

Report on the EAP 2002 Survey of Internationally Oriented Majors at Selected UC Campuses

Introduction

The UC Education Abroad Program (EAP) is developing three new programs offering upper division, interdisciplinary course work of a thematic nature. Recruitment for “The US and Mexico: A Comparative Perspective” is already underway with the program in Mexico City beginning in fall, 2003. “Europe and America: A Dialog on Critical World Issues” in Lund, Sweden and the “University of California/Peking University Joint Center for International Studies Program” in Beijing are both in the midst of development with the first programs scheduled to begin in the summer of 2004 and the fall of 2005 respectively. UC faculty are involved in the curriculum design and the courses are available only to the program participants (which in each case will include host country students). It is anticipated that UC students in majors with an international focus will be particularly interested in participating in these new programs.

EAP developed a survey to test student interests and preferences in the programs and the courses offered. The survey results will be used to inform course design for the two programs under construction as well as influence future course development for the Mexico program. Knowing which programmatic elements are attractive to students will also inform our marketing and recruitment strategies.

In November, 2002, EAP administered a web-based survey to students in the following majors: International Relations at UC Davis, Development Studies and the Political Economy of Industrial Societies (PEIS) at UC Berkeley, Global Studies at UCSB, International Studies at UC Irvine and International Studies at UC San Diego. Students were sent an e-mail invitation to participate in the survey which comprised a series of questions about their interest in the course topics proposed for the various programs, the calendars, the locations, and their interest in participating in the program.

Executive Summary: UOEAP Global Studies Survey

Methods and procedures:

Students from pre-identified majors (specified above) were invited through an e-mail message to participate in the on-line survey. An incentive device was offered to increase the response rate (a chance to win through a random drawing a \$50 gift certificate at the local campus bookstore). The survey was hosted for two weeks.

Ultimately, those surveyed constitute a convenience sample, and as such it must be noted that this does limit the “generalizability” of the results to a wider UC audience. Appropriate levels of demographic consideration for a “random sample” were never considered possible given limitations to student access, and as these programs were constructed with certain student audiences in mind, some knowledge of the potential survey participants was assumed. Ultimately, a convergence of other inquiries and

systems of knowledge are relied upon to determine if these findings are representative of the population. These results are informative; they are not conclusive, and no formal claim of reliability or validity is being made by the researchers.

Most important findings

The Joint UC/Lund University “Europe and America: A Dialog on Critical World Issues”

- Was either extremely or highly attractive to over 66% of respondents. Respondents who expressed this high level of interest are historically those students most likely to participate in programs in northern Europe; clustering upon female and male of white ethnicity, in junior and senior academic class. The more academically mature the respondent, the greater their interest in this program
- Courses of greatest interest to these students as proposed were relating to issues of “Peace, Security and World Order,” and “Global Identity.”

The Beijing International Studies Program

- Though results were segmented by ethnicity, the program was either extremely or highly attractive to over 40% of all respondents.
- Among Chinese/Chinese American respondents, the Beijing site was “attractive” and the Beijing program was of “extreme” interest to more than 77% of respondents.
- One segment that expressed high interest in the program – and is traditionally under-represented within EAP’s program participation – were white males.
- More than 82% of survey participants preferred the academic calendar option that included a 4-week “survival” language instruction period prior to the fall’s semester.

The U.S. and Mexico: A Comparative Perspective

- Nearly 75% of respondents found Mexico City to either make the program more attractive or to have little or no impact upon their level of interest in the program. Interest in the program was not negatively impacted by this location. Level of attraction did not significantly vary due to ethnicity or sex of respondent.
- More than 75% of respondents found the program more attractive on account of the opportunity to participate in an internship or major research project.

- More than 80% of respondents found that the proposed Cuba academic excursion made the program more attractive.
- The question soliciting student level in the program appeared to confuse respondents, which may have contributed to a lower score than the other program options in this survey.

Demographic Descriptives:

UC Campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Berkeley	39	26.7	26.7	26.7
	Davis	38	26.0	26.0	52.7
	Irvine	27	18.5	18.5	71.2
	San Diego	5	3.4	3.4	74.7
	Santa Barbara	36	24.7	24.7	99.3
	Santa Cruz	1	0.7	0.7	100.0
	Total	146	100.0	100.0	

Which UC campus do you currently attend? (Select one)

Ethnic Identity

		Frequency	Percent	Percent
Valid	Unknown Error	1	0.7	0.8
	African American	2	1.4	2.3
	Chicano/ Mexican-American	4	2.7	5.3
	Chinese/Chinese-American	22	15.1	21.8
	East Indian/ Pakistani	8	5.5	27.8
	Filipino/ Pilipino	5	3.4	31.6
	Japanese/ Japanese American	2	1.4	33.1
	Korean/ Korean American	3	2.1	35.3
	Latino/ Other Spanish-American	8	5.5	41.4
	Other Non-White	3	2.1	43.6
	Vietnamese/ Vietnamese-American	2	1.4	45.1
	White/Caucasian	55	37.7	86.5
	Decline to State	18	12.3	100.0
Total	133	91.1		
Missing	System	13	8.9	
Total		146	100.0	

What is the Ethnicity with which you most identify?

Sex/Gender

		Frequency	Percent	Cumulative Percent
Valid	Female	106	72.6	74.6
	Male	36	24.7	100.0
	Total	142	97.3	
Missing	System	4	2.7	
Total		146	100.0	

Please identify your sex:

Implications:

At this level of analysis, the data suggests that all programs are physically well situated, and that the program options under consideration intended to enhance the China and Mexico programs (Research/Internship opportunities, Academic Excursion to Cuba, and “Survival” language instruction) are well received by the respondents. Although the survey could have been strengthened by broader participation among some ethnic groups, it can be stated that the program in China is widely popular with Chinese/Chinese American students. The Lund program is widely attractive to all students, and it would seem that the programs desire to encourage interactions between the students is especially attractive to the more mature students who might best accept such a social and academic challenge.

Results:

Further results of this survey are available on-line at www.eap.ucop.edu for internal staff, and others can make requests for the data, or follow-up analyses, by e-mail to research@eap.ucop.edu.

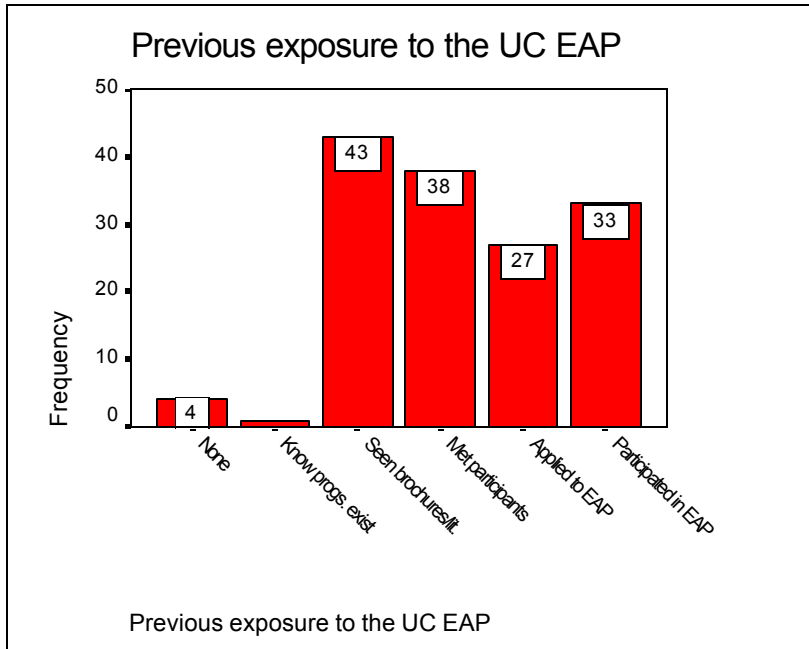
International Studies Student Survey Responses

(UOEAP SM&C; April 2003)

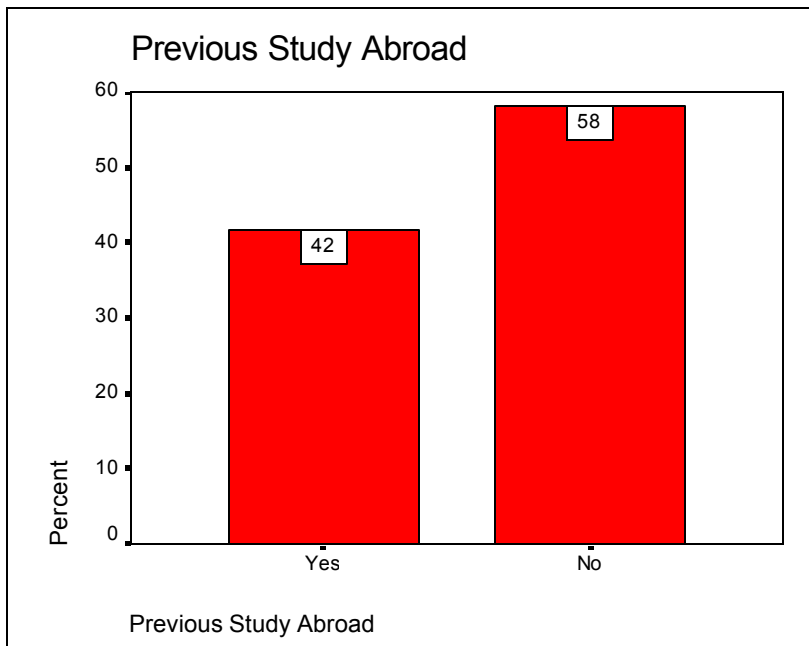
[Click here to View Questionnaire](#)

