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Prepared by Associate Vice Provost & Executive Director Vivian-Lee Nyitray and Deputy to the AVP&ED Briana Sapp Tivey with contributions from UCEAP Unit Directors.

October 2016

Cover Photography by Adriano Ferreira Rodrigues, Morro da Babilônia, Brazil
UCEAP AT A GLANCE

The mission of the University of California Education Abroad Program (UCEAP) is to equip UC students with the knowledge, understanding, and skills to work and live in a globally interdependent and culturally diverse world.

UCEAP’s vision is one of study abroad for all, academic excellence and best business practices.

UCEAP strongly believes that students of all backgrounds should benefit from a study abroad experience, including those who may not have historically participated in UCEAP such as low-income or first generation students, transfer students, or Science, Technology, Engineering and Math (STEM) majors.

UCEAP was established by the UC Regents at the UC Santa Barbara campus in 1962 as a systemwide UC study abroad program for undergraduate students. UCEAP also operates a reciprocal exchange program that brings students from around the world to study at UC campuses. Since its inception, UCEAP has successfully sent +100,000 UC students abroad and hosted +32,000 exchange students at the nine undergraduate UC campuses.

In the academic year 2015-16, UCEAP reached a record enrollment of 5,669 participants studying in 43 countries at over 120 institutions.
For UCEAP, 2015-16 was a year of many transitions. Associate Vice Provost and Executive Director Jean-Xavier Guinard returned to his faculty position at UC Davis in December 2015 after shepherding UCEAP through years of significant fiscal and operational challenges. Under his leadership, UCEAP became a lean, efficient, and fully self-funded organization. Difficult decisions were made to close study centers, pare down staffing, and focus on business model optimization without compromising UC-quality instruction abroad. All of this was accomplished—and more. UCEAP has expanded its range and types of programming, sent a record number of students abroad, offered millions of dollars in scholarships, and developed strategic initiatives to reach out to underrepresented students. Most critically, by the end of Jean-Xavier Guinard’s tenure as AVP & ED, UCEAP not only had built a solid contingency reserve of more than $8.6M but had left a positive operating position of an additional $8.5M as well. Now back at UC Davis, Jean-Xavier can have the deep satisfaction of knowing that UCEAP’s solid foundation attests to his perseverance, dedication, and love for an organization that annually supports thousands of UC students—and their hundreds of reciprocity counterparts—in achieving their goals of study abroad.

In January 2016, following a long faculty career at UC Riverside and several years as founding dean of two liberal arts colleges in China, I was honored to step in and continue the work of Jean-Xavier and our predecessors. With a mandate to significantly increase enrollment toward the 10,000 mark, we have begun to outline a new long-range plan that retains elements of the 2013-16 Strategic Plan, namely, the design and deployment of a new student information system (MyEAP II), coupled with a new website; attention to campus collaboration; and a sustained focus on academic excellence. As we proceed in all these endeavors, we benefit from the capable leadership of new directors for IT, Marketing and Communications, and Budget and Finance. They have brought UCEAP fresh perspectives, new tools and technologies, creative thinking, and energy. Lots of energy!

As the detailed discussions within this Annual Report illustrate, every unit of UCEAP continually evaluates present practices with an eye toward enhancing communication with all partners and stakeholders, improving outreach to all our UC students, increasing the effectiveness of our processes, and diversifying our programs to meet evolving academic demands and changing student demographics. UCEAP is an organization staffed by committed study abroad professionals, many of whom are UCEAP alumni/ae. We know the value of studying in a culture and context different from one’s own and we work every day to add this value to the UC educational experience. Part of our ability to be effective is knowing who today’s students are and what concerns they may have regarding study abroad; to this end, we have invited UCSB campus professionals to offer workshops for systemwide office staff on LGBTQI and DACA students. Additional workshops will follow in the months to come.

