

Initial Report: Student Perceptions Survey, May 2006

- [Survey Design & Distribution](#)
- [Survey Instrument](#)
- [Survey Purposes](#)
- [Respondents](#)
- [Results: Initial Interest](#)
- [Results: Perceptions of Principal UOEAP Outreach Materials & Activities](#)
- [Initial Results: Presumed Barriers or Obstacles to Completing an EAP Application](#)
- [Initial Results: Student Perceptions of EAP Programs Against Other Providers or Competitors](#)
- [Appendix I. Response Rate: Campus and Major](#)
- [Appendix II. Materials, Events, Persons & Influence: Initial Interest](#)
- [Appendix II. Materials, Events, Persons & Influence: Application Decisions](#)
- [Appendix II. Materials, Events, Persons & Influence: Enrollment Decisions](#)
- [Appendix III: Influence of Friends and Past Participants on Top-Ten Majors making Enrollment](#)
- [Appendix IV: Obstacles to Completing Application](#)
- [Appendix V: Competitive Program Features](#)
- [Appendix VI. Survey Invitation Letter](#)

Initial Report: Student Perceptions Survey, May 2006

Survey Design & Distribution

With the assistance of Strategic Planning and Program Development staff, the survey was developed by members of Strategic Marketing & Communications and was reviewed by the Associate Director and Chief Administrative Officer.¹ Each applicant (4,550 individuals) to UCEAP Summer, Fall, or Year On-Cycle 2006-07 programs was invited to participate.² To encourage responses — particularly from students who did not complete an application or who were denied program admission — an incentive was made available to respondents (four \$50 UC Campus bookstore gift certificates distributed by lottery).

Survey Purposes

- Determine timing of EAP applicant initial interest in study abroad and UCEAP
- Measure EAP applicant perceptions of principal outreach materials, people, & activities related to EAP
 - Self-reported recall of materials, people, and activities
 - Self-reported influence on “initial interest & enthusiasm”
 - Self-reported influence for “program selection”
 - Compare outreach materials, people, and activities perceptions between EAP applicants and previously surveyed UCEAP staff
 - Self-reported influence of types of people on “program enrollment”
- Assess presumed barriers or obstacles to completing an EAP application
- Assess student perceptions of EAP programs against other providers or competitors

Respondents

Each applicant was identified by their most complete application status (In-Progress, Submitted, or Posted), and by their potentially greatest time abroad,³ in so doing, each applicant was limited to one response. By authenticating responses through individually assigned passwords all responses were associated with student characteristics collected in the application(s): campus, class level, major, ethnicity, sex, e-mail, SSN. Ultimately 1,110 applicants responded or 24.6% of invited applicants.⁴

The respondents were very similar to the applicant group in most characteristics.
See appendix I for tables regarding the response rate by campus and major.

Results: Initial Interest

Global Interest in study abroad (question 1) is not dependent upon class level, ethnicity, application status, or campus.

- 62% of UCEAP applicants developed their interest prior to applying to college and another 6.5% while applying to college.
- Females developed their interest earlier than males
 - Female interest differed significantly by ethnic identity; Asian-American females developed their interest later than others

¹ The survey instrument [is available online](#).

² See “Survey Invitation Letter,” Appendix I.

³ In cases where students had both a Fall and Summer term application of equal status, they were randomly assigned to one term or the other.

⁴ Some students could also have applications for Winter & Spring terms, but those applications were omitted from the consideration of applicant status. Forty-seven e-mail invitations were returned as undeliverable, reducing our initial applicant/survey pool from 4,550 to 4,503.

Early interest in Study Abroad did not relate to an early interest in UCEAP (question 2).

- 76% of all applicants, and 77% of applicants who developed an interest in Study Abroad prior to UC Enrollment, developed an interest in EAP only after enrollment.
- UC Santa Cruz applicants were more likely than other campuses to develop an interest in EAP while applying to college

Results: Perceptions of Principal UOEAP Outreach Materials & Activities

For students developing an initial interest in EAP, recall of an outreach publication was not influenced by ethnicity, sex or applicant status, or when a student developed an interest in EAP or Study Abroad. However these items and events did, in a few instances, predict the campus of origin of an applicant/student.