Respondent Descriptive Statistics

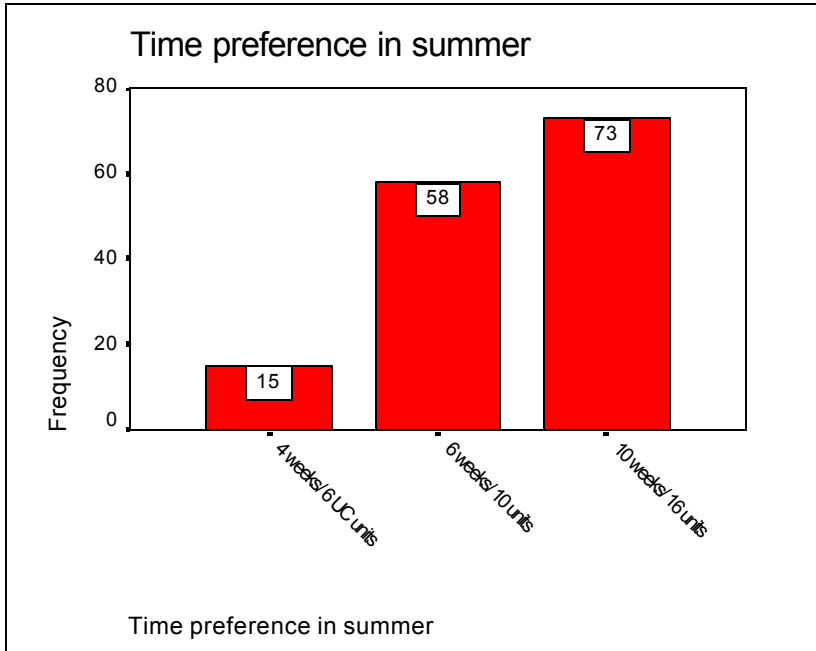
"What previous exposure have you had to the UC Education Abroad Program?"



"Have you traveled outside the United States as part of a study abroad program?"

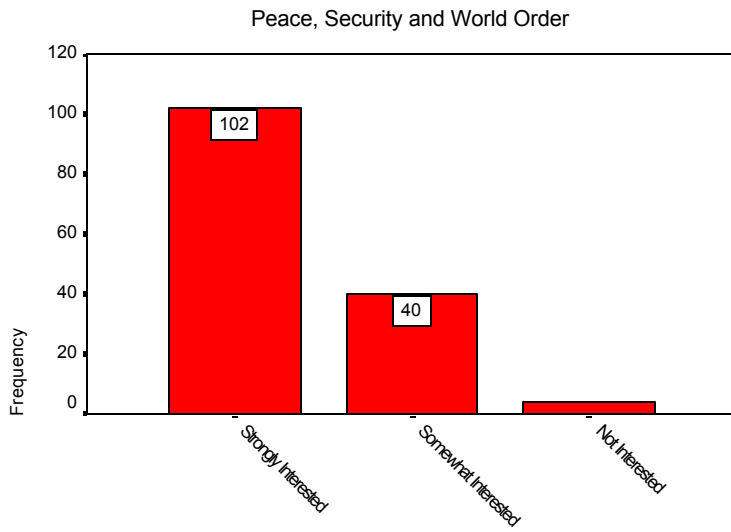


"If you were to study abroad during the summer, please indicate how much time you would prefer to spend on a program:"



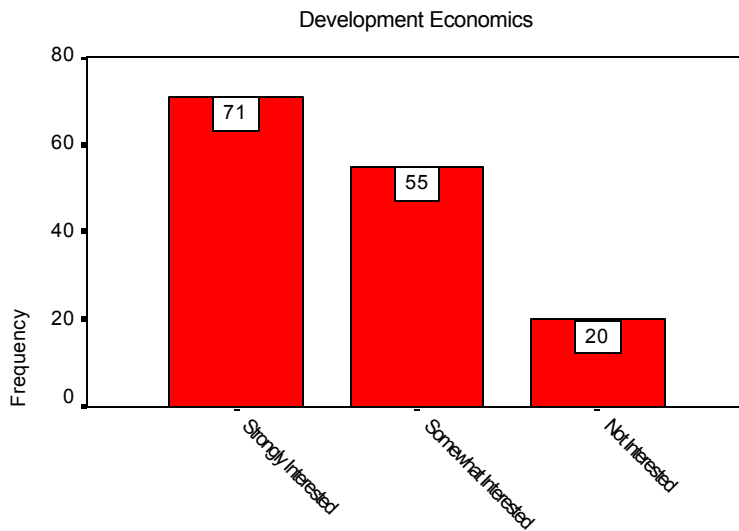
Joint UC/Lund Summer Program: "Europe and America: A Dialog on Critical World Issues.

"Please indicate your academic interest in the following topics: Peace, Security and World Order."



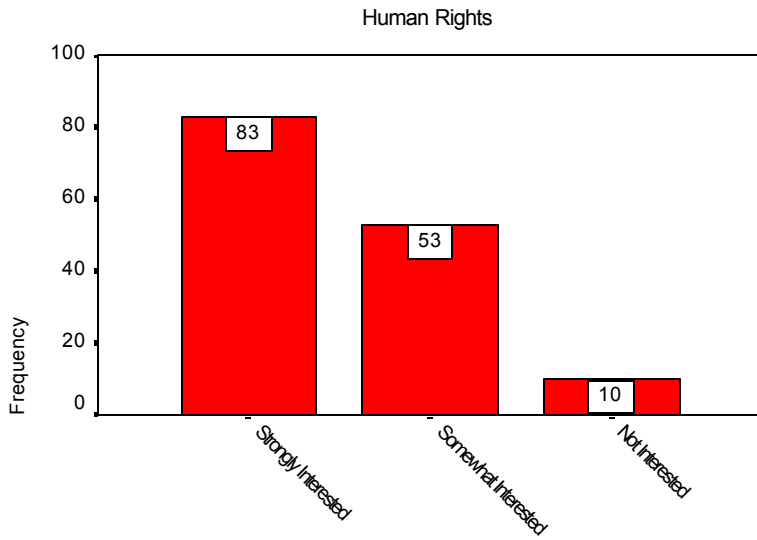
Peace, Security and World Order

"Please indicate your academic interest in the following topics: Development Economics:"



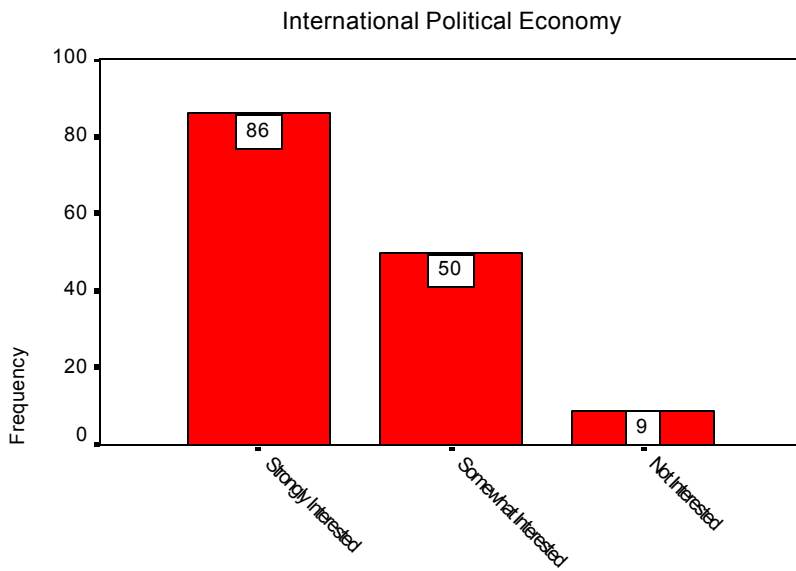
Development Economics

"Please indicate your academic interest in the following topics: Human Rights:"



