

Report of the UCEAP Discipline Quotations and Academic Utility Survey Conducted for Strategic Marketing & Communications and Academic Integration

Objective: To gather academically oriented quotations for improving discipline (marketing) brochures.

Design: Online survey

Respondents: 1007 recent EAP alumni

Procedures: Electronic questionnaires were used to determine student expectations and objectives from study abroad on EAP, and whether the program fulfilled those expectations. Specific questions addressed whether students completed coursework toward their major requirements; whether study abroad was perceived to lead to career enhancement; whether they participated in internships or research projects; whether courses were of UC quality; whether the program supported or complemented the students' academic (major) ambitions; and overall student satisfaction. A pitfall to this study was that it was based on a convenience sample that may have over-represented satisfied past participants.

Results: Responses were received from 1007 former students, or 15.7 percent of those solicited. The majority of students fulfilled requirements for their majors while on EAP and nearly 50 percent of the students found major-related opportunities for study not available on their home campus. More than three-fourths of the respondents believed that the EAP experience enhanced their career options. Ninety percent of the respondents were satisfied with the contribution EAP made to their academic majors. Ninety-four percent of the respondents agreed that other students in their major(s) should study abroad on EAP. Almost one-half of students who did not pursue major requirements while on EAP were enrolled in Language and Culture programs.

Conclusion: The results strongly suggest that recent EAP participants found their programs academically useful for their major(s). The experience complemented their academic path. While abroad, students garnered new perspectives on their major(s). Coursework was of UC quality. Participants perceived career enhancement as a result of the EAP experience. Most agreed that other students in their major(s) should study abroad on EAP.

Purpose & Development of Survey Instrument

In response to SM&C and Academic Integration's request to gather academically oriented quotations for improving our discipline brochures, UCEAP conducted the online "Discipline Quotations and Academic Integration Survey."¹ UO staff members² developed drafts of questions between April 20th and May 4th, when survey invitations with uniquely authenticating passwords were e-mailed to 6,396 recent UCEAP alumni.³ A \$50 UC campus bookstore gift certificate was used as an incentive, and by May 8th we received 522 responses. On May 9th a follow-up notice was sent, and the survey ended on May 12th with 1,007 responses (a response from 15.7% of those e-mailed).⁴

Respondent Profile

By class level, respondents were over-represented by past junior class level participants (56% of the respondents); this seems consistent with the student-cycle as seniors often graduate. Similar to recent enrollment trends, and our other market research surveys relating to study abroad, 75% of the respondents were females. Nearly 43% were from Immersion or Direct Enrollment programs and 27.3% had participated in Special Focus programs. Also similar to recent enrollment trends, 20% of the respondents were from Summer term and Year-length programs; the remaining 60% were from Semester-length programs. According to Academic Disciplines described for majors by UCOP, the respondents were remarkably close to recent enrollment trends.⁵

Results:

Academic Intentions of Participants: Question 1

The initial question asked alumni to reflect upon their intention to pursue course-work relating to their major(s) while abroad, and their success in doing so.

- 65 % of respondents (638 of 981 respondents) enrolled with the intention of pursuing their major(s) abroad
- 97.5% of those who intended to pursue their major(s) while abroad succeeded in doing so
- 76% of all respondents claimed to have taken courses related to their major(s)
 - 37% of students who participated without the intention of pursuing their major, enrolled in a major related course (Cf., Table #1 below)

Students found that their study abroad experience complemented their UC academic discipline and goals. Influenced by their time abroad (Cf., Table #2 below):

- 1 in every 6 participants (17%) added a major
- 7% changed their academic major
- 44% found some of their major-related opportunities abroad unavailable at their UC campus.
 - With more time abroad, students were significantly more likely to have experienced academic opportunities unavailable on their UC campus: 35% for Summer term, 44% for Semester-length, and 54% among Year-length participants

¹ Request originated on April 3rd, 2007.

² Team members were Beth Bernstein (SM&C), Serena Gonzales (SM&C), Bruce Hanna (SM&C), Gordon Schaeffer (Research), & Chris Zwicke (AI).