- Initial interest in EAP was most influenced by a student's personal network/contacts (Friends, Other Students, Past Participants, Students from Foreign Countries, & Parents) rather than the institutional network (EAP Advisors, Peer Advisors, Faculty, Departmental/College Advisors).
 - Students from Foreign Countries were not widely recalled (less than 300 students).
- Students remembered and were highly influenced by the EAP Web site, Country-Specific Brochures, EAP Advisors/Staff, Friends, Past Participants, Pamphlets specific to Major, Other students, Parents, and Peer Advisors.
 - Student Guides, Posters, and E-mail/Flash were highly related, that is to say dependent upon, the respondent's campus of origin
 - Although many students recalled E-mail/FLASH, these were not strong influencers on initial interest
- Students did not widely recall EAP T-shirts, Students from Foreign Countries, Faculty, Scholarships & Financial Aid Info, College/Departmental Advisors, EAP World Magazine, Campus International Study Fairs, EAP Newspaper Ads, EAP post cards, or other publications and events.
 - Some of these items were, if recalled, relatively strong in influence (e.g., Students from Foreign Countries) and need to be considered against their cost, their past use, and their strategic potential, whereas others (e.g., T shirts, World, ads, post cards) were not influential. . .

For more detail see the tables at Appendix II. Materials, Events, Persons & Influence: Initial Interest.

As students became applicants, the ability for most items to influence students was found to lessen. Regardless of any descriptor (e.g., sex, ethnicity, campus, etc.), the influence of the institutional contact network now complemented the respondents personal network.

- EAP Staff Advisor influence strengthened, whereas friends, past participants, other students, and foreign students decreased in comparison to initial influence.
 - Parents and Faculty were anomalies; parental influence remained relatively strong, like that of the institutional network or contacts, but Faculty influence declined like that of the personal contact network.
 - We must not be confused and become dismissive of the personal contact network, for it remained a highly recalled and highly influential source of information, but it was now secondary to the institutional influences.
 - At this point, discipline specific pamphlets and flyers were less influential among students in our top-ten majors than those recalled by students in our less popular disciplines.

For more detail see the tables at Appendix II. Materials, Events, Persons & Influence: Application Decisions.

In the perception of respondents making enrollment plans, the overall influence of all individuals wanes.

- Parents, EAP Staff (not peer) Advisors, Past Participants and Friends, became a confederacy of influencers who were widely remembered (more than 300 respondents), and that $\geq 45\%$ of respondents rated as "strongly" influential.
 - Past Participants and Friends were significantly more influential with students in Top-Ten Majors than other applicants, but Economics majors could use more encouragement from these personal contacts.

For more detail see the tables at Appendix II. Materials, Events, Persons & Influence: Enrollment.

For more detail on Past Participants, Friends and Top-Ten Majors see Appendix III.

Initial Results: Presumed Barriers or Obstacles to Completing an EAP Application

Perceptions of obstacles to application completion did not differ statistically between students who completed an application (posted status) but knew of someone who had not completed an application and those who were either not selected or did not complete their application (remained in-progress, or submitted).

- By far, the most widely considered obstacle was Cost, followed by the Difficulty of Applying and then academic matters such as GE or Major Requirements, Fit with Major, Program Length, Time of Year, No Assurance Courses would Fulfill Requirement, and Program Prerequisites.
 - Females were much more troubled by program prerequisites than males.
 - White students were more concerned about academic challenges or demands (a relatively little selected item) than students in other ethnicities.
 - Although little remembered, the following items were highly influential obstacles when they were remembered: Faculty/Advisor Recommendation, Program Location(s), Parent Recommendation, Interaction with Locals, Concern about Excess Units, the lack of Internship Availability, and Safety & Security.
- We should contrast the perception of cost with our above finding that students had little recall of our publications and outreach materials relating to Scholarships and Financial Aid.

For more detail see the tables at Appendix IV.

Initial Results: Student Perceptions of EAP Programs Against Other Providers or Competitors

It was determined that we wanted to know the perceptions of students who had actually applied to other programs, which was 111 or 10% of respondents.