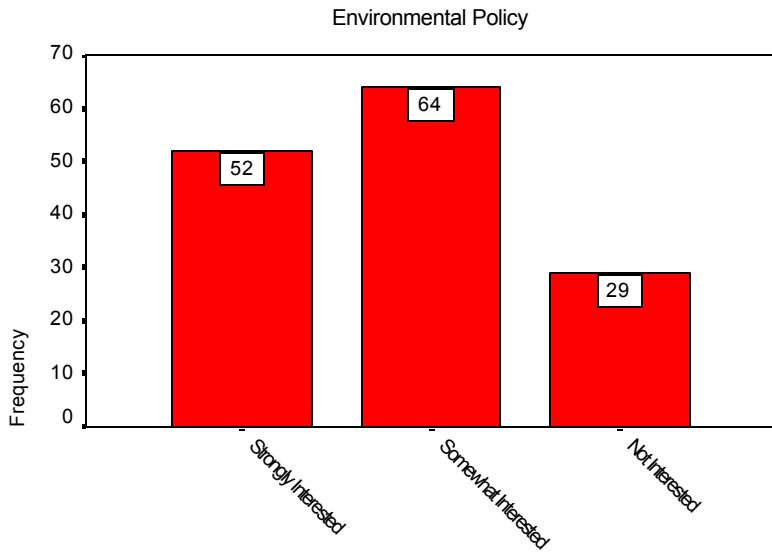
Human Rights

"Please indicate your academic interest in the following topics: International Political Economy:"



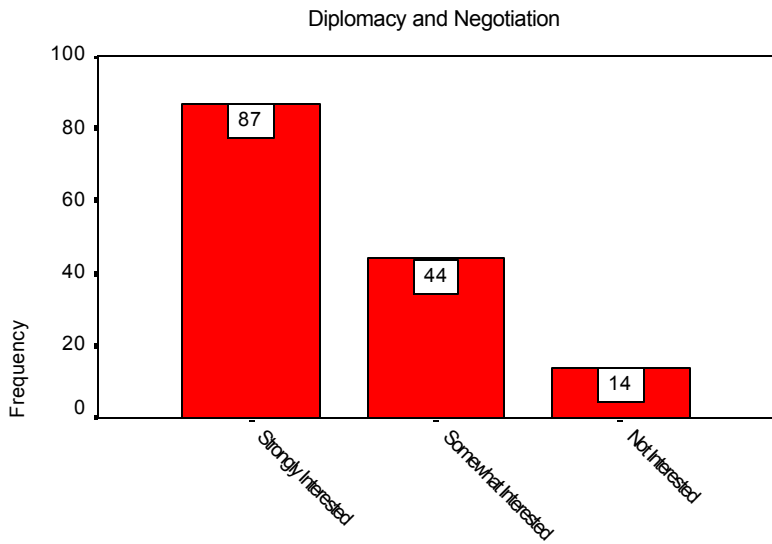
International Political Economy

"Please indicate your academic interest in the following topics: Environmental Policy:"



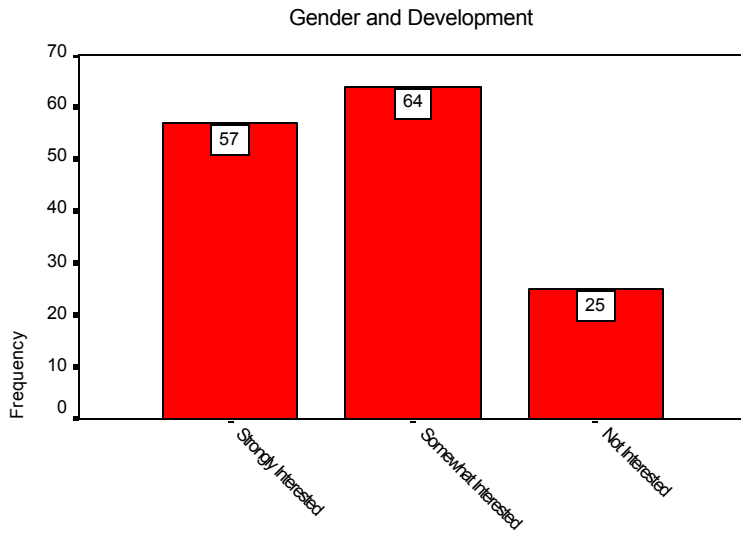
Environmental Policy

"Please indicate your academic interest in the following topics: Diplomacy and Negotiation:"



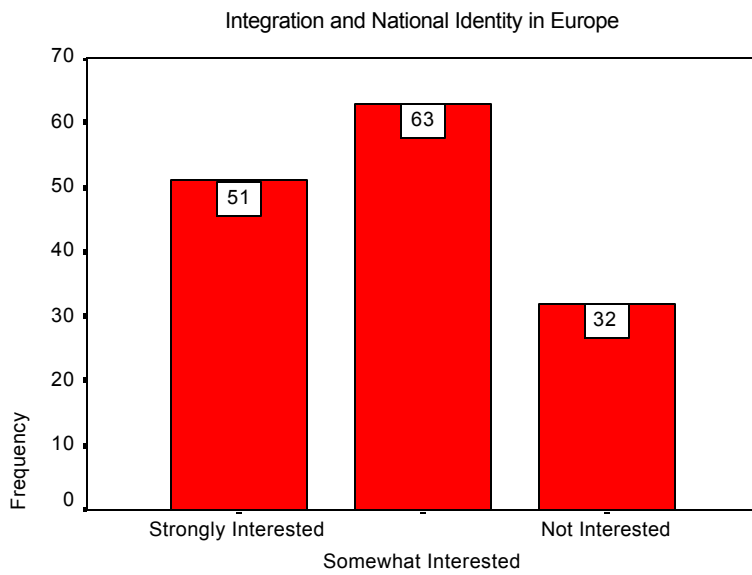
Diplomacy and Negotiation

"Please indicate your academic interest in the following topics: Gender and Development:"



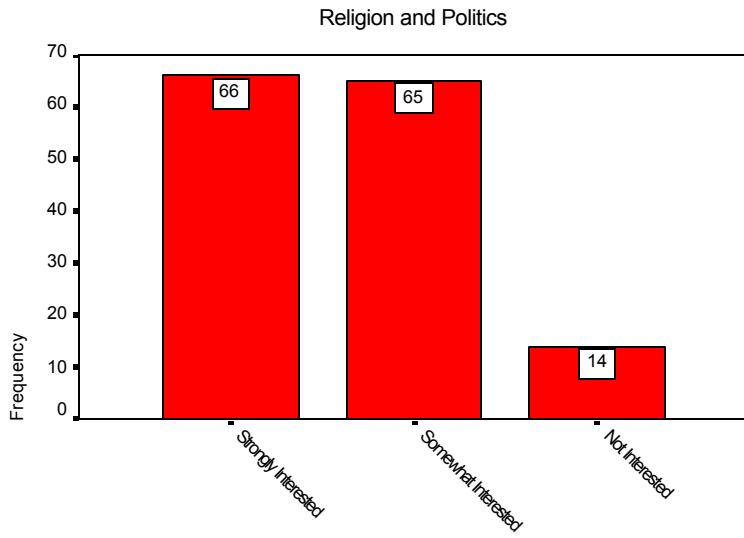
Gender and Development

"Please indicate your academic interest in the following topics: Integration and National Identity in Europe:"



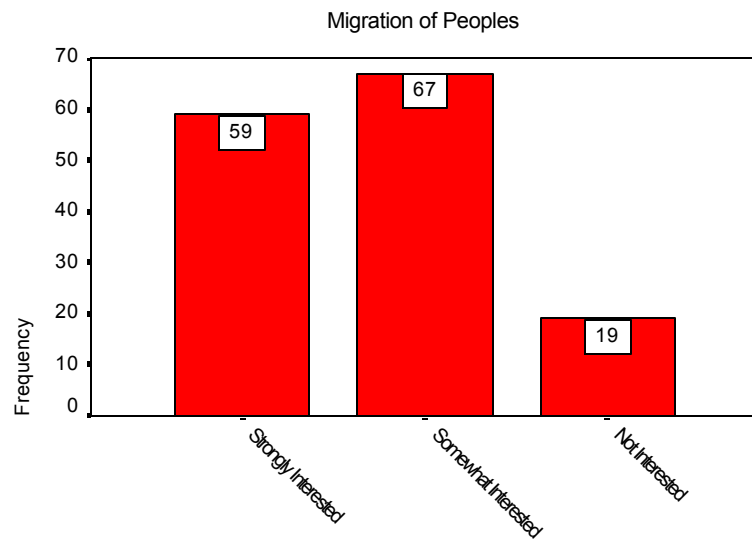
Integration and National Identity in Europe

"Please indicate your academic interest in the following topics: Religion and Politics:"



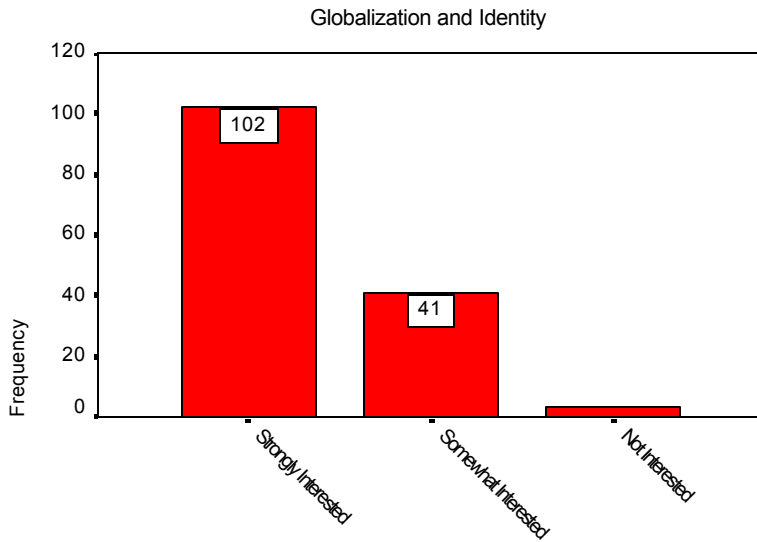
Religion and Politics

"Please indicate your academic interest in the following topics: Migration and Peoples:"