We are aware that the world into which we send UC students is uncertain. UCEAP’s Health, Safety, and Emergency Response unit advised UC Berkeley staff in the immediate aftermath of the tragic terrorist attack in Nice, France, that claimed the life of a UCB student. In response to the political upheaval in Turkey, we have suspended programming in Istanbul and Ankara. For our staff and partners abroad, we are providing a series of regional training workshops on topics ranging from coping with large-scale disasters and active shooters, to addressing student mental
health issues and problems of sexual violence and substance abuse. From students’ discovery of study abroad options through their time abroad and return to campus, UCEAP’s goal is to provide a safe, secure, and successful experience.

Throughout this year, I am sure I speak for both Jean-Xavier Guinard and myself in expressing appreciation for the support and guidance of UC Provost Aimée Dorr, UC Vice Provost Susan Carlson, UCSB Chancellor Henry Yang, and UCSB Executive Vice Chancellor David Marshall. Without their leadership, my transition to UCEAP would not have been so smooth or productive. I would like to thank them for their trust and confidence, bolstering our collective ability to create a UC culture of study abroad.

As we move into 2016-17 with a new cohort of students, new programs, new staff, and new initiatives, I want to express my gratitude to all of those who commit their daily work, and careers, to the systemwide University of California Education Abroad Program, and inspire students to Travel. Learn. Live.

Vivian-Lee Nyitray
Associate Vice Provost & Executive Director

UCEAP ENROLLMENTS

2015-16 OUTBOUND ENROLLMENTS

In 2015-16, UCEAP grew its enrollments from 5,275 in 2014-15 to 5,669. This represented an increase of 394 participants or 7.5% growth year-over-year. Full-time enrollment (FTE) increased by 15.6% y/y from 2,470.5 to 2,640. The difference between headcount and FTE reflects growth in fall and spring programs, summer programs, and year-long programs (+17 participants).

In 2015-16, summer enrollment accounted for 29% of UCEAP headcount, down from 31% in 2014-15. Semester and quarter enrollment increased by 2% (+371) y/y from 3,306 to 3,709.

Although decline in year-long enrollment is a nationwide trend, verified by various studies, including the Institute for International Education (IIE) Open Doors annual statistics, UCEAP was able to see an increase from 304 in 2014-15 to 321 in 2015-16 thanks to the implementation of $2,000 automatic scholarships for year-long programs.
An analysis of enrollments by campus shows that in 2015-16, enrollments grew at all campuses except UC San Diego. UC Berkeley saw the most growth at 13.5% (138), followed by UCLA at 6.5% (63).

Table 1. UCEAP Enrollments by Campus

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB</td>
<td>982</td>
<td>990</td>
<td>1,023</td>
<td>1,016</td>
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<td>50</td>
</tr>
<tr>
<td>UCD</td>
<td>211</td>
<td>209</td>
<td>219</td>
<td>238</td>
<td>7</td>
<td>79</td>
</tr>
<tr>
<td>UCI</td>
<td>532</td>
<td>501</td>
<td>538</td>
<td>570</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>UCLA</td>
<td>549</td>
<td>517</td>
<td>568</td>
<td>574</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>UCM</td>
<td>112</td>
<td>116</td>
<td>117</td>
<td>127</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>UCR</td>
<td>216</td>
<td>202</td>
<td>202</td>
<td>202</td>
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<td>0</td>
</tr>
<tr>
<td>UCSB</td>
<td>834</td>
<td>889</td>
<td>999</td>
<td>1,046</td>
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<td>44</td>
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<tr>
<td>UCSC</td>
<td>567</td>
<td>501</td>
<td>538</td>
<td>570</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>UCSF</td>
<td>573</td>
<td>448</td>
<td>570</td>
<td>570</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Year Total</td>
<td>4,878</td>
<td>4,624</td>
<td>5,275</td>
<td>5,869</td>
<td>50</td>
<td>58</td>
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</table>

Source: UCEAP, Research, September, 2016.
### Table 2. UCEAP Enrollments by Length & Term