- Students perceived location and lower cost as the leading comparative advantages of other programs.
- Posted Applicants who applied elsewhere demonstrated significantly higher appeal for programs which provided better housing and which fulfilled GE or Major Requirements than other applicants.
- “Program Fit with Major” a relatively strong characteristic of other providers, was distinctly noted by Spanish majors who fit the following description:
 - White, Senior, Female, So. Cal campuses (UCSD, UCI, UCLA, UCR) EAP Posted applicants, all applied to the UCLA Summer Travel Study Program
- That other programs were perceived as highly “more fun or exciting” was related to non-EAP programs being perceived as less academically demanding
- Although widely noted as appealing to students, neither an easier application process nor a shorter program duration were stated by respondents to be influential characteristics of other providers
- Infrequently noted influential characteristics of other providers: Parent/Friend Recommendation, Opportunity for Internships, Structured Interaction with Local People, Programs with Multiple Locations, Better Time of Year, More Field Trips, and Better Housing.
- 44% of students who applied to other programs applied to UC operated study abroad/travel abroad opportunities.

Appendix I. Response Rate: Campus and Major

RESPONSE RATE: survey respondents & UCEAP applicants by campus.					
CAMPUS	Survey Response		UCEAP Applicants		Response Rate by Campus
	Frequency	%	Frequency	%	
UCB	147	13.2	706	15.5	20.8%
UCD	90	8.1	453	10.0	19.9%
UCI	202	18.2	591	13.0	34.2%
UCLA	150	13.5	529	11.6	28.4%
UCR	81	7.3	268	5.9	30.2%
UCSB	147	13.2	867	19.1	17.0%
UCSC	103	9.3	462	10.2	22.3%
UCSD	190	17.1	673	14.8	28.2%
TOTAL	1,110	100	4,550	100	24.4% ⁵

Response Rate: top-10 majors within sample and within response().			
Major by Rank or Descending Count within Sample (and rank within response)	Count within Applicants	Count within Response	Response Rate by Major
<i>PSYCHOLOGY (1)</i>	293	71	24.2%
<i>POLITICAL SCIENCE (2)</i>	270	65	24.1%
<i>HISTORY (4)</i>	203	47	23.2%
<i>ENGLISH (5)</i>	192	46	24.0%
<i>SOCIOLOGY (5)</i>	169	46	27.2%
<i>ECONOMICS (8)</i>	158	41	25.9%
<i>INTERNATIONAL STUDIES (7)</i>	157	45	28.7%
<i>BIOLOGICAL SCIENCES (3)</i>	148	48	32.4%
<i>COMMUNICATION (9)</i>	116	26	22.4%
<i>GLOBAL STUDIES (17)</i>	113	14	12.4%
TOTAL	1819	449	24.7%
<i>Top-10 Majors as % of Respondents (=449/1100)</i>			40.5%
<i>Top-10 Majors as % of Applicants (=1819/4550)</i>			40.0%

⁵ The response rate could be stated as 24.6%, if we reduce the number of potential respondents to only those with successful e-mail invitations, or 4,503.

Appendix II. Materials, Events, Persons & Influence: Initial Interest.

To what extent did these items, events or individuals positively affect your initial interest or enthusiasm about EAP?							
<i>Item</i>	<i>Total Recall</i>	<i># Strongly</i>	<i>% Strongly</i>	<i># Somewhat</i>	<i>% Somewhat</i>	<i>Total # Strongly & Somewhat</i>	<i>Total % Strongly & Somewhat</i>
<i>EAP Website</i>	952	518	0.544	337	0.354	855	0.898
<i>EAP Country-Specific Brochures</i>	852	588	0.690	230	0.270	818	0.960
<i>EAP Advisors/ EAP Staff</i>	695	318	0.458	318	0.458	636	0.915
<i>Friends</i>	577	395	0.685	166	0.288	561	0.972
<i>Past Participants</i>	566	410	0.724	145	0.256	555	0.981
<i>EAP Pamphlets & Flyers Specific to Major</i>	497	236	0.475	191	0.384	427	0.859
<i>Other Students</i>	413	202	0.489	189	0.458	391	0.947
<i>Parents</i>	340	226	0.665	104	0.306	330	0.971
<i>Student Peer Advisors</i>	313	133	0.425	150	0.479	283	0.904
<i>EAP Emails/Flash</i>	427	58	0.136	217	0.508	275	0.644
<i>EAP Student Guides</i>	337	121	0.359	149	0.442	270	0.801
<i>EAP Posters</i>	335	62	0.185	182	0.543	244	0.728
<i>Students from Foreign Countries</i>	228	144	0.632	74	0.325	218	0.956
<i>Faculty</i>	208	98	0.471	89	0.428	187	0.899
<i>Scholarships & Financial Aid Info.</i>	200	93	0.465	66	0.330	159	0.795
<i>EAP T-shirts</i>	297	37	0.125	118	0.397	155	0.522
<i>College/Departmental Advisors</i>	187	56	0.299	97	0.519	153	0.818
<i>Campus International Study Fair</i>	130	60	0.462	58	0.446	118	0.908
<i>EAP World Magazine</i>	153	41	0.268	59	0.386	100	0.654
<i>Other (Publication/Outreach Material)</i>	76	47	0.618	19	0.250	66	0.868
<i>Other (Event/Person)</i>	68	48	0.706	11	0.162	59	0.868
<i>EAP Newspaper Ads</i>	78	8	0.103	34	0.436	42	0.538
<i>EAP Postcards</i>	65	11	0.169	28	0.431	39	0.600