³ The alumni surveyed included all Academic Year 2005-06 participants, and participants from the Summer and Fall of Academic Year 2006-07 programs. The use of a password or individual identity allowed UCEAP to associate responses with past participant demographic detail: e.g., country of participation, length of program, type of program, ethnicity, class level, etc. For the text of the participation solicitation documents, see Appendix 1 (pg. 9, below).

⁴ Thirty-five of the original 6,431 e-mail were returned as undeliverable. It could well be that many more were not received or delivered. The final survey instrument is available at:

<https://survey.eap.ucop.edu/mrIWeb/mrIWeb.dll?I.Project=DISCIPLINEQUOTES&i.test=1>.

⁵ For more detail on respondent characteristics, see Appendix 2 (p. 10ff., below).

Table 1: Cross-tabulation of "I participated in EAP with the intention of studying my major(s) abroad" & "While participating in EAP I took courses related to my major(s)."

			While participating in EAP I took courses related to my major(s).		Total
			Yes	No	
I participated in EAP with the intention of studying my major(s) abroad.	Yes	Count	622	16	638
		% within I participated in EAP with the intention of studying my major(s) abroad.	97.5%	2.5%	100.0%
	No	Count	127	216	343
		% within I participated in EAP with the intention of studying my major(s) abroad.	37.0%	63.0%	100.0%
Total	Count	749	232	981	
	% within I participated in EAP with the intention of studying my major(s) abroad.	76.4%	23.6%	100.0%	

Table 2. Frequency Table of Responses to Question 1, Items A-G.

		Count	Column N %
A. I participated in EAP with the intention of studying my major(s) abroad.	Yes	638	65.0%
	No	343	35.0%
	Total	981	100.0%
B. While participating in EAP I took courses related to my major(s) :	Yes	749	76.4%
	No	232	23.6%
	Total	981	100.0%
C. While participating in EAP I took advantage of special opportunities (internships, research projects, etc.) related to my major(s).	Yes	222	22.6%
	No	759	77.4%
	Total	981	100.0%
D. One or more of the courses, internships, research projects, etc. related to my major(s) was/were unavailable at my home UC campus.	Yes	431	43.9%
	No	550	56.1%
	Total	981	100.0%
E. My participation in EAP contributed to my decision to add a new major to my existing academic major(s).	Yes	164	16.7%
	No	817	83.3%
	Total	981	100.0%
F. My participation in EAP contributed to my decision to change my major(s).	Yes	66	6.7%
	No	915	93.3%
	Total	981	100.0%
G. I expect my EAP experiences related to my major(s) will significantly enhance my career path options.	Yes	659	67.2%
	No	322	32.8%
	Total	981	100.0%

Career Enhancement

The result at item G (above, within Table 2), seems consistent with the market research conducted in association with J. Walter Thompson by the Institute of International Education (IIE), the German Academic Exchange Service (DAAD), the British Council, and the Australian Education Office: "An

Exploration of the Demand for Study Overseas from American students and Employers.”⁶ When assessing the motives of American student demand for study abroad they found that: “Only 3% of alumni stated that they chose to study overseas because they believed that employers would view candidates with some sort of overseas study experience as more employable than those without.... However, many advantages of an overseas education expressed by alumni related directly to employability/ workplace issues.”⁷ In other words, students might not have considered their future careers in selecting to study abroad, but at some later time developed the perception of study abroad as enhancing their career options.

If we refine the result of expected career enhancement by time abroad, we uncover a significant difference between the cohorts of year-length and short-term participants (cf., Table #3, below). Among respondents who did not intend to pursue their major abroad, the response is nearly even “Yes/No,” even if they did eventually enroll in a major related course. For respondents who intended to pursue their major(s) while abroad, better than 80% expect that their EAP experience will significantly enhance career options (cf., Table #4, below). That 90% of respondents who pursued “special opportunities” relating to their major anticipate significant career enhancement seems entirely consistent with the purpose of internships and special research projects.