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Stand Alone TOTAL</td>
<td>1,158</td>
<td>26%</td>
<td>1,283</td>
<td>28%</td>
<td>1,633</td>
<td>31%</td>
<td>1,639</td>
<td>29%</td>
</tr>
<tr>
<td>Fall Cycle SUB-TOTAL</td>
<td>2,192</td>
<td>49%</td>
<td>2,147</td>
<td>46%</td>
<td>2,331</td>
<td>44%</td>
<td>2,620</td>
<td>46%</td>
</tr>
<tr>
<td>Fall Semester/Quatr</td>
<td>1,784</td>
<td>40%</td>
<td>1,821</td>
<td>39%</td>
<td>2,033</td>
<td>39%</td>
<td>2,310</td>
<td>41%</td>
</tr>
<tr>
<td>Fall Year</td>
<td>408</td>
<td>9%</td>
<td>326</td>
<td>7%</td>
<td>298</td>
<td>6%</td>
<td>310</td>
<td>5%</td>
</tr>
<tr>
<td>Spring Cycle SUB-TOTAL</td>
<td>1,128</td>
<td>25%</td>
<td>1,194</td>
<td>26%</td>
<td>1,311</td>
<td>25%</td>
<td>1,410</td>
<td>25%</td>
</tr>
<tr>
<td>Spring Semester/Quatr</td>
<td>1,114</td>
<td>25%</td>
<td>1,182</td>
<td>26%</td>
<td>1,305</td>
<td>25%</td>
<td>1,399</td>
<td>25%</td>
</tr>
<tr>
<td>Spring Year</td>
<td>14</td>
<td>0%</td>
<td>12</td>
<td>0%</td>
<td>6</td>
<td>0%</td>
<td>11</td>
<td>0%</td>
</tr>
<tr>
<td>Total Summer Stand Alone</td>
<td>1,158</td>
<td>26%</td>
<td>1,283</td>
<td>28%</td>
<td>1,633</td>
<td>31%</td>
<td>1,639</td>
<td>29%</td>
</tr>
<tr>
<td>Total Qtr/Sem Length Programs</td>
<td>2,898</td>
<td>65%</td>
<td>3,003</td>
<td>65%</td>
<td>3,338</td>
<td>63%</td>
<td>3,709</td>
<td>65%</td>
</tr>
<tr>
<td>Total Year-Length Programs</td>
<td>422</td>
<td>9%</td>
<td>338</td>
<td>7%</td>
<td>304</td>
<td>6%</td>
<td>321</td>
<td>6%</td>
</tr>
<tr>
<td>Academic Year TOTAL</td>
<td>4,478</td>
<td>100%</td>
<td>4,624</td>
<td>100%</td>
<td>5,275</td>
<td>100%</td>
<td>5,669</td>
<td>100%</td>
</tr>
</tbody>
</table>


**Figure 2. UCEAP Enrollments by Program Length and Cycle**
Figure 3. Three-year Enrollments by Region
Figure 4. Region I Participants

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CZECH REPUBLIC</td>
<td>39</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>DENMARK</td>
<td>71</td>
<td>86</td>
<td>118</td>
</tr>
<tr>
<td>FRANCE</td>
<td>403</td>
<td>347</td>
<td>364</td>
</tr>
<tr>
<td>FRANCE &amp; U.K., - ENGLAND</td>
<td>0</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>GERMANY</td>
<td>159</td>
<td>178</td>
<td>214</td>
</tr>
<tr>
<td>ITALY</td>
<td>490</td>
<td>555</td>
<td>492</td>
</tr>
<tr>
<td>ITALY &amp; SPAIN</td>
<td>125</td>
<td>173</td>
<td>210</td>
</tr>
<tr>
<td>NETHERLANDS</td>
<td>68</td>
<td>101</td>
<td>153</td>
</tr>
<tr>
<td>RUSSIA</td>
<td>19</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>SWEDEN</td>
<td>100</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td>SWITZERLAND</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
</tbody>
</table>
Figure 5. Region II Participants
Figure 6. Region III Participants
Figure 7. Region IV Participants
Based on early (April) enrollments for summer 2016-17, and application trends and analysis for fall and spring, UCEAP's Research Unit projected an enrollment range for AY 2016-17 that at its midpoint suggests little enrollment gain over the previous year. This enrollment projection includes UCEAP's partnerships with the UC Berkeley Global Edge and UC Natural Reserve System (NRS) programs.

