Topline Results of the UCEAP Reciprocity Survey: May 2011

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Presentation Purposes

• Review Survey
  ➢ Purposes & Survey Response Characteristics
    ➢ Some weaknesses in design for debriefing
  ➢ Topline Results
  ➢ Potential Implications & Uses
Survey Purposes

• Assess:
  ➢ How exchange students learn of UC opportunities?
  ➢ UC’s pre-arrival resources: Use & Quality
  ➢ Social Media Use & UC Social Media Engagement
  ➢ UC Orientation Characteristics & Quality
  ➢ Interactions with UC Resources (frequency & quality)
  ➢ Housing (resources, satisfaction, recommendations)
  ➢ Academic Intentions, Successes, & Contributions
  ➢ Non-Resident Student Recruitment & Relationship Building
How did you first learn about UCAP Opportunities?

- 80% learned of UCEAP exchange opportunity from their institutional “international office”
- UCEAP students are insignificant “ambassadors” of our exchange opportunities
- Friends & acquaintances are largely the other” 2.3%
Pre-Arrival Information Resources

- Responses/Respondent = 2.6

➤ Slightly more than half used our UCEAP resources for pre-arrival information.

What were the major sources of pre-arrival information available to you?

- My Home University: 63.0%
- My Home University Pre-departure Orientation: 48.5%
- UCEAP Systemwide Office Resources (e.g., web pages...): 53.5%
- UCEAP Campus Office Resources (e.g., web pages...): 45.6%
- Host UC Office of International Students: 29.1%
- Host UC Department Academic: 6.4%
- Host UC College Academic: 4.0%
- Other Host UC Campus Resources (e.g., web pages...): 14.6%
- Other Host UC Campus: 0%
Quality of Information from Pre-Arrival Resources

- UC Resources Were Better Than Others
- Department & College Academic Advisors respectively rated Excellent or Good by 85% & 84% or respondents (with only 3% saying “poor”)
Social Media Use: I

• Exchange/Reciprocity
Students use Facebook more than other Social Media.

➤ 1 in 7 exchange students use twitter
Did you, or do you plan to, join UC-specific social media sites or groups?

- **Before arriving at the UC**
- **After arriving at the UC**
- **After returning to your home country (post-UCEAP)**

**Results**

- **Yes**: 31.5 379
- **No**: 23.1 205
- **Maybe**: 34.1 302
- **Don’t Remember/Don’t Know**: 11.3 100

Total: 98.3 880

Adjust P-value=0.000, Chi-square=104.686, df=0
Campus Orientations Include UCEAP Information: I

- 80% recall UCEAP specific information in their campus orientation
  - No significant differences by campus, discipline, etc.

Did your UC campus international student orientation include UCEAP-specific information?

- Yes: 80%
- No: 9%
- I don't remember attending a UC international student orientation: 11%
Students are generally satisfied with orientation information of Institutional Offices & Academic Support

Some differences by campus: e.g., 1 in 4 UCLA & UCR respondents rated Course Enrollment orientation information Unsatisfactory or Poor
Rating of International Student Orientation: Academic Resources

Rating of Information Presented at International Student Orientation: Campus Services

Rating of Information Presented at International Student Orientation: Personal Affairs
Once at the UC, relatively few reciprocity/exchange students recall having interactions with the UCEAP Systemwide Office, their Host College Academic Advisor, the Counseling & Career Services Office, or the Office of Students with Disabilities.
• Though relatively few students recalled interactions with their Host Department Academic Advisors (24%) or Counseling & Career Services Offices (14%), they were among the more frequently visited service centers.
Frequency of Interaction with Academic Advisor & Course Accessibility

Row and Column Points
Symmetrical Normalization

Host Department Academic Advisor: How often did you interact with these offices while enrolled at UC? Select the statement below that best describes how fully you were able to meet your academic objectives while enrolled at UC.
In general, 7 out of 10 students found the service centers very helpful or helpful.

The Office of International Students was most commonly recalled, most frequently used, & regarded as most helpful by respondents.
What type of housing did you live in during your UC studies?

- Very few students selected more than one type of housing (1.06 responses/respondent)
- Among students who responded “other” there was a strong number who listed “i-house” and “international house.”
66% of respondents used only 1 resource to find housing

- 1 in 5 had a Friend as a housing resource
Housing Shared with Others?

- Most shared housing experiences included American students
  - A majority of students who lived in UC owned Residence Halls lived with American & International students (58%)
  - Slightly less than half (47%) of students who lived in UC Owned Apartments
  - 42% of students who lived in a community house or apartment lived with both American & International students.
Housing Quality

• Quality Rating Relates to Housing Type
  ➢ E.g., 44% of students in Cooperative living responded “Excellent” vs. 28% of students who lived alone in an apartment or house
  ➢ Others (and larger samples) were near the means.

How would you rate the quality of your housing experience?

