

UNIVERSITY OF MINNESOTA
Study Abroad Curriculum Integration
International Education for Undergraduates

**2006-2007 Senior Survey of Study Abroad
College of Food, Agricultural and Natural Resource Sciences Responses**

In October 2006 the University of Minnesota surveyed seniors from the Crookston, Duluth, Morris and Twin Cities campuses as part of the study abroad curriculum integration initiative that aims to increase study abroad enrollments. There were 1137 seniors who responded to the survey, out of 8728 seniors surveyed (13% response rate).

With regard to the College of Food, Agricultural and Natural Resource Sciences (CFANS), there were 73 seniors who responded from the 554 seniors who were sent the survey (13% response rate). All seniors whose ethnicity is reported as other than white were included in the survey as the University is seeking to increase underrepresented students in study abroad. The Office of Institutional Research prepared the student counts, and the Office of Measurement Services administered the survey.

Presented in this report are the results from the responses of the CFANS seniors.

The Study Abroad Curriculum Integration effort has been made possible by the support of the Office of the Executive Vice President and Provost, the Offices of the Vice Chancellors for Crookston, Duluth, Morris, the Office for International Programs, and the Learning Abroad Center. For further information about the study abroad curriculum integration surveys, visit:

<http://www.umabroad.umn.edu/ci/evaluation/surveys.html>

Key Metrics & Findings

College of Food, Agricultural and Natural Resource Sciences seniors have an excellent¹ understanding of study abroad.

- 87% reported that they knew they could use financial aid towards study abroad.
- 82% reported that they knew there were scholarships available for study abroad.
- 78% reported that they were aware of study abroad options within their major.

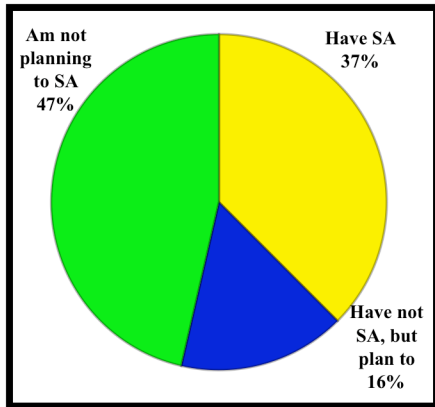
College of Food, Agricultural and Natural Resource Sciences seniors, advisers, and professors have fairly good communication regarding study abroad.

- 47% of CFANS seniors reported that their advisers had talked with them about studying abroad.
- 66% of CFANS seniors reported that their professors had mentioned study abroad during class.
- 52% of CFANS seniors had asked advisers about study abroad.

¹ Scale: **Excellent** = At least 2 of 3 scores higher than 80%; **Very Good** = At least 2 of 3 scores higher than 70%; **Good** = At least 2 of 3 scores higher than 60%; **Fairly Good** = At least 2 of 3 scores higher than 50%; **Limited** = At least 2 of 3 scores higher than 35%.

Survey Results

1) While at the University of Minnesota,



I have studied abroad. **37%**
 I have not yet studied abroad, but am planning to study abroad as an undergraduate at the U of M. **16%**
 I am not planning to study abroad while at the U of M. **46%**

Fig 1. Respondents' participation in study abroad.

Views of study abroad

2) Which statements best describe your view of study abroad?

1% view study abroad as not an option and **19%** feel that study abroad is not essential. **14%** view study abroad as a desirable part of the educational experience, but unrealistic in their major. **65%** view study abroad as a desirable and realistic part of the educational experience.