One reason for slower growth than in previous years is the restriction of Pell grants to fall, winter, and spring terms leaving less funding for popular summer programs. Additionally, programs in several western European countries had much lower applicant counts. It is assumed that these largely reflect the terrorist events of last fall and winter. However, the Research Unit anticipates a resilient market with more applicants to Asia, more students pursuing semester opportunities in the fall, and flat year-length program participation.

<table>
<thead>
<tr>
<th>Estimation</th>
<th>Program Cycle</th>
<th>Y/Y Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Cycle</td>
<td>Off Cycle</td>
</tr>
<tr>
<td>High Estimation</td>
<td>4,239</td>
<td>1,496</td>
</tr>
<tr>
<td>Middle Point</td>
<td>4,196</td>
<td>1,455</td>
</tr>
<tr>
<td>Low Estimation</td>
<td>4,147</td>
<td>1,386</td>
</tr>
</tbody>
</table>

*Source: UCEAP, Research. May 13, 2016.*

*Table 3. Enrollment Project for Academic Year 2016-17*
INBOUND RECIPROCAL EXCHANGE ENROLLMENTS

The University of California hosts Reciprocity students from over 100 institutions in approximately 30 countries. Reciprocal exchange students attend the University of California on a non-degree basis. Students enrolled in UCEAP programs continue to pursue degrees at their home university though they are enrolled at a UC for up to one academic year.

Undergraduate and graduate Reciprocity students are nominated by partner institutions under the provisions of specific contractual agreements, which currently make up roughly two-thirds of UCEAP’s partnership agreements. Campus placements of reciprocity students mirror UC student rates of participation in UCEAP.

### Table 4 Enrollment Projections 2015-16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>1,283</td>
<td>28%</td>
<td>1,633</td>
<td>31%</td>
<td>1,639</td>
<td>29%</td>
<td>1,676</td>
<td>30%</td>
</tr>
<tr>
<td>Fall</td>
<td>2,143</td>
<td>46%</td>
<td>2,330</td>
<td>44%</td>
<td>2,620</td>
<td>46%</td>
<td>2,516</td>
<td>45%</td>
</tr>
<tr>
<td>Fall Semester/Qtr</td>
<td>1,787</td>
<td>83%</td>
<td>2,004</td>
<td>86%</td>
<td>2,310</td>
<td>88%</td>
<td>2,197</td>
<td>87%</td>
</tr>
<tr>
<td>Fall Year Length</td>
<td>356</td>
<td>17%</td>
<td>326</td>
<td>14%</td>
<td>310</td>
<td>12%</td>
<td>319</td>
<td>13%</td>
</tr>
<tr>
<td>Spring</td>
<td>1,198</td>
<td>26%</td>
<td>1,312</td>
<td>25%</td>
<td>1,410</td>
<td>25%</td>
<td>1,459</td>
<td>26%</td>
</tr>
<tr>
<td>Spring Semester/Qtr</td>
<td>1,173</td>
<td>98%</td>
<td>1,303</td>
<td>99%</td>
<td>1,399</td>
<td>99%</td>
<td>1,444</td>
<td>99%</td>
</tr>
<tr>
<td>Spring Year Length</td>
<td>25</td>
<td>2%</td>
<td>9</td>
<td>1%</td>
<td>11</td>
<td>1%</td>
<td>15</td>
<td>1%</td>
</tr>
<tr>
<td>YEAR TOTAL</td>
<td>4,624</td>
<td>100%</td>
<td>5,275</td>
<td>100%</td>
<td>5,669</td>
<td>100%</td>
<td>5,651</td>
<td>100%</td>
</tr>
<tr>
<td>Short Term Total</td>
<td>4,243</td>
<td>92%</td>
<td>4,940</td>
<td>94%</td>
<td>5,348</td>
<td>94%</td>
<td>5,317</td>
<td>94%</td>
</tr>
<tr>
<td>Year Length Total</td>
<td>381</td>
<td>8%</td>
<td>335</td>
<td>6%</td>
<td>321</td>
<td>6%</td>
<td>334</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: UCEAP, Research.
### Table 5. UCEAP Reciprocity Enrollments by Campus

UCEAP’s partnerships provide the UC community with a broad range of otherwise under represented nationalities. The largest cohort is from Europe and specifically from the United Kingdom due the high level of UC participation attracted by English language programing. The second highest number of participants from a single location is Hong Kong, which is due not only to the popularity of those programs for outbound UC students, but also the partners’ preference for limiting students to no more than one term of participation.