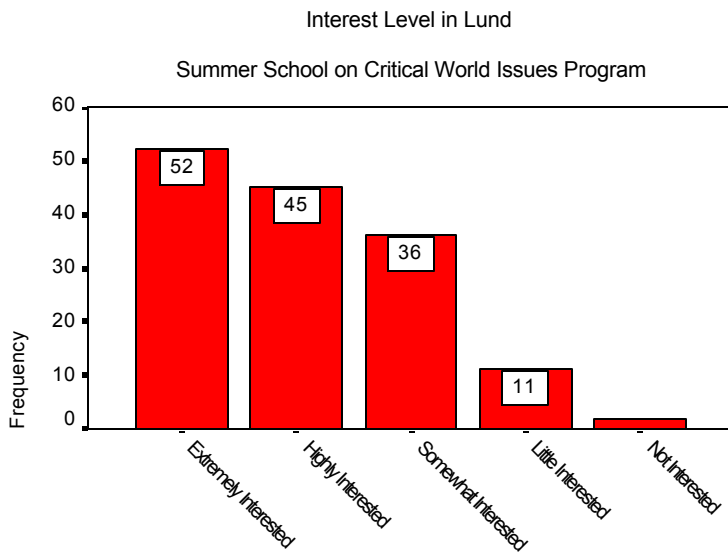
Migration of Peoples

"Please indicate your academic interest in the following topics: Globalization and Identity:"



Globalization and Identity

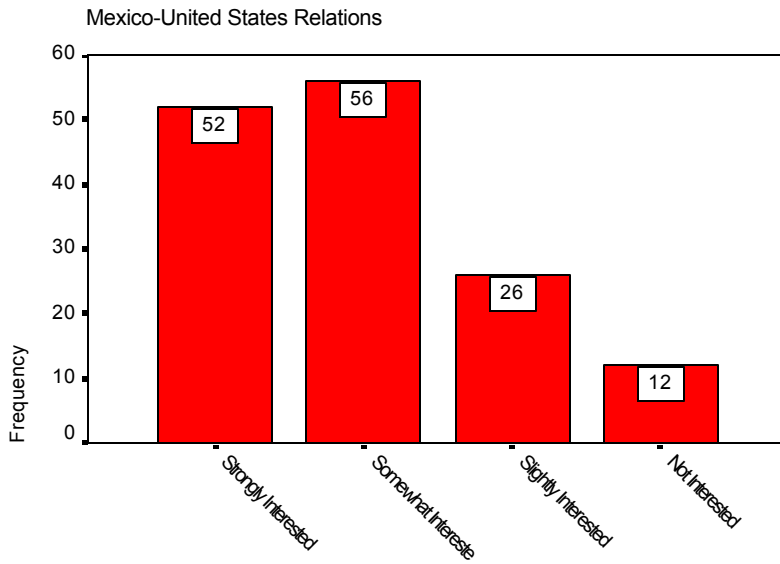
"If you were to study abroad, please indicate your interest in participating in the Summer School on Critical World Issues program:"



Interest Dialog Summer Prgm

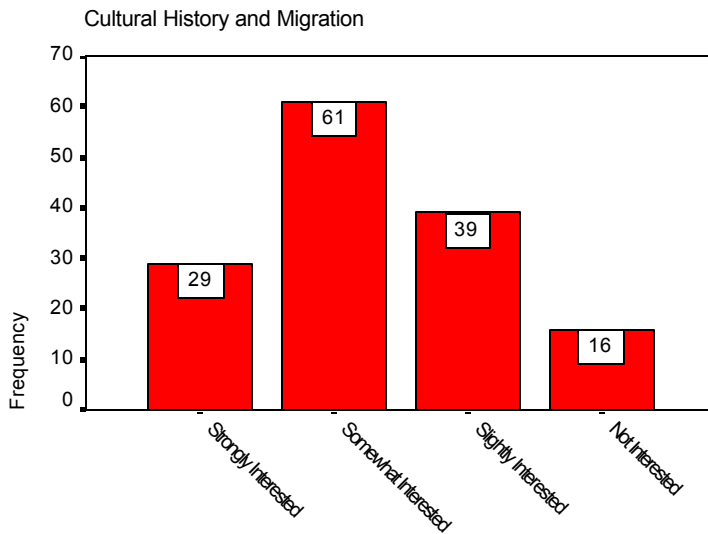
The U.S. and Mexico: A Comparative Perspective

"Please indicate your academic interest in the following topics: Mexico-United States Relations:"



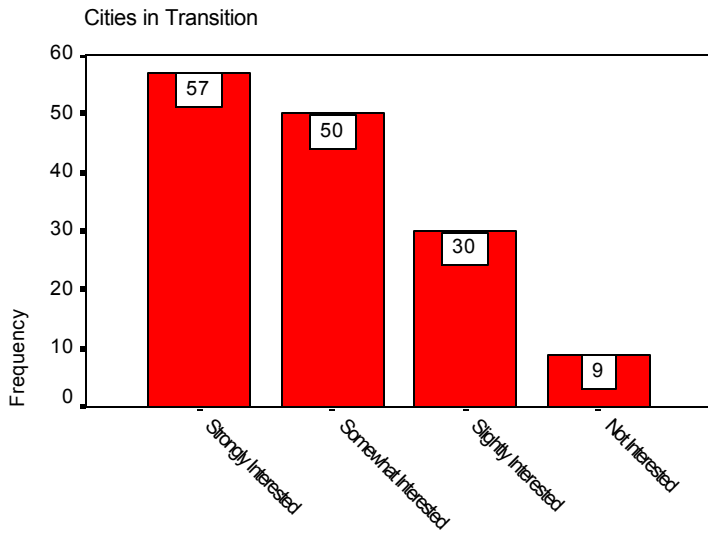
Mexico-United States Relations

"Please indicate your academic interest in the following topics: Cultural History and Migration of Mexican Peoples:"



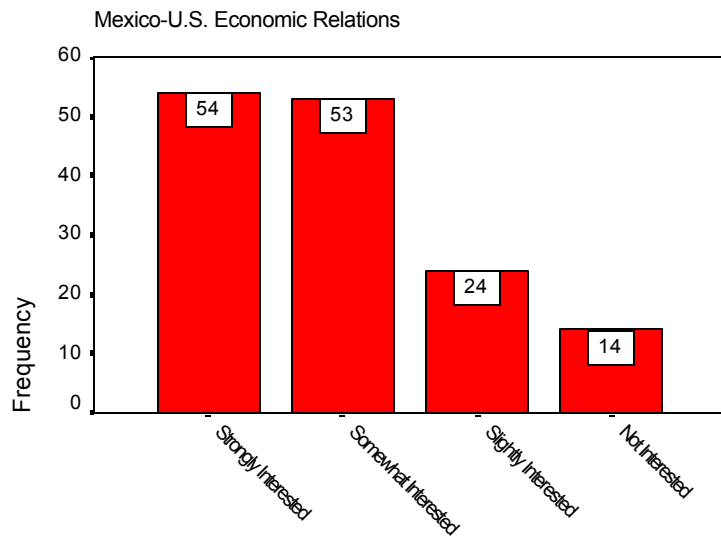
Cultural History and Migration

"Please indicate your academic interest in the following topics: Cities in Transition: Urbanization:"



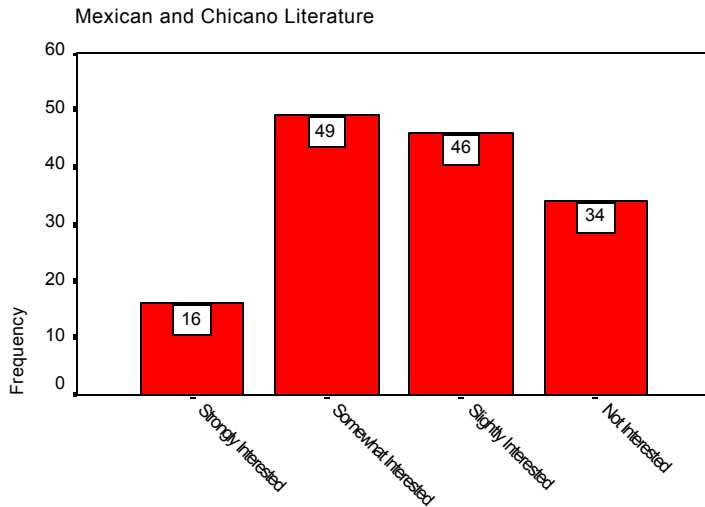
Cities in Transition

"Please indicate your academic interest in the following topics: Mexico- U.S. Economic Relations:"



