_  
Signature of subject

\_\_\_\_\_  
Date

HSPP Use Only: Consent Script  
Non-Funded or Internally-Funded  
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