Ninety-nine percent of student participation is at the undergraduate level.

Over 80% of undergraduate students on exchange are high achievers earning GPA’s of 3.0 or higher at UC with 12.7% of those achieving a 4.0 GPA.

In contrast to the popularity of short-term attendance (less than a full-year) for UC and US students going abroad, Reciprocity students maintain a high rate of full-year attendance at nearly fifty percent (49.38%).

<table>
<thead>
<tr>
<th></th>
<th>UCB</th>
<th>UCD</th>
<th>UCI</th>
<th>UCLA</th>
<th>UCM</th>
<th>UCR</th>
<th>UCSB</th>
<th>UCSC</th>
<th>UCSD</th>
<th>UCSF</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Undergrad</td>
<td>339</td>
<td>123</td>
<td>141</td>
<td>231</td>
<td>13</td>
<td>29</td>
<td>281</td>
<td>93</td>
<td>198</td>
<td>0</td>
<td>1448</td>
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<tr>
<td>Student Total</td>
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<td>124</td>
<td>144</td>
<td>231</td>
<td>13</td>
<td>29</td>
<td>282</td>
<td>93</td>
<td>202</td>
<td>0</td>
<td>1459</td>
</tr>
<tr>
<td>Summer</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
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<tr>
<td>Visiting Scholars</td>
<td>3</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total Participants</td>
<td>351</td>
<td>126</td>
<td>144</td>
<td>232</td>
<td>13</td>
<td>29</td>
<td>282</td>
<td>94</td>
<td>202</td>
<td>2</td>
<td>1475</td>
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<th>UCLA</th>
<th>UCM</th>
<th>UCR</th>
<th>UCSB</th>
<th>UCSC</th>
<th>UCSD</th>
<th>UCSF</th>
<th>Grand Total</th>
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<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Undergrad</td>
<td>361</td>
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<td>167</td>
<td>207</td>
<td>4</td>
<td>31</td>
<td>300</td>
<td>117</td>
<td>202</td>
<td>0</td>
<td>1513</td>
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<tr>
<td>Student Total</td>
<td>361</td>
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<td>169</td>
<td>210</td>
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<td>302</td>
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<td>0</td>
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<td>0</td>
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*Table 6. UCEAP Reciprocity Enrollments by Country*
UCEAP experienced another year of enrollment growth, and favorable international foreign currency exchange. An ongoing commitment to strategically invest surplus funds back into the program through strategic initiatives such as the UCEAP Promise Awards, academic integration grants, program development, customer service and outreach, and business model optimization, are key highlights and leading indicators of what is to come for UCEAP in 2016-17.

BUDGET GOALS FOR 2015-16

UCEAP's budget goals for 2015-16 were to:

- Commit $1.5 million towards the UCEAP Promise Awards;
- Invest $750 thousand in strategic initiatives;
- Continue to support UCOP initiatives to promote Mexico;
- Subsidize program specific fees by 25%; and
- Align the contingency reserve with 90 days of the operating budget;
- 2nd Program Discount Scholarships were available to students – as well as a waiver of the $900 participation fee for repeat UCEAP participants.

All goals were successfully accomplished by June 30, 2016.

UCEAP BUDGET NARRATIVE 2015-16

- UCEAP retains all student fees (educational and registration and UCEAP specific fees), while returning $3.8 million in non-resident tuition back to campuses.
- Starting in 2011-12, UCEAP’s state-funded subsidy was reduced by 50 percent each year. UCEAP has achieved the goal of being completely self-supported with zero state funding in 2015-16.
- UCEAP receives a permanent allocation of $203 thousand from UCOP as its share of the tuition buyout, which occurred as a result of the tuition freeze in 2013-14.
- UCEAP facilitates the return of campus-based fees in the amount of $1.6 million to the 10 UC campuses, as well as professional fees, non-resident fees and distributes over $11.8 million in return-to-aid (RTA) to the campuses on all tuition related fees.
In an effort to further transparency, the Finance unit created the 2015-16 UC Guide to Study Abroad (Money Matters and Withdrawal chapters) on the UCEAP website for students and guardians. Worked extensively with Health, Safety and Emergency Response in creating the 2015-16 Student Agreement.