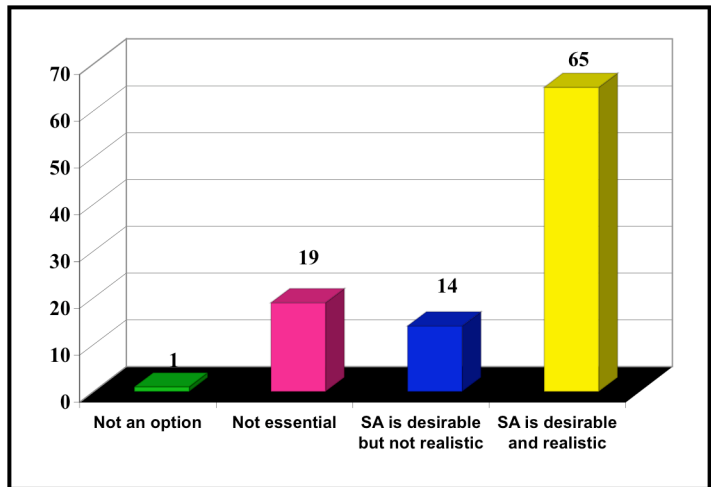
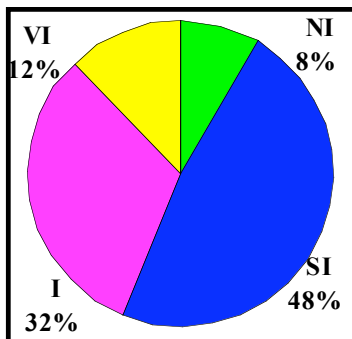


Fig 2. Views of Study Abroad.

3) How important do you think the following are to professionals practicing in your primary field of study?



The importance of a second language to a professional practicing in a student's primary field of study was found to be **12%** very important (VI), **32%** important (I), **48%** somewhat important (SI), and **8%** not important (NI).

Fig 3. Importance of second language to professionals practicing in students' primary field of study.

Question 3 (Continued) – This chart illustrates students’ perception of the importance of skills and knowledge acquired during study abroad to professionals practicing in their field of study.

Skills & Knowledge acquired during Study Abroad	Not Important	Somewhat Important	Important	Very Important
Knowledge of a second language	8% (6)	48% (35)	32% (23)	12% (9)
Awareness and understanding of cultural differences	0% (0)	15% (11)	26% (19)	59% (43)
Knowledge of international issues.	3% (2)	18% (13)	39% (28)	40% (29)
Knowledge of technical and professional practices in other countries	0% (0)	21% (15)	44% (32)	36% (26)
Ability to work with people whose beliefs, values, and worldviews differ from one’s own.	1% (1)	11% (8)	23% (17)	64% (47)
Ability to tolerate uncertainty	0% (0)	10% (7)	37% (27)	53% (39)

Note: (n) = the number of responses (Total responses = 73).

4) Rate each statement.

Study abroad is important to my personal development.

45% agreed and 40% strongly agreed that study abroad was important to their personal development while 11% disagreed.

Study abroad will enhance my ability to think critically and solve problems.

63% agreed and 29% strongly agreed that study abroad would enhance their abilities to think critically and solve problems while 6% disagreed.

Study abroad will help me find a better job when I graduate.

52% agreed and 32% strongly agreed that study abroad would help them find a better job when they graduated while 16% disagreed.

Study abroad will enhance my lifelong career opportunities.

44% agreed and 38% strongly agreed that study abroad would enhance lifelong career opportunities while 14% disagreed.

Understanding of study abroad at the University of Minnesota

5) Rate your understanding of study abroad as an opportunity at the University of Minnesota.

CFANS seniors' self-reported understanding of study abroad is **21%** excellent, **40%** very good, **32%** average, and **8%** minimal.

6) Aside from general or liberal education requirements, are you allowed to use credit earned through study abroad toward requirements in your major?

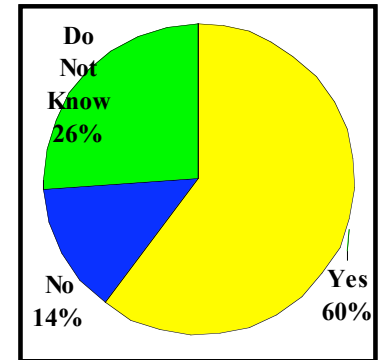
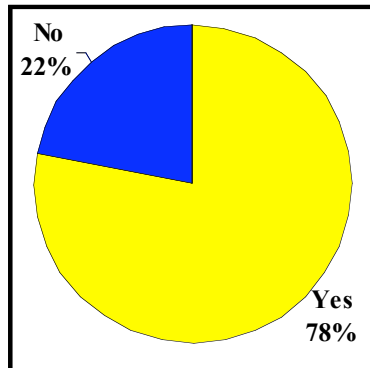


Fig. 6



7a) I am aware of study abroad options in my major.