Table 3. Expeded Career Enhancement by Time Abroad.

			I expect my EAP experiences related to my major(s) will significantly enhance my career path options.		Total
			Yes	No	
Length of Time Abroad	Summer	Count	118	77	195
		% within Length of Time Abroad	60.5%	39.5%	100.0%
	Quarter/ Semester	Count	382	207	589
		% within Length of Time Abroad	64.9%	35.1%	100.0%
	Year	Count	159	38	197
		% within Length of Time Abroad	80.7%	19.3%	100.0%
Total	Count	659	322	981	
	% within Length of Time Abroad	67.2%	32.8%	100.0%	

⁶ Official report is online at: <http://www.atlas.iienetwork.org/?p=41534>. The report is also available (at no cost) at: http://www.britishcouncil.org/us_stud_final_report_us_version.pdf.

⁷ Ibid., p. 15ff.

Table 4. Cross-tabulation of Participation Intention for Major and Career Enhancement

			I participated in EAP with the intention of studying my major(s) abroad.		Total
			Yes	No	
I expect my EAP experiences related to my major(s) will significantly enhance my career path options.	Yes	Count	511	148	659
		% within I participated in EAP with the intention of studying my major(s) abroad.	80.1%	43.1%	67.2%
	No	Count	127	195	322
		% within I participated in EAP with the intention of studying my major(s) abroad.	19.9%	56.9%	32.8%
Total		Count	638	343	981
		% within I participated in EAP with the intention of studying my major(s) abroad.	100.0%	100.0%	100.0%

If we refine this table to filter for those students who did not intend to pursue major related studies abroad, the percentage shifts in the "No" column to reflect 59% Yes (expect career option enhancement) and 41% No. Though a large change as a percent, it is not statistically significant.

Participants Enrolled in Major Related Course & Academics: Question 2

The survey was constructed to ask different questions according to the response at Question 1, item B: (“While participating in EAP I took courses related to my major(s)”: Yes/No); if they responded “Yes” the survey focused upon the student’s major(s) as the reference point; if “No” the survey more broadly addressed similar academic topics.⁸

Among those who successfully pursued their major(s) abroad, it is of no surprise (but reassuring) to learn that there is a highly significant and strong relationship between the two items “My participation in EAP gave me a new perspective on my major(s),” and “My participation in EAP increased my interest in my major(s).”⁹ And though this survey’s results are from a convenience sample, and likely to over-represent those who enjoyed successes abroad, there was no significant difference between overall satisfaction with EAP’s contribution to their major and length of time abroad (Summer, Quarter/Semester, Year-length).¹⁰ Ultimately, 90% were satisfied with the contribution EAP made to their academic major, and 94% of felt that other UC students in their major(s) should study abroad with EAP. (Cf., Table #6 below, a frequency of responses to items in question #2.)

⁸ The survey’s design team discussed branching the survey according to the “program typology” (Immersion, Language & Culture, Special Focus, Internship, General Elective, or as every program was designated in 2003-04). It was decided that the immediate need and simplicity of branching on Item B was the better method at this time.

⁹ Pearson Correlation of .659; Spearman’s rho of .685.

¹⁰ K Independent Samples, Kruskal-Wallis Test, significance equals .987.

Table 5: Cross-tabulation of Overall Satisfaction of EAP's Contribution to Academic Major and Length of Time Abroad.

		Length of Time Abroad							
		Summer		Quarter/ Semester		Year		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
'Overall, I am satisfied with how my EAP experience has contributed to my academic major(s).':	Strongly Agree	78	70.9%	283	64.0%	120	63.8%	481	65.0%
	Agree	29	26.4%	110	24.9%	51	27.1%	190	25.7%
	Neither Agree nor Disagree	1	.9%	32	7.2%	10	5.3%	43	5.8%
	Disagree	2	1.8%	9	2.0%	5	2.7%	16	2.2%
	Strongly Disagree	0	.0%	3	.7%	2	1.1%	5	.7%
	Don't Know	0	.0%	4	.9%	0	.0%	4	.5%
	Not Applicable	0	.0%	1	.2%	0	.0%	1	.1%
	Total	110	100.0%	442	100.0%	188	100.0%	740	100.0%