Student Finance continued to make great strides in mitigating the amounts of bad debt write off each year, achieving an all-time low for the last five years. Distributed nearly $14.8 million in student financial aid in accordance with Federal Financial Aid regulations.

**BUDGET HIGHLIGHTS FOR 2015-16**

UCEAP allocated $600K towards strategic initiatives including alumni engagement, website upgrades, connecting to UCSB’s fiber optic network, scholarship oversight, ongoing 50th anniversary celebrations, faculty and staff site visits, academic integration grants, online chat customer service, campus revenue sharing, and student ambassadors.

Other highlights from the UCEAP Budget and Finance Unit included:

- Coordinated with Alumni Engagement & Development in issuing students scholarships honoring the service of founding former Executive Director Bill Allaway, and from former UCEAP alumni Linda Duttenhaver. In 2015-16, $191K in development scholarships were issued:
  - $6,000 Allaway
  - $27,500 Dan Wise
  - $157,500 Linda Duttenhaver

- Produced 2015-16 UCEAP study center and program budgets for over 400 student options on schedule, with detailed budget analysis conducted on housing options, program specific fees, out of pocket expenses for each location, and approved and distributed prior to the new fiscal year.

- Fully implemented the Alight Financial Planning Software for improved budget reporting. Finance has experienced noticeable increases in efficiencies from this software tool.
### Table 7. Budget vs. Actuals for 2015-16

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2015-16 BUDGET</th>
<th>2015-16 ACTUALS</th>
<th>VARIANCE $</th>
<th>VARIANCE %</th>
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<tr>
<td><strong>Current Year Appropriations</strong></td>
<td></td>
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<tr>
<td>General Fund Subsidy</td>
<td>- $</td>
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<td>- $</td>
<td>- %</td>
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<td>Freeman Foundation Grant</td>
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<td>276,722 $</td>
<td>276,722 $</td>
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<tr>
<td>Tuition Buyout</td>
<td>203,000 $</td>
<td>203,000 $</td>
<td>- $</td>
<td>- %</td>
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<td><strong>Total Current Year Appropriations</strong></td>
<td>479,722 $</td>
<td>489,222 $</td>
<td>9,500 $</td>
<td>2.0 %</td>
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<td><strong>Student Fee Revenue</strong></td>
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<tr>
<td>Tuition</td>
<td>22,639,208 $</td>
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<td>Student Services Fee</td>
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<td>2,052,871 $</td>
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<td>Summer</td>
<td>5,220,454 $</td>
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<td>1,160,381 $</td>
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<td>Participation</td>
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<td>Program Specific Fees</td>
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<td>Cooperative Programs</td>
<td>270,944 $</td>
<td>269,915 $</td>
<td>(1,029) $</td>
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<td><strong>Student Activities/Services</strong></td>
<td>11,062,023 $</td>
<td>11,013,590 $</td>
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<tr>
<td><strong>Total Student Fee Revenue</strong></td>
<td>49,859,532 $</td>
<td>49,943,017 $</td>
<td>(14,485) $</td>
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<td><strong>Other Revenue</strong></td>
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<td>Development Income</td>
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<td>251,978 $</td>
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<td>1,189,335 $</td>
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<td>Return-To-Aid</td>
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<td>Bad Debt Write Off</td>
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<td>47,799 $</td>
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<td><strong>Total Source of Funds</strong></td>
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<td><strong>Total Use of Funds</strong></td>
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### Operating Position