Fig. 7a

7b) I am aware that financial aid may be used for study abroad.

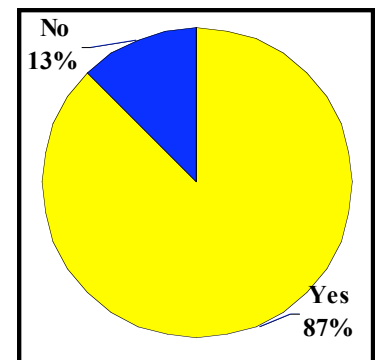
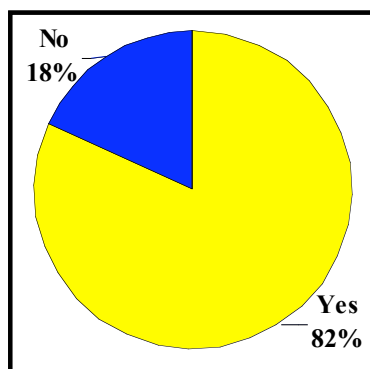


Fig. 7b



7c) I am aware of the availability of scholarships for study abroad.

Fig. 7c

Faculty and advisers motivating students to study abroad

One of the main goals of the Study Abroad Curriculum Integration initiative has been to enhance faculty and adviser awareness of the role of study abroad in undergraduate education and to utilize their unique relationship with their students to motivate students to study abroad.

Program evaluation results of Curriculum Integration activities have shown that faculty and advisers are more knowledgeable about study abroad after their participation in curriculum integration workshops and activities. Hopefully, this knowledge is influencing their communication regarding study abroad with students. Advisers' ability to communicate with students may be effected, however, by the frequency that students visit with them.

8) On average, how many times a year do you see your academic adviser(s)?

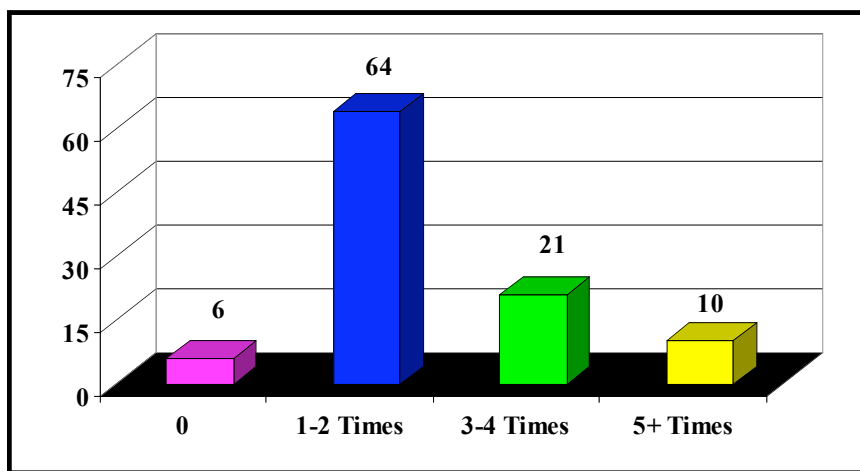


Fig. 8

Faculty and Advisers as communication channels regarding study abroad

9) Have any of your advisers ever talked with you about studying abroad?