Table 6. Frequency of Responses for Question 2, Items A - E.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know	Not Applicable	Total
A. On average, my EAP experiences related to my major(s) were of at least equal quality to those at my home UC campus.	Count	273	264	73	89	29	5	7	740
	Row N %	36.9%	35.7%	9.9%	12.0%	3.9%	.7%	.9%	100.0%
B. My participation in EAP gave me a new perspective on my major(s).	Count	333	256	103	39	2	5	2	740
	Row N %	45.0%	34.6%	13.9%	5.3%	.3%	.7%	.3%	100.0%
C. My participation in EAP increased my interest in my major(s).	Count	335	212	139	40	8	2	4	740
	Row N %	45.3%	28.6%	18.8%	5.4%	1.1%	.3%	.5%	100.0%
D. Other students in my major(s) should study abroad on EAP.	Count	582	114	33	2	6	0	3	740
	Row N %	78.6%	15.4%	4.5%	.3%	.8%	.0%	.4%	100.0%
E. Overall, I am satisfied with how my EAP experience has contributed to my academic major(s).	Count	481	190	43	16	5	4	1	740
	Row N %	65.0%	25.7%	5.8%	2.2%	.7%	.5%	.1%	100.0%

The data does not suggest any statistically significant relationship between Program Typology of UC Academic Quality. But as academic quality is a critical feature of UCEAP, it seems prudent that the full data be made available (see Table 6, below).

Table 7. Crosstabulation of Major Related Experiences Quality by Program Typology.

			Program Typology					Total
			General Education Program	Immersion or Direct Enrollment	Internship or Indep. Research Programs	Language and Culture	Special Focus	
On average, my EAP experiences related to my major(s) were of at least equal quality to those at my home UC campus.	Strongly Agree	Count	26	126	2	29	90	273
		% within Program Type	42.6%	33.6%	28.6%	37.7%	40.9%	36.9%
	Agree	Count	22	136	2	25	79	264
		% within Program Type	36.1%	36.3%	28.6%	32.5%	35.9%	35.7%
	Neither Agree nor Disagree	Count	4	47	0	7	15	73
		% within Program Type	6.6%	12.5%	.0%	9.1%	6.8%	9.9%
	Disagree	Count	6	47	1	10	25	89
		% within Program Type	9.8%	12.5%	14.3%	13.0%	11.4%	12.0%
	Strongly Disagree	Count	1	16	2	3	7	29
		% within Program Type	1.6%	4.3%	28.6%	3.9%	3.2%	3.9%
	Don't Know	Count	0	2	0	1	2	5
		% within Program Type	.0%	.5%	.0%	1.3%	.9%	.7%
	Not Applicable	Count	2	1	0	2	2	7
		% within Program Type	3.3%	.3%	.0%	2.6%	.9%	.9%
Total	Count	61	375	7	77	220	740	
	% within Program Type	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Academics and Students Not Enrolled in Major Related Courses or Activities

Students who did not pursue their major(s) abroad rated the quality of their courses (as comparable to the UC) very similarly to those who pursued their majors while abroad. Although they did not intend to pursue their major(s) abroad, over half of them found their experience abroad complemented their major and were satisfied with EAP’s contribution to their major. Nearly 81% of them thought other students in their major(s) should study abroad. There were nearly identical (moderately strong/strong) correlations between the items “My participation in EAP increased my interest in my major(s),”¹¹ “Overall, I am satisfied with how my EAP experience has contributed to my academic major(s),” and “My participation in EAP increased my interest in my major(s).”¹²