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<th>Current Year Surplus/Deficit</th>
<th>2015-16 BUDGET</th>
<th>2015-16 ACTUALS</th>
<th>VARIANCE $</th>
<th>VARIANCE %</th>
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<td>Source of Funds</td>
<td>39,526,194 $</td>
<td>39,476,833 $</td>
<td>(49,361) $</td>
<td>(0.12%)</td>
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<td>(37,670,467 $</td>
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<td>25,381 $</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Total Operating Position</strong></td>
<td>18,826,551 $</td>
<td>19,180,751 $</td>
<td>379,582</td>
<td>2.0 %</td>
</tr>
</tbody>
</table>

**Table 7. Budget vs. Actuals for 2015-16**

UCEAP | 18
- Student Services revenue and expenses are directly tied to enrollment and treated as pass through funds. Variance in revenue collected versus expended is due to exchange rate fluctuations. The Finance unit is exploring ways to hedge against currency fluctuations, perhaps with the purchase of forward rates as a mechanism to generate greater certainty for UCEAP’s budgeting process.

- Return to aid driven by student fee revenue and paid on a range of 30.09-33% percent; California Veteran Fee Waivers reduce revenue and corresponding RTA.

- Reciprocal exchange imbalances were higher than projected for the year, resulting in over $400 thousand in higher costs. The Finance unit will consult regularly with Reciprocity on enhancing projections.

- Fully Implemented the Alight Financial Planning Software for improved budget reporting. The Finance unit has experienced noticeable increases in efficiencies from this software tool.

- When assisting UCEAP’s Study Center’s abroad, Finance was able to forecast within 0.12 percent of the expenditures when compared to 3rd Quarter budget projections. This helps our faculty and international staff with managing costs, and will facilitate the development of the Fiscal Year 2017-18 budgeting process.

- UCEAP filled the Finance Director vacancy at the systemwide office in June 2016.

| Increased Staff Efficiencies Gained from Utilizing Excel to Alight (in hours) |
|---------------------------------|-------|-------|-------|-------|
| **Project**                     | **Staff** | **Period** | **Excel** | **Alight** | **Time Savings** |
| Budget vs Actual Reporting & Variance Analysis | Per Accountant | Quarterly | 16 | 4 | 12 |
|                                  |          | Annually | 64 | 16 | 48 |
|                                | All Accountants (8) | Quarterly | 128 | 32 | 96 |
|                                |          | Annually | 512 | 128 | 384 |

*Table 8. Increased Efficiencies from Alight Database Project*
Human Resources (HR) activities and initiatives in the 2015-16 Fiscal Year included a significant number of recruitments, transitional support due to changes in personnel, and involvement in ongoing strategic plan development and implementation, with continued emphasis on resource management, space planning, research and legal compliance projects for UC faculty and staff assignments abroad, training and development, and personnel budget management. Executive/senior staff recruitments included assistance for the Associate Vice Provost & Executive Director search and completion of the Information Technology (IT) Director and Finance Director recruitments. Positions were filled for 17 staff vacancies with an average time to fill of 90 days (excluding executive/senior positions). Searches for five Faculty Directors and five Visiting Professors were facilitated and completed.

Staff members served in interim roles, in addition to their ongoing responsibilities, during staffing transitions: Jessica Blazer, Interim Finance Director; Susan Asch-Luna, Neil Clark, and Annie Sikora served in leadership roles for the Finance unit; Bryna Bock, Interim IT Director, along with IT Leads Cristina Rumph, Dmitriy Shytyrkov, and Samantha Straede (until the onboarding of Thomas Bunnell as UCEAP’s IT Director in September, 2015); Lance Heather, Facilities Operations and Administrative Services Manager, served as project manager for the UCSB fiber optic installation, Phase II office renovations and co-lead of business continuity planning with Samantha Straede, IT Project Manager; Debbie Pichla, Global HR Principal Analyst, served as project manager for implementing a new human resources management system for global HR and for sourcing tax compliance consulting resources for UC assignees working abroad. Critical management for ongoing projects was accomplished during these transitions through a dedicated, team effort of staff members in Finance, HR, IT, and Administrative Services.

As of June 30, 2016 the UCEAP Systemwide Office staff headcount was 85 (82 FTE); faculty headcount was 2 (1.75 FTE).
UCEAP’s staff turnover rate was 14.7% for the year, which is slightly higher than the 2015 national average for higher education employers of 12.8%; however, it is lower than the national average for all industries of 16.7%, as reported by compdatasurveys.com.