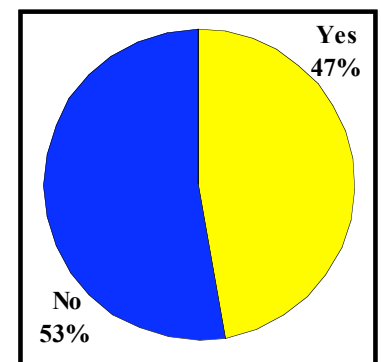
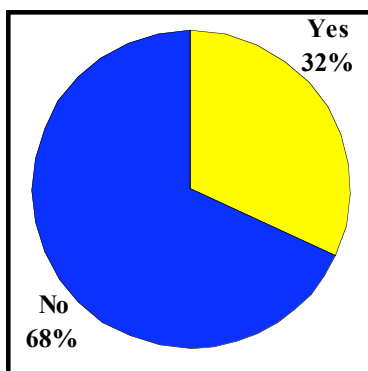


Fig. 9



10) Have any of your advisers discussed academic planning for study abroad with you?

Fig. 10

11) Have you ever received a “Study Abroad in [your Major]” advising sheet from your college?

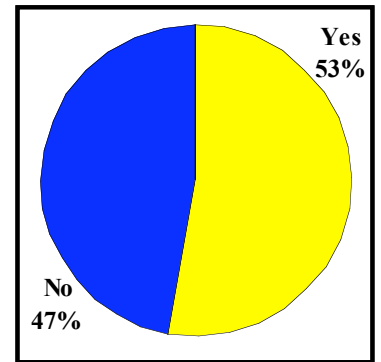
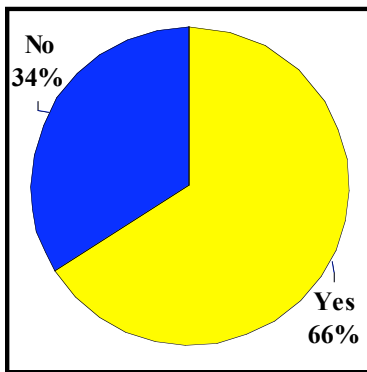
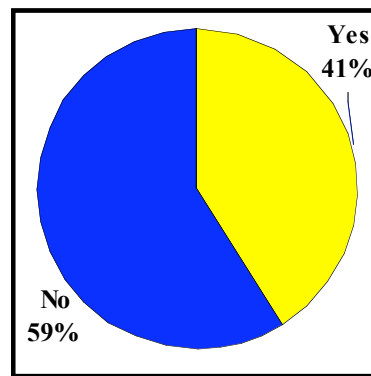


Fig. 11

12) Have any of your professors ever mentioned study abroad to you, either during class or outside the classroom?



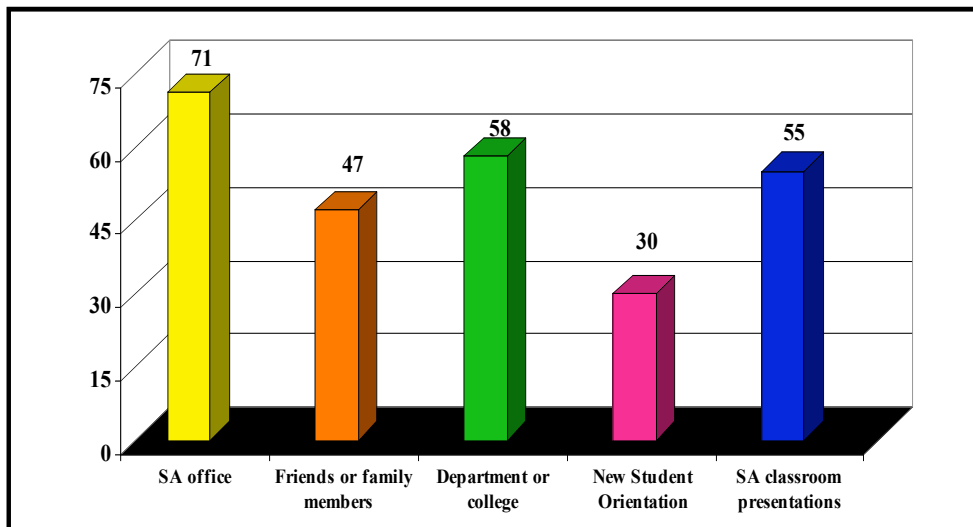
During Class
Fig. 12



Outside of Class
Fig. 12

Sources of study abroad information

13) How else have you received information about study abroad? (check all that apply)



- Yellow** - Study Abroad Office
- Orange** - Friends or Family
- Green** - Departmental college office, publication, website, or publicity.
- Pink** - New Student Orientation
- Blue** - Study abroad classroom presentation

Fig. 13

14) Have you ever asked any of your advisers about study abroad?