Table 8. Frequency Table of Responses to Question 3, Items A - E.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know	Not Applicable	Total
A. On average, my EAP academic experiences were at least equal in quality to those at my home UC campus.	Count	69	96	22	30	10	0	3	230
	Row N %	30.0%	41.7%	9.6%	13.0%	4.3%	.0%	1.3%	100.0%
B. EAP provided an enhanced opportunity develop complementary skills and awareness related to my major(s).	Count	54	64	44	22	7	1	38	230
	Row N %	23.5%	27.8%	19.1%	9.6%	3.0%	.4%	16.5%	100.0%
C. My participation in EAP increased my interest in my major(s).	Count	30	59	55	26	12	1	47	230
	Row N %	13.0%	25.7%	23.9%	11.3%	5.2%	.4%	20.4%	100.0%
D. Other students in my major(s) should study abroad on EAP.	Count	134	52	23	4	2	4	11	230
	Row N %	58.3%	22.6%	10.0%	1.7%	.9%	1.7%	4.8%	100.0%
E. Overall, I am satisfied with how my EAP experience has contributed to my academic major(s).	Count	74	59	39	11	5	1	41	230
	Row N %	32.2%	25.7%	17.0%	4.8%	2.2%	.4%	17.8%	100.0%

This cohort of respondents was unique in that nearly 48% of students who did not pursue their major abroad were enrolled in Language and Culture programs, and another 16% were enrolled in General Education programs. Similar to the overall sample, approximately 60% were enrolled in Semester-length programs, but 36% (rather than 20%) were enrolled in the Summer term. Regardless of their type of program or length of time abroad, 81% thought that students in their major should study abroad with EAP (less than the 94% in agreement among students who pursued their major).

Other survey items

The remainder of the survey mostly collected open-text responses, with the purpose to support publications and Academic Integration outreach.

- A. Please tell us about your involvement in any internships or research projects on EAP related to your UC major(s)/minor
- B. Tell us about any unique courses you took on EAP related to your major(s)/minor that you could *not* have taken at your UC campus
- C. Please briefly illustrate how study abroad contributed to your understanding of your major(s)/minor

¹¹ Pearson Correlation of .723; Spearman’s rho of .609.

¹² Pearson Correlation of .664; Spearman’s rho of .608.

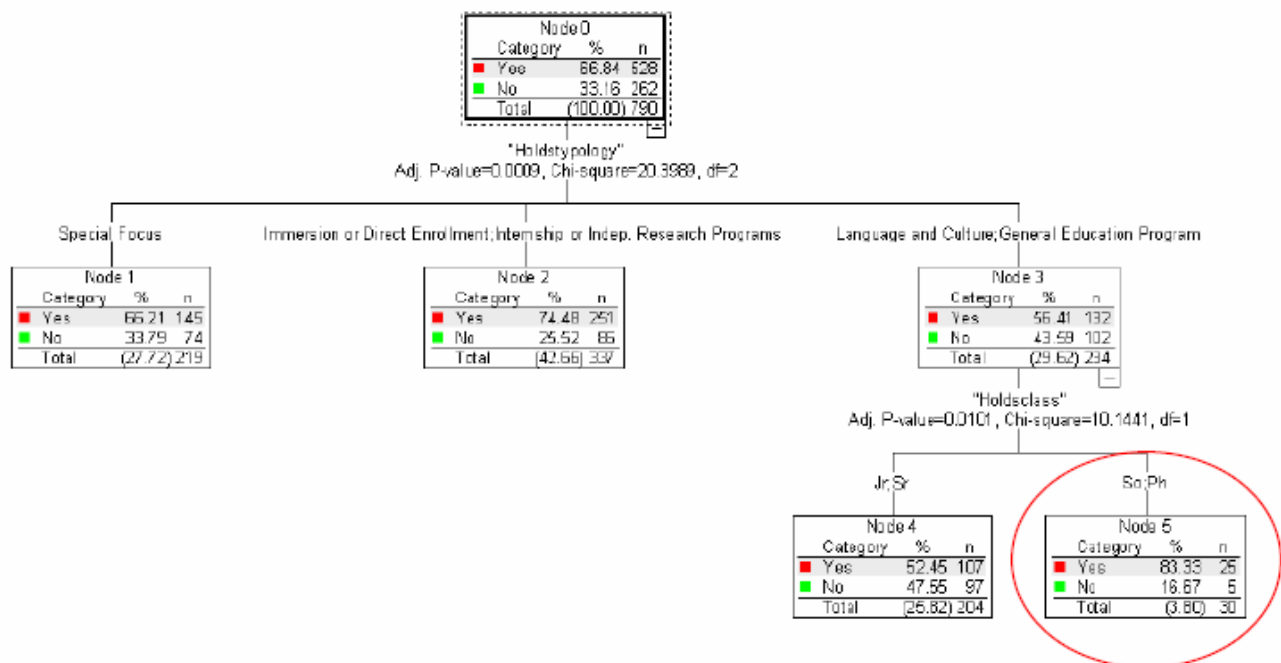
- D. In what ways have your EAP experiences enhanced, or do you anticipate they will enhance, your career opportunities
- E. What would you tell other students in your major to convince them that EAP is a valuable experience?
- F. Do you have any EAP-related photos, videos, or other media resources that we can feature in our publications or on our website? (Yes/No)
- G. If any of your photos, videos, or other media are online (e.g., photo gallery, blog, MySpace, Facebook, etc.) please provide the URL
- H. May we follow up with you in an email or telephone call to further discuss your EAP experiences? Yes/No
- I. Please list your academic majors below, and select the "next" button to be entered in the drawing for a \$50 gift certificate to your campus bookstore. THANKS AGAIN!!