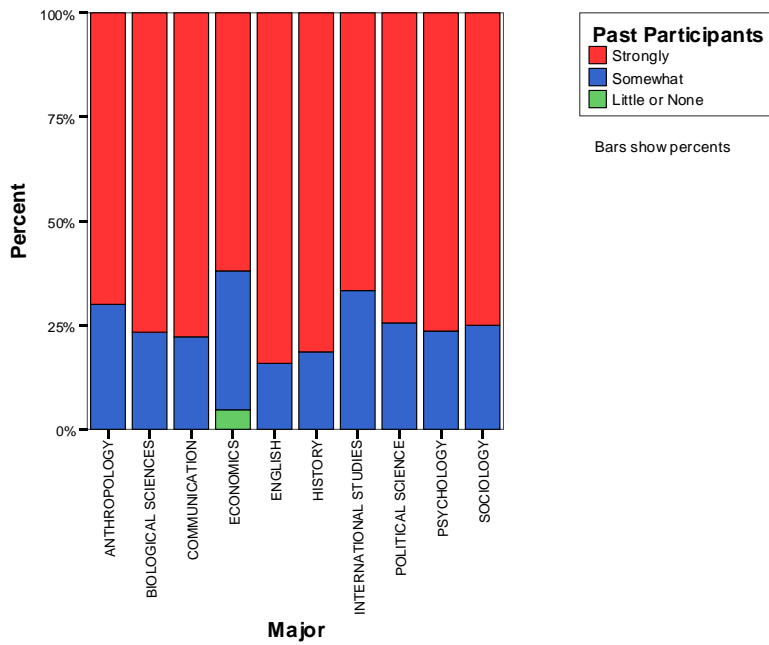
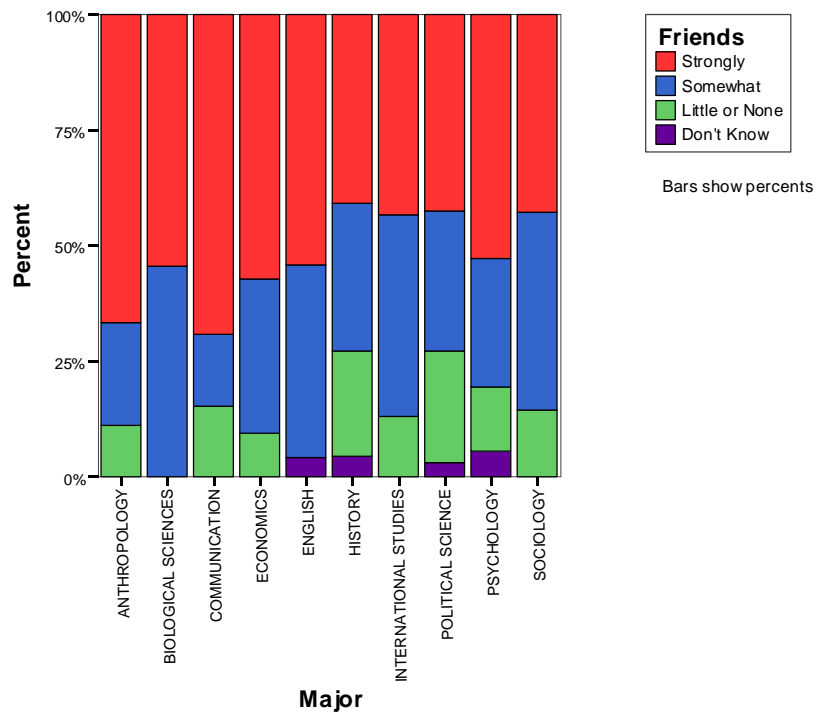
Appendix II. Materials, Events, Persons & Influence: Application Decisions.