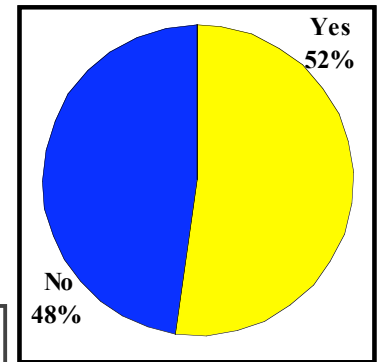
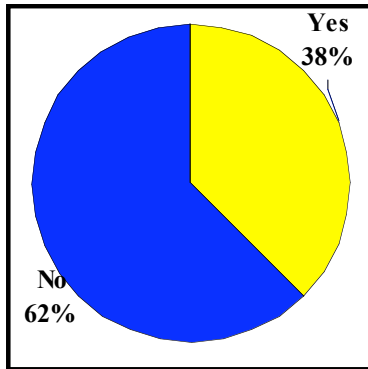


Fig. 14



15) Have you ever asked any of your professors about study abroad?

Fig. 15

16) How important to you are the following factors in considering study abroad?

	Not a Factor	Somewhat Important	Very Important	Most Important
How important are recommendations from other students (past or current participants) in considering study abroad?	8% (6)	23% (17)	49% (36)	19% (14)
How important are recommendations or support from professors or advisers in considering study abroad?	3% (2)	29% (21)	58% (42)	11% (8)
How important is cost in considering study abroad?	1% (1)	8% (6)	42% (30)	49% (35)
How important is delay in graduation in considering study abroad?	3% (2)	17% (12)	51% (37)	29% (21)
How important is time away from on-campus studies in considering study abroad?	25% (18)	40% (29)	30% (22)	6% (4)
How important is time away from family and friends in considering study abroad?	11% (8)	29% (21)	44% (32)	15% (11)
How important is concern about adapting to the language and culture of others in considering study abroad?	21% (15)	38% (28)	40% (29)	1% (1)
How important is concern about applying credits to degree requirements in considering study abroad?	8% (6)	21% (15)	53% (39)	18% (13)
How important is concern about health and safety abroad in considering study abroad?	26% (19)	36% (26)	26% (19)	11% (8)

Factors in considering study abroad, <i>continued</i>	Not a Factor	Somewhat Important	Very Important	Most Important
How important is opposition from family and/or friends in considering study abroad?	51% (37)	29% (21)	14% (10)	6% (4)
How important is opposition from department and/or adviser in considering study abroad?	50% (36)	32% (23)	17% (12)	1% (1)
How important is fear of racism in considering study abroad?	69% (50)	21% (15)	8% (6)	1% (1)
How important is concern about a disability in considering study abroad?	82% (59)	13% (9)	6% (4)	0% (0)
How important is competition with other educational opportunities in considering study abroad?	42% (30)	35% (25)	21% (15)	3% (2)
How important is disruption of work/internship experiences in considering study abroad?	26% (19)	31% (22)	35% (25)	8% (6)
How important is concern about loss of current healthcare or housing in considering study abroad?	50% (36)	24% (17)	24% (17)	3% (2)
How important is family needs my support in considering study abroad?	43% (31)	25% (18)	17% (12)	15% (11)
Do not see the value added by studying abroad.	84% (61)	8% (6)	8% (6)	0% (0)

Note: (n) = the number of responses (Total responses = 73).