- Excellent: 37%
- Good: 35%
- Satisfactory: 21%
- Unsatisfactory: 5%
- Poor: 3%
Academic Intentions and Successes while Enrolled in the UC

- Nearly 90% of Exchange Students Anticipate UC Courses will Contribute Credit to Home Degree

  » Almost 85% enrolled in opportunities unavailable at their home institution
Anticipated Degree Credit for Unique UC Courses

Do you think you will receive credit toward your home university degree for these unique UC academic experiences?

- The majority anticipate degree credit – which our Reciprocity Analysts equate to “major” credit – for unique UC academic experiences.

  ➢ This data might suggest opportunities to reverse engineer Academic Integration.
I.e., “If Students Can Predict Credit…”

- By Country, CIP Discipline…, Maybe they are at Partners with instruction likely to work well for UC students or pockets for successful Academic Integration

➢ Knowing where to look for what could “speed the process”
Or Maybe We Learn if…?

- E.g., 10 PCU Chile Engineering Students took courses unavailable at their institution
  - ...they offer few engineering courses there?
  - ...there is reciprocity in costs of instruction or institutionally valued relationships?
Academic Objectives & Course Accessibility

Select the statement below that best describes how fully you were able to meet your academic objectives while enrolled at UC. "I was able to enroll in..."

- Nearly 75% Accessed All or a Majority of Courses Needed
- 90% had a Sufficient Number of UC Courses
  - More Challenges for Biological Sciences, Foreign Language/Literatures, & Legal Studies Students but still between 80 – 85%.
Credit for All Courses

Which of the following statements best describes the likelihood that you will receive credit toward your home university degree for coursework completed while enrolled at UC?

"I will ...

- 49% Receive Credit for all Courses
- 40% Receive Credit for Some Courses
- 5% Not Receive Credit For Any Courses
- 6% Don't Know

- This Question Suggests Reliability for the Finding of 90%
- Nearly 50% Anticipate Credit
- Credit for All Courses.
Potential For Non-Resident Student Recruitment

- Removing the 18% With No Intentions of Graduate School Improves the “Increased” Response to 78%.
Value Propositions of Exchange Program

- Most Value Propositions for Exchange are Supported by Reciprocity Students.
  - Significant Academic Research and Relationships with Faculty were Relatively Weak But Not Necessarily Dismal
Recommendation of the Program

- Alumni Give a Higher Recommendation to Students in Their Discipline or Major

How highly would you recommend your study experience at UC to students at your home university...

- Who share your home university academic discipline or major
- Who have a different academic discipline or major from your own
Would you be interested in educating prospective applicants in your home country about UC by...

- Visiting high schools: 35%
- Attending study abroad fairs: 61%
- Attending UC receptions or information sessions for applicants: 66%
- Talking to students by phone or online chat: 45%

• Exchange Student Returnees Are More Likely to Attend a Study Abroad Fair or UC Information Reception
• Not quite half the students were willing to update their e-mail address so as to have us promote contact from UC graduate & professional schools.
Relationship Building IB

Graduate School Contact

Node 0

- Category
  - Blank - No Email Given 50.0 442
  - Email Given 50.0 442
  - Total 100.0 884

Develop skills that will help me move on to graduate level study: Identify your level of agreement with the following statements: As a UC reciprocity student, I was able to...
  Adj. P-value=0.000, Chi-square=62.026, df=2

Node 1

- Category
  - Blank - No Email Given 65.3 224
  - Email Given 34.7 119
  - Total 38.8 343

Develop productive academic relationships with UC students: Identify your level of agreement with the following statements: As a UC reciprocity student, I was able to...
  Adj. P-value=0.002, Chi-square=14.893, df=1

Node 2

- Category
  - Blank - No Email Given 58.0 294
  - Email Given 42.0 213
  - Total 57.4 507

Node 3

- Category
  - Blank - No Email Given 85.3 29
  - Email Given 14.7 5
  - Total 3.8 34
A little more than half the students were open to joining our alumni network for exchange students.

If you would like us to include you in the EAP alumni network, please provide your preferred e-mail address.
### Relationship Building 2B

<table>
<thead>
<tr>
<th>Alumni Network Contact Permission Given</th>
<th>Graduate School Contact</th>
<th>Percentage</th>
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</thead>
<tbody>
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<tr>
<td>Yes</td>
<td>112</td>
<td>383</td>
</tr>
<tr>
<td>% within Alumni Network Contact Given</td>
<td>22.6%</td>
<td>77.4%</td>
</tr>
</tbody>
</table>

- An Opportunity to Reach the Secondary Segment for Non-Resident Student Recruitment Could be an Early Alumni Network Message
Conclusions

• “As soon as I got here I fell in LOVE with (UC)LA. I learned more in one quarter than in four years in my home university. I learned things in much more depth, did my own research and worked directly with linguists/professors/researchers that are known around the world! I really took advantage of this opportunity from the first day, I applied to Grad school after 3 months and I got into the PhD program! My dream has come true! It wouldn't have been possible without this exchange. Thank you SO much. You've changed my life.”

• “I am really willing to help students from my home university coming to Davis (or any UC) because I missed being able to talk to someone who had first-hand experience before I came.”