To what extent did these items positively contribute to either your choice of an EAP program or decision to apply to EAP?							
<i>Item</i>	<i>Total Recall</i>	<i># Strongly</i>	<i>% Strongly</i>	<i># Somewhat</i>	<i>% Somewhat</i>	<i>Total # Strongly & Somewhat</i>	<i>Total % Strongly & Somewhat</i>
<i>EAP Website</i>	952	538	0.565	255	0.268	793	0.833
<i>EAP Country-Specific Brochures</i>	852	555	0.651	241	0.283	796	0.934
<i>EAP Advisors/ EAP Staff</i>	695	349	0.502	262	0.377	611	0.879
<i>Friends</i>	577	328	0.568	193	0.334	521	0.903
<i>Past Participants</i>	566	368	0.650	147	0.260	515	0.910
<i>EAP Pamphlets & Flyers Specific to Major</i>	497	205	0.412	182	0.366	387	0.779
<i>Other Students</i>	413	174	0.421	189	0.458	363	0.879
<i>Parents</i>	340	199	0.585	113	0.332	312	0.918
<i>Student Peer Advisors</i>	313	135	0.431	133	0.425	268	0.856
<i>EAP Emails/Flash</i>	427	59	0.138	166	0.389	225	0.527
<i>EAP Student Guides</i>	337	120	0.356	122	0.362	242	0.718
<i>EAP Posters</i>	335	40	0.119	125	0.373	165	0.493
<i>Students from Foreign Countries</i>	228	118	0.518	75	0.329	193	0.846
<i>Faculty</i>	208	88	0.423	81	0.389	169	0.813
<i>Scholarships & Financial Aid Info.</i>	200	85	0.425	53	0.265	138	0.690
<i>EAP T-shirts</i>	297	22	0.074	60	0.202	82	0.276
<i>College/Departmental Advisors</i>	187	61	0.326	87	0.465	148	0.791
<i>Campus International Study Fair</i>	130	55	0.423	55	0.423	110	0.846
<i>EAP World Magazine</i>	153	28	0.183	52	0.340	80	0.523
<i>Other (Publication/Outreach Material)</i>	76	49	0.645	16	0.211	65	0.855
<i>Other (Event/Person)</i>	68	41	0.603	15	0.221	56	0.824
<i>EAP Newspaper Ads</i>	78	7	0.090	29	0.372	36	0.462
<i>EAP Postcards</i>	65	7	0.108	20	0.308	27	0.415

Appendix II. Materials, Events, Persons & Influence: Enrollment.

If you have been selected for an EAP program, to what extent do these groups of people or events contribute to you enrolling in the program?							
<i>Item</i>	<i>Total Recall</i>	<i># Strongly</i>	<i>% Strongly</i>	<i># Somewhat</i>	<i>% Somewhat</i>	<i>Total # Strongly & Somewhat</i>	<i>Total % Strongly & Somewhat</i>
<i>EAP Advisors/ EAP Staff</i>	622	335	0.539	195	0.314	530	0.852
<i>Friends</i>	514	244	0.475	165	0.321	409	0.796
<i>Past Participants</i>	501	269	0.537	133	0.265	402	0.802
<i>Other Students</i>	373	123	0.330	151	0.405	274	0.735
<i>Parents</i>	306	192	0.627	81	0.265	273	0.892
<i>Student Peer Advisors</i>	281	106	0.377	116	0.413	222	0.790
<i>Students from Foreign Countries</i>	204	72	0.353	60	0.294	132	0.647
<i>Faculty</i>	187	68	0.364	76	0.406	144	0.770
<i>College/Departmental Advisors</i>	167	56	0.335	67	0.401	123	0.737
<i>Campus International Study Fair</i>	117	28	0.239	47	0.402	75	0.641
<i>Other (Event/Person)</i>	58	29	0.500	12	0.207	41	0.707

Appendix III: Influence of Friends and Past Participants on Top-Ten Majors making Enrollment Decisions.



Appendix IV: Obstacles to Completing Application.