17) As a University of Minnesota student, (check all that apply)

	YES	NO
I had significant interaction with University of Minnesota international students.	27%	73%
I took more than one course on campus with international content.	51%	49%
I studied another language.	43%	57%
I participated in international or intercultural activities on campus.	27%	73%
I traveled or visited another country.	55%	45%
I participated in a credit-bearing international internship or volunteer experience.	16%	84%
I worked abroad.	10%	90%

18) Before attending the University of Minnesota, I...

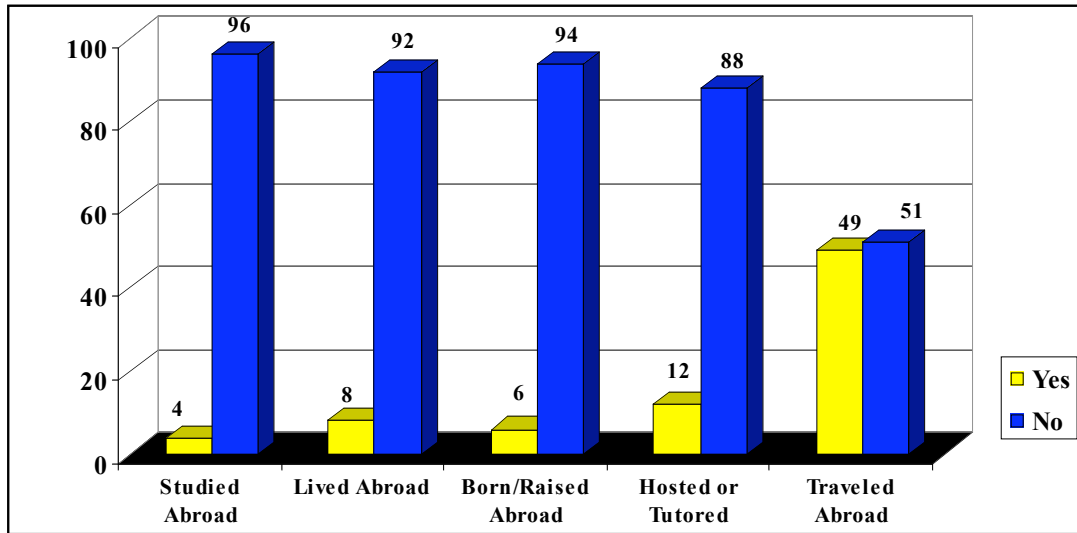


Fig. 18

19) What has been your single longest period of international experience?

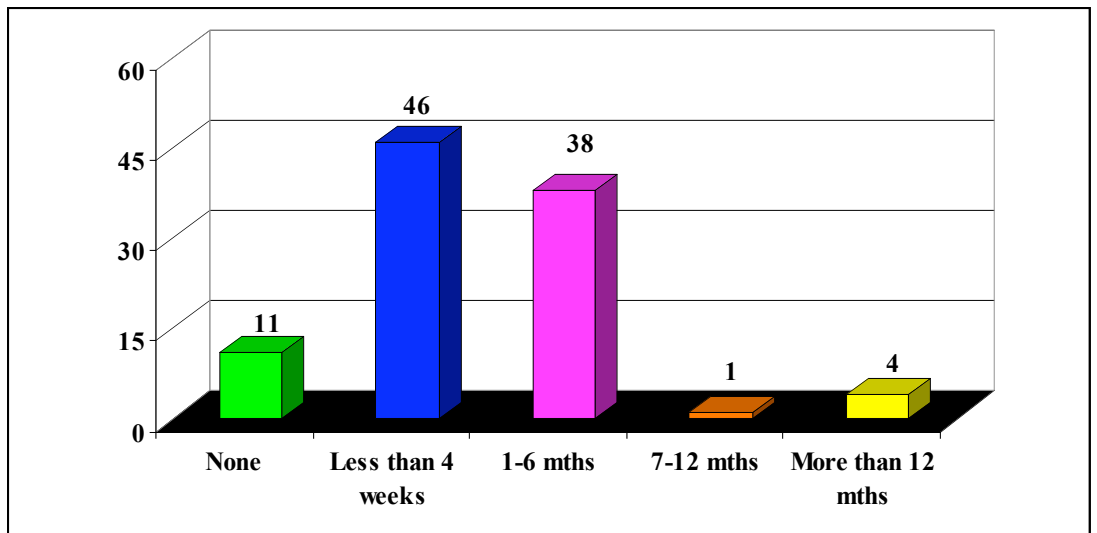
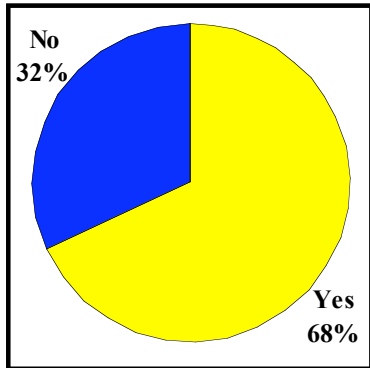
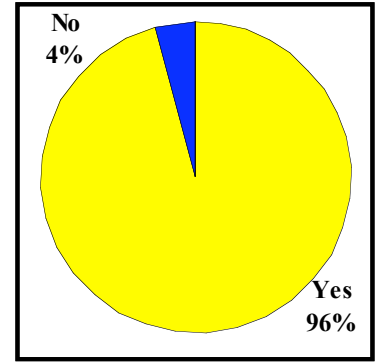