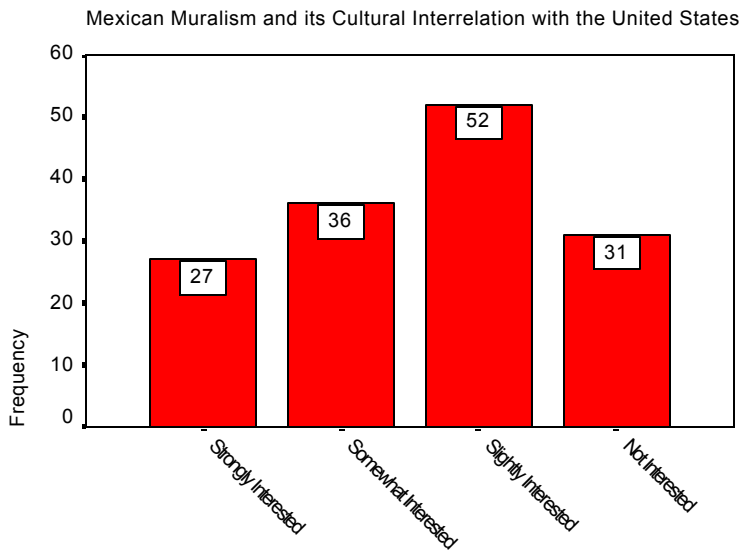
Mexico-U.S. Economic Relations

"Please indicate your academic interest in the following topics: Mexican and Chicano Literature:"



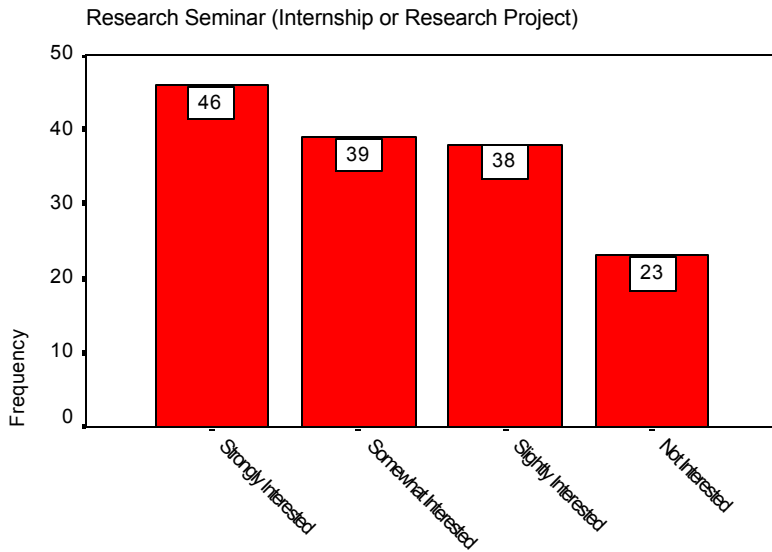
Mexican and Chicano Literature

"Please indicate your academic interest in the following topics: Mexican Muralism and its Cultural Interrelation with the United States:"



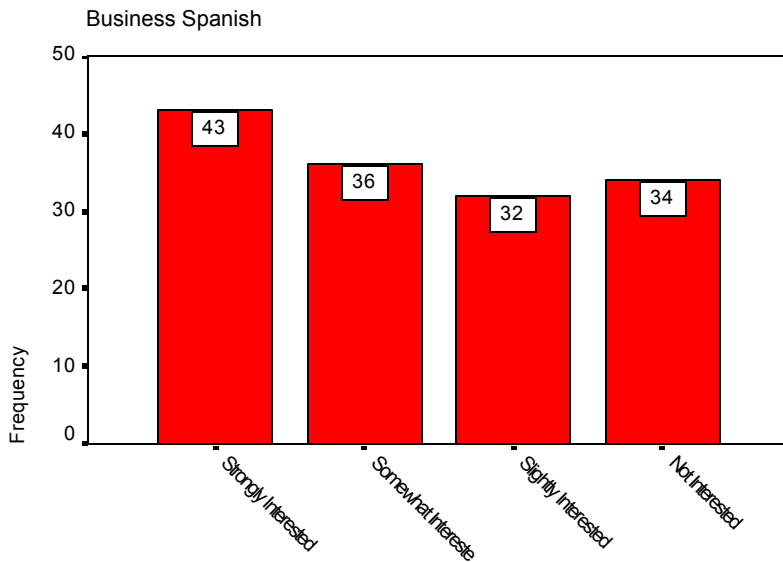
Mexican Muralism and its Cultural Interrelation with the United States

"Please indicate your academic interest in the following topics: Research Seminar (Internship or Research Project):"



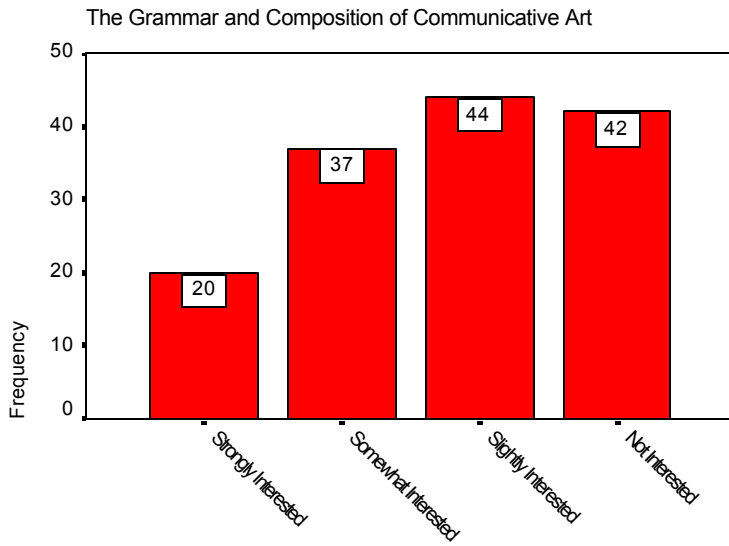
Research Seminar (Internship or Research Project)

"Please indicate your academic interest in the following topics: Business Spanish:"



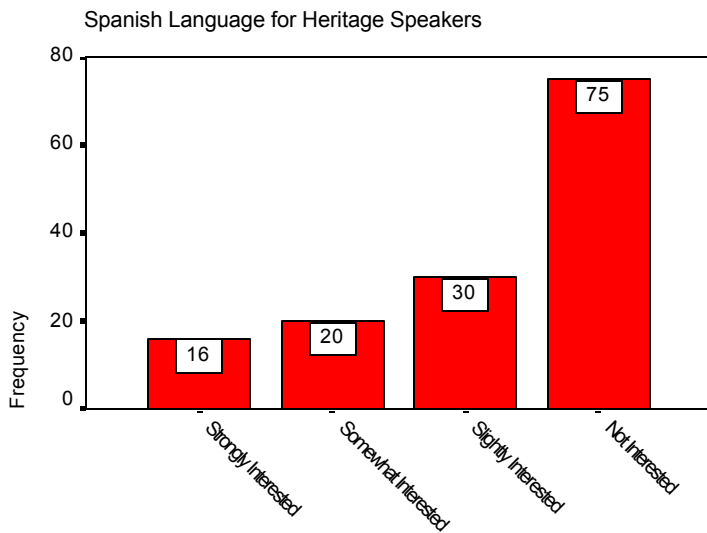
Business Spanish

"Please indicate your academic interest in the following topics: The Grammar and Composition of Communicative Art:"



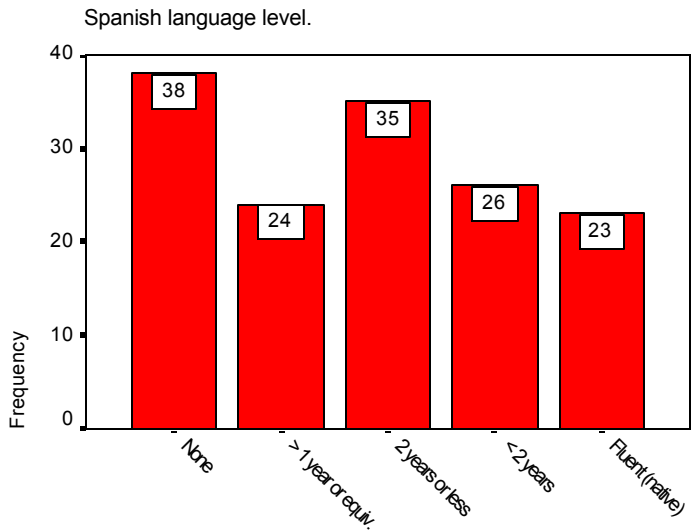
The Grammar and Composition of Communicative Art

"Please indicate your academic interest in the following topics: Spanish Language for Heritage Speakers:"