To what degree did the following affect the decision to not complete an EAP application?						
Item	Total Recall	Highly	% Highly	Somewhat	Total Highly & Somewhat	% Highly & Somewhat
<i>Cost</i>	368	235	63.9%	118	354	96%
<i>Difficulty of Applying</i>	226	97	42.9%	104	201	89%
<i>Courses Would Not Fulfill GE or Major Requirements</i>	213	127	59.6%	71	199	93%
<i>Did Not Fit Major Program Well</i>	202	116	57.4%	64	181	89%
<i>Program Length</i>	164	61	37.2%	83	144	88%
<i>Time of Year of Program</i>	148	67	45.3%	65	132	89%
<i>No Assurances Courses Would Fulfill Requirement</i>	133	83	62.4%	42	126	94%
<i>Program Prerequisites</i>	111	52	46.8%	49	101	91%
<i>Program Location(s)</i>	94	44	46.8%	33	77	82%
<i>Housing</i>	73	16	21.9%	38	54	74%
<i>Other</i>	65	52	80.0%	8	61	94%
<i>Safety & Security</i>	54	23	42.6%	25	48	90%
<i>Concerns About Exceeding Maximum Credit Limits</i>	50	23	46.0%	22	45	91%
<i>Parent Recommendation</i>	45	20	44.4%	18	38	85%
<i>Friends Going on Another Program</i>	40	8	20.0%	20	28	71%
<i>Internship Availability</i>	35	11	31.4%	19	30	87%
<i>Too Academically Demanding</i>	34	13	38.2%	18	31	92%
<i>Faculty or Advisor Recommendation</i>	28	16	57.1%	9	26	91%
<i>Friend Recommendation</i>	25	8	32.0%	10	18	73%
<i>Interaction with Locals</i>	14	6	42.9%	8	14	103%

Appendix V: Competitive Program Features.

How important would you rank the characteristics in the other study abroad program(s)?						
Item	Total Recall	Highly	% Highly	Somewhat	Total Highly & Somewhat	% Highly & Somewhat
<i>Program Location(s)</i>	73	61	83.6%	10	71	97%
<i>Lower Cost</i>	54	38	70.4%	14	52	96%
<i>Easier Application Process</i>	50	25	50.0%	16	41	82%
<i>Program Fit Major Well</i>	43	34	79.1%	9	43	100%
<i>Courses Would Fulfill Major or GE Requirements</i>	38	30	78.9%	5	35	92%
<i>More Exciting or Fun</i>	37	30	81.1%	5	35	95%
<i>Shorter Program Length</i>	31	13	41.9%	12	25	81%
<i>Better Time of Year</i>	31	20	64.5%	9	29	94%
<i>More Field Trips</i>	30	20	66.7%	8	28	93%
<i>Fewer Program Prerequisites</i>	29	14	48.3%	9	23	79%
<i>Program Includes Multiple Locations Abroad</i>	28	21	75.0%	7	28	100%
<i>Friends Going on Program</i>	20	9	45.0%	7	16	80%
<i>Better Housing</i>	19	12	63.2%	6	18	95%
<i>Structured Interaction with Local People</i>	18	14	77.8%	4	18	100%
<i>Program is Less Academically Demanding</i>	17	9	52.9%	6	15	88%
<i>Parent/Friend Recommendation</i>	14	12	85.7%	2	14	100%
<i>Opportunity for Available Internships</i>	12	10	83.3%	2	12	100%
<i>Other</i>	10	6	60.0%	3	9	90%
<i>More provisions for Safety & Security</i>	1	0	0.0%	1	1	100%

Appendix VI. Survey Invitation Letter.

Below is the text of the survey invitation letter sent on May 4, 2006 to 4,550 UCEAP Summer, Fall and Year On-Cycle program applicants for Academic Year 2006-2007. Information between the brackets was supplied from the online application database.

Dear {First Name}

You recently initiated or completed an Education Abroad Program application. While we offer a diverse range of programs in over 150 locations, we are always seeking to better serve your needs. We are asking you to take five minutes between now and May 11th to complete a brief survey regarding your perceptions of EAP. By completing the survey, you can enter a drawing for \$50 gift certificates from your UC campus bookstore.

To begin the survey, please direct your web-browser to the URL below, and enter your unique identification number {Sample field: Id}. Your on-line response is securely protected, and we are ensuring that your response is anonymous and confidential.

Sincerely, we appreciate your time and help.
EAP Research Staff

Survey URL: {Interview Start URL}
Your ID: {Id}

P.S., If you have any questions, please send them in response to this message.