Fig. 19

20) Are you a native speaker of English?

Fig. 20

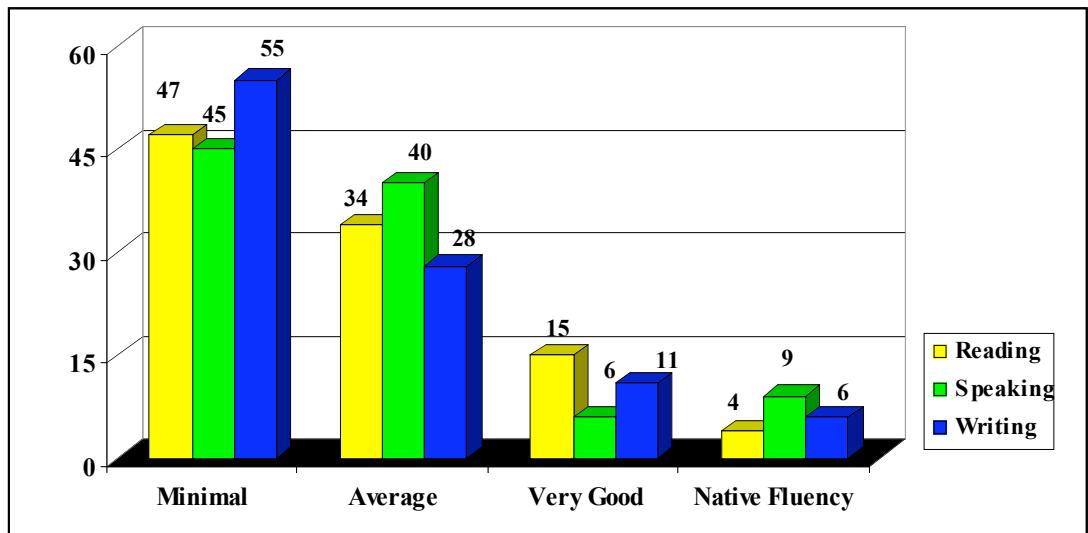


21) Do you have working knowledge of more than one language?

Fig. 21

22) If you do have working knowledge of more than one language, please rate your ability.

Fig. 22



Figures have been rounded. For more information about this survey and its results contact, Gayle Woodruff, Learning Abroad Center, University of Minnesota, 612.625.6065, gwoodruf@umn.edu. Report completed by Rhiannon Williams, will1395@umn.edu, Yuki Watabe, wata0028@umn.edu, and Gayle Woodruff, January 2006.