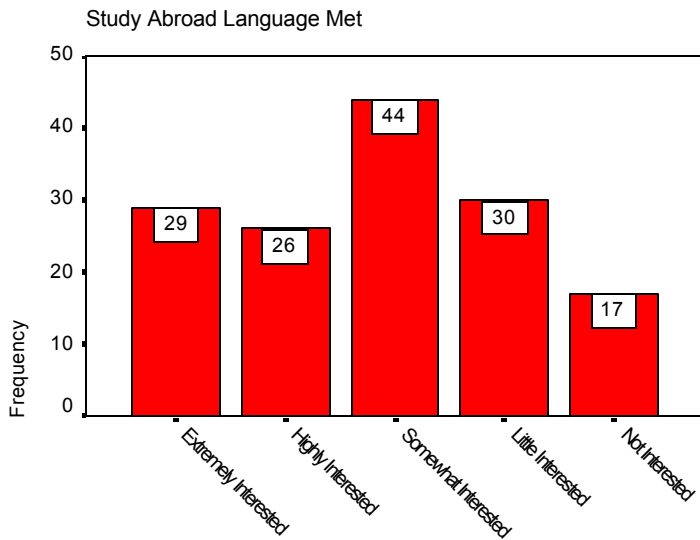
Spanish Language for Heritage Speakers

"Please indicate your Spanish language level (Select one):"



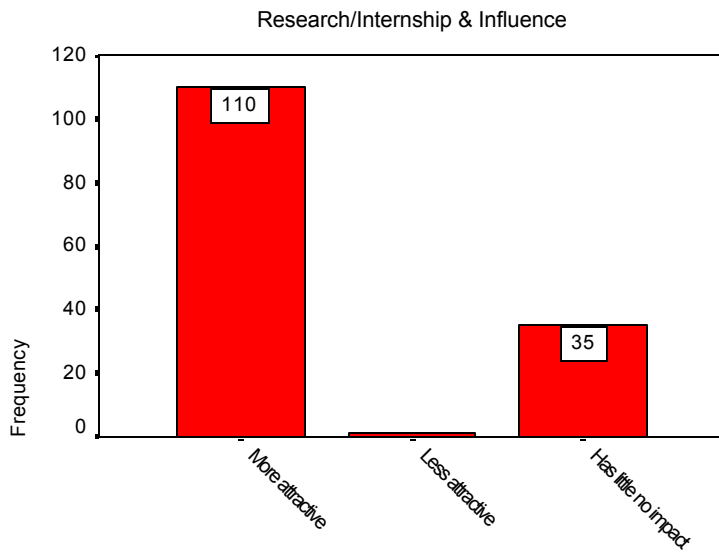
Spanish language level.

"If you were to study abroad and you meet the language requirement (2 years university-level Spanish or the equivalent), please indicate your interest in participating in "the U.S. and Mexico: A Comparative Perspective" program:"



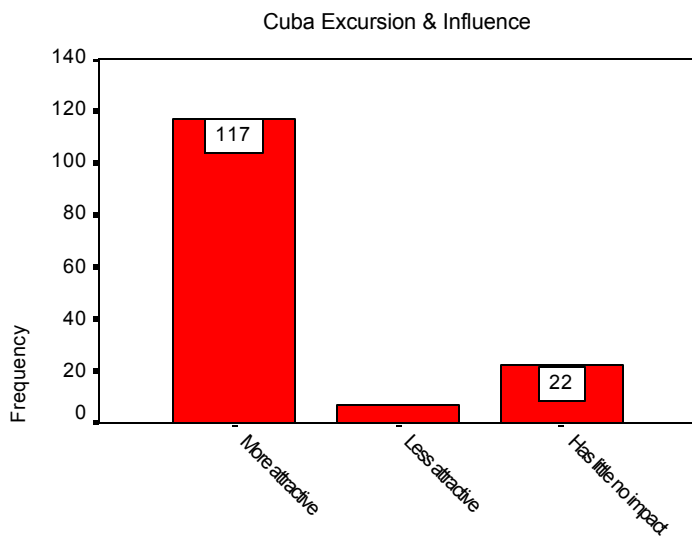
Study Abroad Language Met

"Does the opportunity to participate in internships or a major research project make this program more attractive, less attractive or does it have little or no impact. (Select one):"



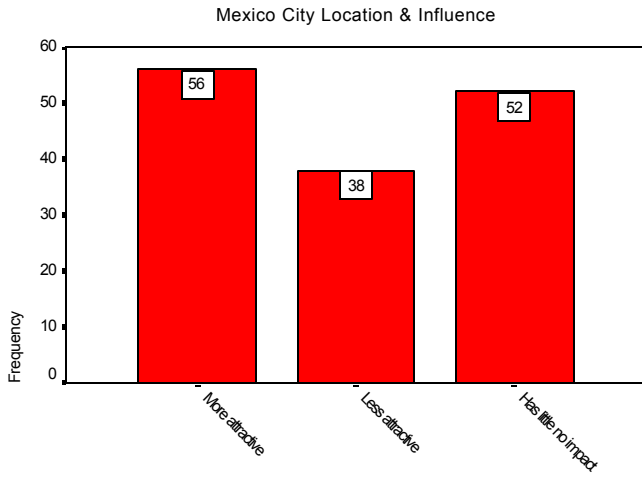
Research/Internship & Influence

"Does the Cuba academic excursion make this program more attractive, less attractive or does it have little or no impact. (Select one):"



Cuba Excursion & Influence

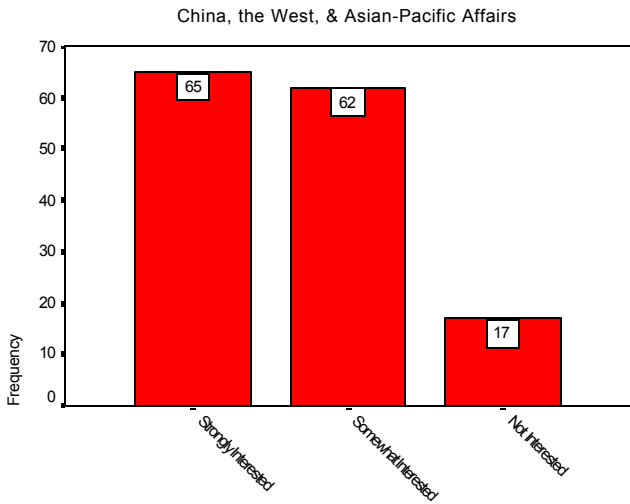
"Does the Mexico City location make this program more attractive, less attractive or does it have little or no impact. (Select one):"



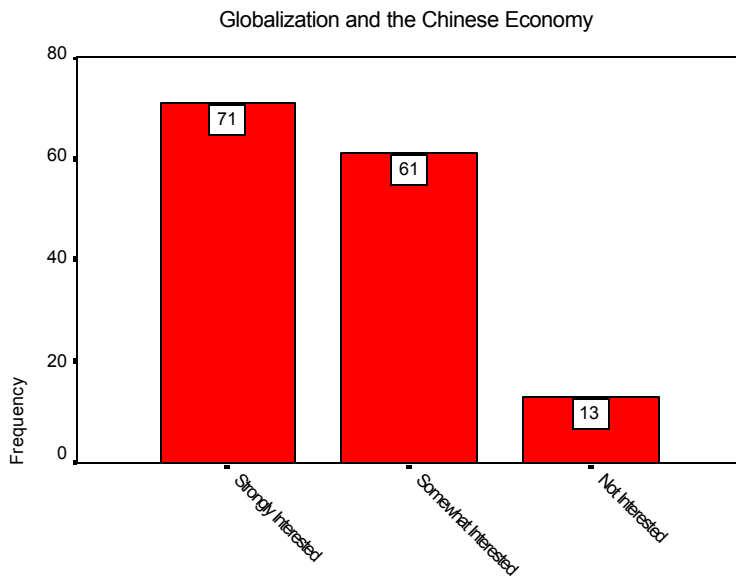
Mexico City Location & Influence

Beijing International Studies Program.

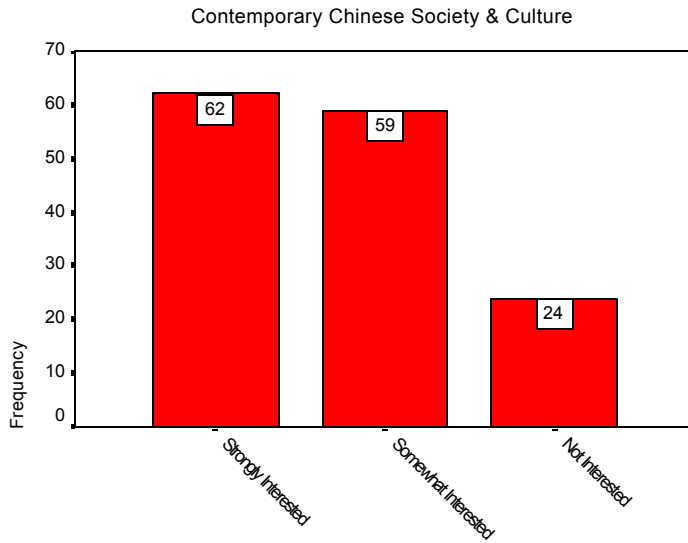
"Please indicate your interest in the following course topics: China, the West, & Asian-Pacific Affairs:"