Conclusions

The results of the survey, though based upon a convenience sample and likely to over-represent satisfied past participants, strongly suggest that recent participants have found their UCEAP programs academically useful to their major(s) in several ways. They expressed a utility for study abroad as a complement to their current academic path, as contributing to defining a new academic major(s), as a method of garnering new perspectives of their major(s), and as an agency offering experiences of UC academic quality. Additionally, and especially among students who held the objective of pursuing their majors while abroad, if they wanted to study in their major they could, and they hold a perception or expectation of significant career enhancement stemming from their EAP major related experiences.

In the end, over 90% of respondents agreed with the idea that other students in their major(s) should study abroad on EAP. They offered many statements in support of EAP, photographs, web-sites they had built detailing their experiences, and a willingness to share these with the organization to improve recruitment for future students. What is more, a reading of these statements and further data-mining can allow UCEAP to better target focus groups. E.g., if we want to know who is likely to articulate expectations of career enhancement, we would certainly want to interview sophomores and Ph.D. students.

I expect my EAP experiences related to my major(s) will significantly enhance my career path options. Please answer the following items. (Training Sample)



Appendix 1: Participation Solicitation

Initial E-mail

Dear EAP alum,

Please help us feature your story in EAP publications. The sharing of EAP experiences is essential to inform and assist the next generation of EAP participants.

By completing a 5-minute online survey before May 11th you will be automatically entered in a drawing to win a \$50 gift certificate to your campus bookstore.

Just click on the link below to begin and enter this invitation code {Sample field: Id; the computer placed a sequence of numbers in this space} when prompted.

{Project property: mrInterview/InterviewStartURL: here the computer filled the text with the URL of the survey}

Thank you very much for sharing your experiences with us!

NOTE: Several students wrote that they were confused by this letter, unable to determine what ID to input when they went to the survey page. Some thought they should enter a UC campus ID, others had no idea what to do. It seems important to represent the ID in closer physical approximation to the URL (as was done in the follow up letter).

Follow up E-mail

Dear EAP alum,

We want to hear from you about how EAP benefited the study of your major. It's not too late to share your story with EAP and be entered in a drawing for a \$50 gift certificate to your campus bookstore.

Just click on the link below to begin, and when prompted enter this invitation code {Sample field: Id}. This won't take more than 5 minutes to complete.

Survey URL: {Project property: mrInterview/InterviewStartURL}

Your Authentication/ID: {Sample field: Id}

Thank you!

Appendix 2: Respondent Demographic Characteristics

Frequency Table: Respondent Campus

		Frequency	Percent
Valid	UC Berkeley	153	15.2
	UC Davis	114	11.3
	UC Irvine	170	16.9
	UC Los Angeles	94	9.3
	UC Riverside	56	5.6
	UC San Diego	165	16.4
	UC Santa Barbara	153	15.2
	UC Santa Cruz	102	10.1
	Total	1007	100.0

Frequency Table: Respondent Academic Class Level

		Frequency	Percent
Academic Class Level	Sophomore	43	4.3
	Junior	565	56.1
	Senior	394	39.1
	Master	3	.3
	Ph.D.	2	.2
	Total	1007	100.0

Frequency Table: Respondent Program Typology

		Frequency	Percent
Program Type	General Education Program	99	9.8
	Immersion or Direct Enrollment	432	42.9
	Internship or Indep. Research Programs	8	.8
	Language and Culture	193	19.2
	Special Focus	275	27.3
	Total	1007	100.0

**Frequency Table: Respondent UCOP Academic
Discipline Area**

		Frequency	Percent
UCOP Academic Discipline Area	Agriculture & Natural Resources	28	2.8
	Architecture & Environ Design	6	.6
	Area Ethn Culture & Gender Studies	19	1.9
	Biological Sciences	104	10.3
	Business & Management	36	3.6
	Communication Journalism & Rel	36	3.6
	Computer & Information Sciences	5	.5
	Engineering	27	2.7
	Family & Consumer Sci/Human Sci	7	.7
	Fine & Applied Arts	47	4.7
	Foreign Languages & Literature	77	7.6
	Interdisciplinary Studies	107	10.6
	Law	6	.6
	Letters	90	8.9
	Mathematics	13	1.3
	Physical Sciences	8	.8
	Psychology	86	8.5
	Public Admin & Social Serv Prof	7	.7
	Public Health	4	.4
	Social Sciences	293	29.1
Unknown	1	.1	
Total	1007	100.0	

**Frequency Table: Respondent Program
Participation Length**

		Frequency	Percent
Program Length/Term	Summer	197	19.6
	Quarter/Semester	606	60.2
	Year	204	20.3
	Total	1007	100.0

Frequency Table: Respondent Country

	Frequency	Percent	
Valid	AUSTRALIA	23	2.3
	BARBADOS	8	.8
	BRAZIL	9	.9
	CANADA	2	.2
	CHILE	42	4.2
	CHINA	46	4.6
	COSTA RICA	18	1.8
	DENMARK	5	.5
	EGYPT	6	.6
	FRANCE	89	8.8
	GERMANY	20	2.0
	GHANA	16	1.6
	HONG KONG	40	4.0
	HUNGARY	12	1.2
	INDIA	14	1.4
	ITALY	125	12.4
	JAPAN	36	3.6
	KOREA, SOUTH	36	3.6
	MEXICO	37	3.7
	NETHERLANDS	19	1.9
	NEW ZEALAND	13	1.3
	RUSSIA	6	.6
	SINGAPORE	18	1.8
	SOUTH AFRICA	13	1.3
	SPAIN	118	11.7
	SWEDEN	29	2.9
	TAIWAN	8	.8
	THAILAND	4	.4
	TURKEY	7	.7
	UNITED KINGDOM/IRELAND	182	18.1
VIETNAM	6	.6	
Total	1007	100.0	

Frequency Table: Respondent Ethnicity

		Frequency	Percent
Valid	African-American/Black	18	1.8
	American Indian	3	.3
	Chicano/Mex-Amer	68	6.8
	Chinese/Chin-Amer	152	15.1
	Decline to State	89	8.8
	East Indian/Pakistani	20	2.0
	Filipino/Pilipino	34	3.4
	Japanese/Japan-Amer	15	1.5
	Korean/Korean-American	54	5.4
	Latin/Other Span-Amer	31	3.1
	Other Asian/Oriental	21	2.1
	Other/Non-White	45	4.5
	Pacific Ind/Polynesn.	3	.3
	Vietnamese/Vietnamese-American	33	3.3
	White/Caucasian	421	41.8
Total	1007	100.0	