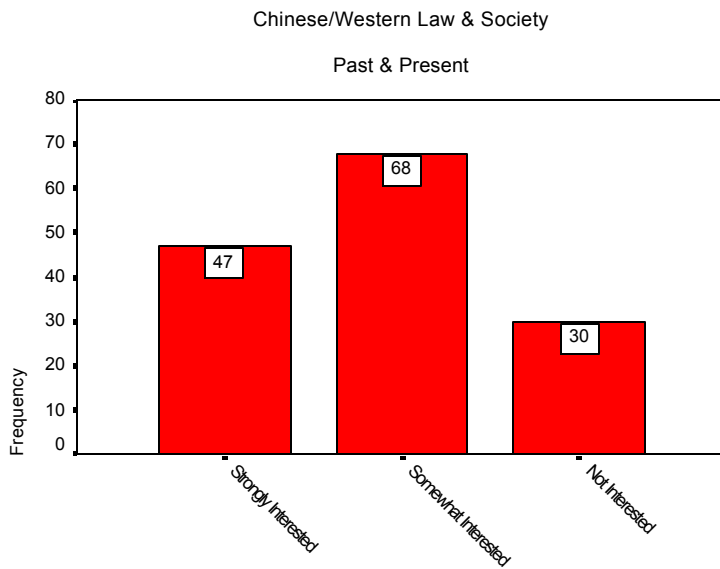
"Please indicate your interest in the following course topics: Globalization and the Chinese Economy:"



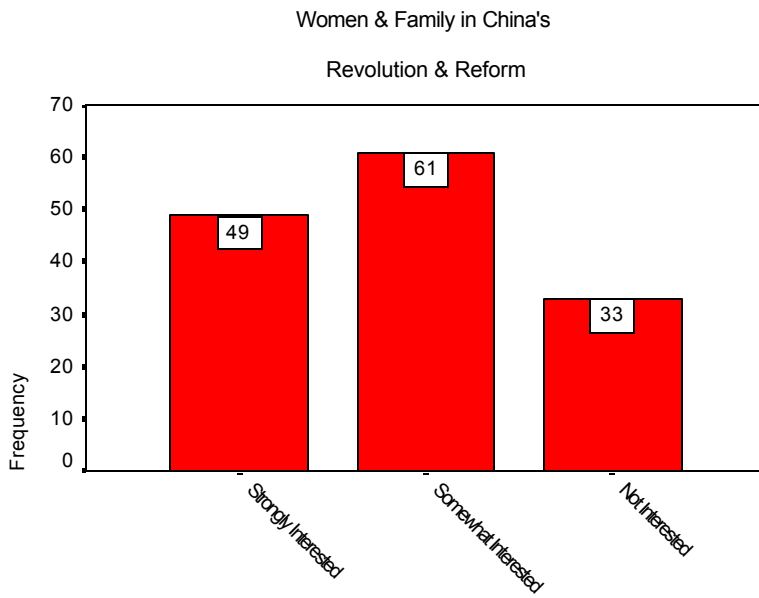
"Please indicate your interest in the following course topics: Contemporary Chinese Society and Culture:"



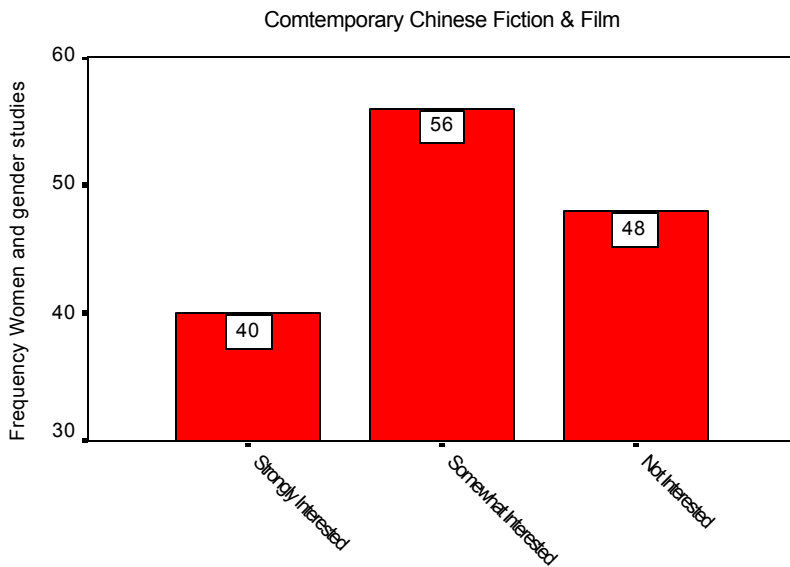
"Please indicate your interest in the following course topics: Chinese/Western Law & Society, Past & Present:"



"Please indicate your interest in the following course topics: Women & Family in China's Revolution & Reform:"

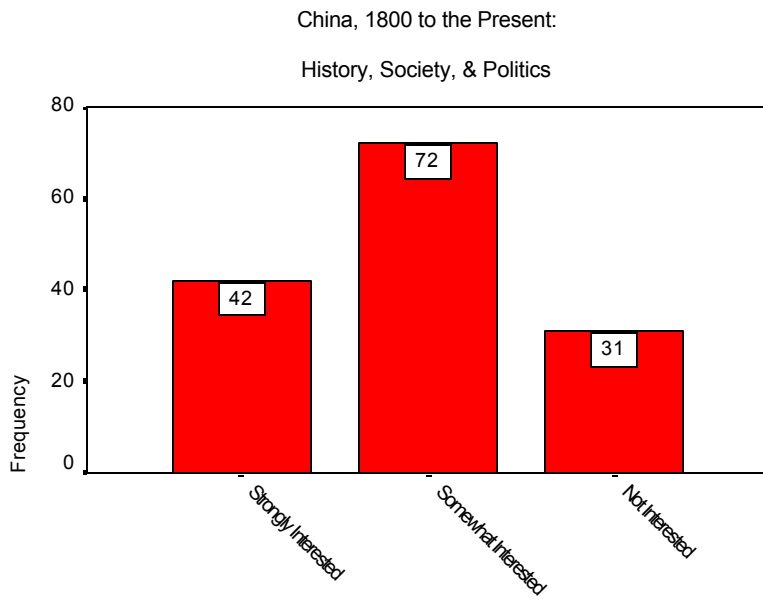


"Please indicate your interest in the following course topics: Contemporary Chinese Fiction & Film:"



Women and gender studies

"Please indicate your interest in the following course topics: China, 1800 to the Present: History, Society, & Politics:"



"Are there other topics related to China that you would like to study (Please specify what)?"

Other topics related to China of interest to study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		95	65.1	65.1	65.1
	communism	1	.7	.7	65.8
	Business courses at the Chinese University	1	.7	.7	66.4
	capitalist Hong Kong's union with communist China	1	.7	.7	67.1
	China's rising military budget and it's effects in asia and the west.	1	.7	.7	67.8
	China-Russia relations	1	.7	.7	68.5
	China and its growing IT industry and how to do business in China	1	.7	.7	69.2
	China during WWII (The Rape of Nanking)	1	.7	.7	69.9
	chinese and their methods of communication as a collectivistic society vs US immigrants and their change toward a individualitic society	1	.7	.7	70.5
	Chinese Art History	1	.7	.7	71.2
	Chinese economy	1	.7	.7	71.9
	Chinese Floating Population--the peasants in villages, and the devastating social problems, the Chinese government's policy towards social welfare improvement, and implications for China's future in	1	.7	.7	72.6
	chinese religions, chinese culture and the family, chinese philosophy, and more cultural topics	1	.7	.7	73.3
	communism	1	.7	.7	74.0
	Contemporary Chinese economic developments and the new Capitalism in China. Also, an examination of China's new "three represents" plan would be highly interesting. (I'm biased because I'm planning	1	.7	.7	74.7
	cooking class, environmental issues, politics of Taiwan and neighboring countries, relationship to the US	2	1.4	1.4	76.0

Are there other topics related to China that you would like to study (Please specify what, limited to 200 characters)?

Other topics related to China of interest to study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Culture in the special economic zones	1	.7	.7	76.7
	deng xiaoping's economic and political reforms, chinese capitalism, Tibet, relations with N. Korea and Taiwan (I realize there's zero chance of studying any of these in the mainland)	1	.7	.7	77.4
	Development of China as a World power Chinese militarism past/present Chinese cultural perspective on international relations	1	.7	.7	78.1
	development of chinese history, tradition and culture....the split among the chinese/ taiwan	1	.7	.7	78.8
	economic development	1	.7	.7	79.5
	effects of communism	1	.7	.7	80.1
	Entrance into the WTO, motivations and concessions.	1	.7	.7	80.8
	evolution of political ideology resistance movements against political reforms since 1979	1	.7	.7	81.5
	Foreign policy	1	.7	.7	82.2
	How repossession of Hong Kong and Macau impacted HK and Macau, eg: they were very democratic and enjoyed lots of freedoms, has it changed? Better or worse...	1	.7	.7	82.9
	Impact of religion on globalization	1	.7	.7	83.6
	Impact/perceptions of Chinese Revolution	1	.7	.7	84.2
	language study	1	.7	.7	84.9
	Minority groups after the Revolution (Taiwanese, Tibetan, etc)	1	.7	.7	85.6
	Modern China Economics	1	.7	.7	86.3
	Modern Chinese Culture (art, advertising, youth, pop culture)	1	.7	.7	87.0
	My academic feild is more specified toward Lain America so the Mexico program is more appealing to me	1	.7	.7	87.7
	no	2	1.4	1.4	89.0
	no.	1	.7	.7	89.7

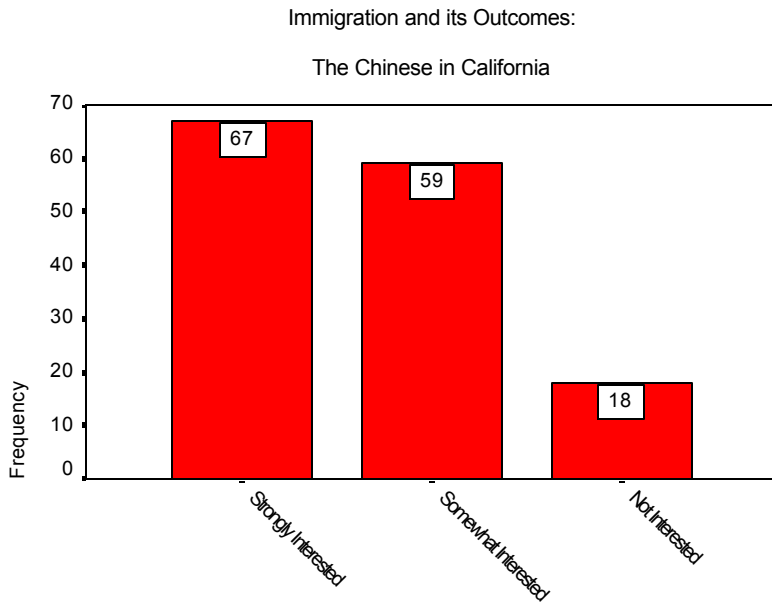
Are there other topics related to China that you would like to study (Please specify what, limited to 200 characters)?

Other topics related to China of interest to study

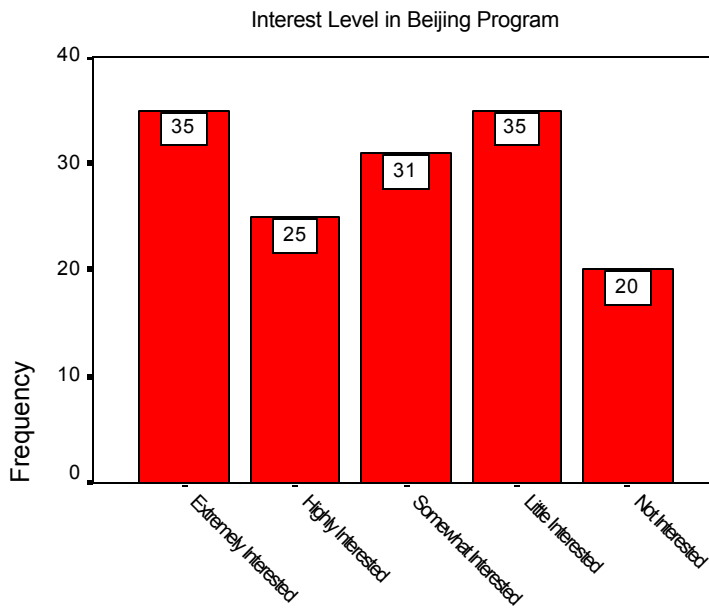
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	4	2.7	2.7	92.5
	None	1	.7	.7	93.2
	Not particularly	1	.7	.7	93.8
	not really	1	.7	.7	94.5
	Not that I'm aware of	1	.7	.7	95.2
	social aspects of China. Study of the rural and the poor.	1	.7	.7	95.9
	special economic zones and market capitalism	1	.7	.7	96.6
	Taiwan	1	.7	.7	97.3
	the dialectic of communist politics and capitalistic economy	1	.7	.7	97.9
	The rising power of China in recent years.	1	.7	.7	98.6
	US-China relations	1	.7	.7	99.3
	Women and Literature in China; Tibetan issues	1	.7	.7	100.0
	Total	146	100.0	100.0	

Are there other topics related to China that you would like to study (Please specify what, limited to 200 characters)?

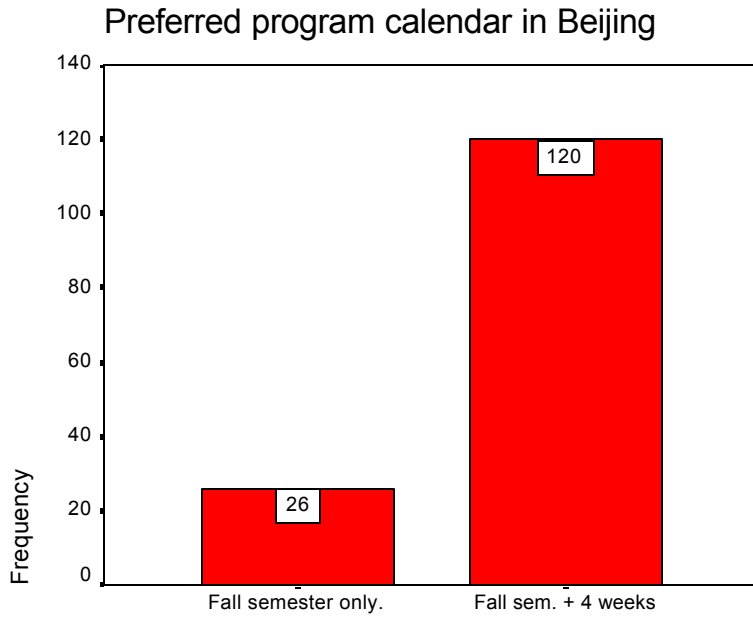
"Please indicate your interest in the following course topics: Immigration and its Outcomes: The Chinese in California:"



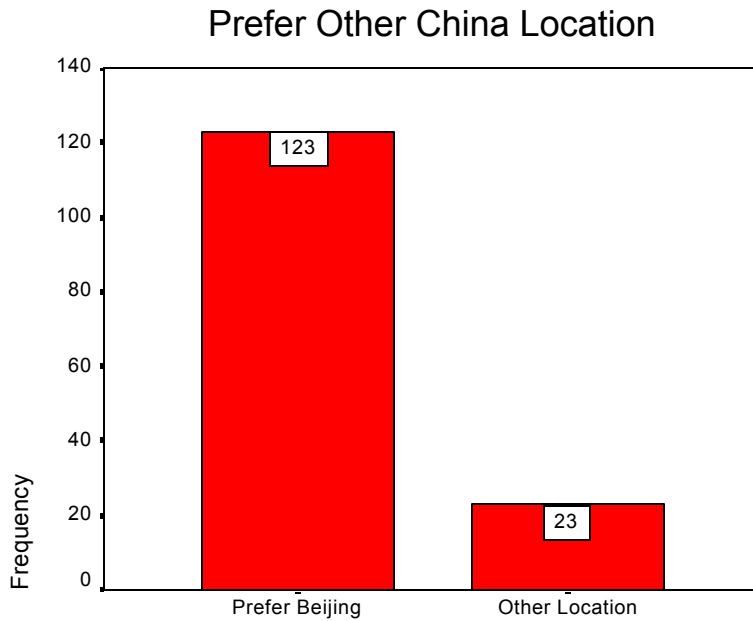
"If you were to study abroad, please indicate your interest in participating in the Beijing International Studies Program:"



"Please indicate your preferred program calendar for the Beijing Program:"



"Which best describes your interest in the programs location (Beijing) (select one):"



Other Locations in China listed:

Other China Locations Listed by Respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		<i>124</i>	<i>84.9</i>	<i>84.9</i>	<i>84.9</i>
	Any free economy zone like Guangzhou	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>85.6</i>
	Anywhere but Beijing; to many people	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>86.3</i>
	Beijing is nice, but Shanghai is very interesting also.	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>87.0</i>
	Canton and Shanghai	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>87.7</i>
	Half in Beijing, half in S. China ie. Canton or Hong Kong.	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>88.4</i>
	hong kong	<i>2</i>	<i>1.4</i>	<i>1.4</i>	<i>89.7</i>
	Hong Kong	<i>2</i>	<i>1.4</i>	<i>1.4</i>	<i>91.1</i>
	I'm not too familiar with locations in China.	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>91.8</i>
	Perhaps Hong Kong	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>92.5</i>
	shang hai	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>93.2</i>
	Shanghai	<i>5</i>	<i>3.4</i>	<i>3.4</i>	<i>96.6</i>
	Shanghai seems better for business/economics related fields	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>97.3</i>
	shanghai, city is more developed and more westernized	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>97.9</i>
	Shanghi	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>98.6</i>
	Someplace more ethnic and less global.	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>99.3</i>
	somewhere more south. hong kong? shanghai?	<i>1</i>	<i>.7</i>	<i>.7</i>	<i>100.0</i>
	Total	<i>146</i>	<i>100.0</i>	<i>100.0</i>	

Which best describes your interest in the programs location (Beijing)? Other responses given by respondents.