Exit interviews indicated that the main reasons for leaving UCEAP were: (1) job change/career advancement; (2) relocation; and (3) family circumstances/personal reasons. Employees were pleased with the training and resources to support them in doing their jobs, recognition of contributions and performance feedback, and relationships with coworkers. Areas that could be strengthened are opportunities to use skills/abilities, more interesting/challenging work, opportunity for advancement related to career goals, and a sense of connection to the greater UC community. 73% of respondents indicated they would work for UCEAP again and would recommend UCEAP as an employer to others.

### COLLABORATION

UCEAP HR served as a business partner in supporting recruitment, staffing, administration, budgeting, and continuity of coverage to meet strategic and operational objectives. UCEAP HR continued to partner productively with UCOP as well as UCSB central HR, the Office of Equal Opportunity and Sexual Harassment Prevention, Enterprise Technology Services (ETS), Administrative Services, Academic Personnel, and Academic Affairs leadership in the Executive Vice Chancellor’s Office.
TRAINING AND DEVELOPMENT

The UCEAP Systemwide Office welcomed incoming Faculty Directors and Visiting Professors at an orientation in April, 2016. Sessions included an overview of Faculty Director and Visiting Professor responsibilities, with an emphasis on academic procedures and operations responsibilities, as well as technology/data security and health, safety, and emergency response briefings, a featured talk on LGBTIQ students abroad, followed by country-specific orientations including HR and finance information. The HR Director and Global HR Principal Analyst attended the NACUBO Global Operations Forum in 2015, which provided an opportunity to network with university peers and UC colleagues involved in international activities, along with attendance at the first UC Global Operations Forum, and engage in additional professional development courses for their Senior Professional and Global Professional Human Resources certifications. UC courses taken by UCEAP staff include: change management; leadership; performance management; finance-risk assessment, regulatory compliance, budget process; ethics/fraud, procurement; supervisory-employee relations, disability management, classification, teamwork, presentations; organizational ethics; HR-FML management; Crucial Conversations; Management Skills Assessment Program; and UCSB Gaucho University.

PERFORMANCE MANAGEMENT

UCEAP once again completed an annual performance evaluation process through the UCSB performance management program with a 100% participation rate.

GOALS

Over the next two years, UCEAP will migrate, on UCSB’s schedule, to the Career Tracks job classification structure, and the UC Path systemwide payroll and human resources management system. UCEAP HR will proactively participate in projects to facilitate and ensure a smooth transition. Given the success of online performance evaluations for global staff and its use at UCOP, UCEAP HR will pursue online performance evaluations to replace the paper process.
GLOBAL HR ACTIVITIES AND ACCOMPLISHMENTS

OVERVIEW

Compliance with new employee benefit program regulations in several countries and implementation of a new HR information system were priorities for UCEAP HR in 2015-2016. Efforts also focused on expanding access to training and development resources and increasing international activities collaboration through participation in the systemwide UC Global Operations Working Group.

STAFFING

Study Center administrative staff and affiliate support levels remained steady at approximately 45 FTE. Academic oversight decreased by five positions for a total of 33. The reduction was a result of the completion of two commemorative Japan Visiting Professorships at International Christian University, the suspension of the Vietnam summer program previously shared by two UC Faculty, and an unfilled Resident Director position at the Beijing Study Center. Oversight at the Beijing center is currently provided by the UC Faculty Director based in Shanghai with day-to-day operations and program matters handled by two administrative staff. The Italy Visiting Professorship also transitioned to a UC Faculty Directorship in 2015-16.


Figure 10. UCEAP Overseas Administrative Staff Headcount and FTE 2011-16
TRAINING AND DEVELOPMENT

UCEAP HR worked with ETS colleagues at UCSB to arrange access to manage sub-accounts in the UCSB Learning Management System. This training tool will provide staff and affiliates abroad with access to important mandatory UC training, such as sexual harassment prevention and cybersecurity, as well as professional development courses.

COMPLIANCE

In collaboration with the study centers, new and/or updated benefit programs including pension and health insurance plans were introduced in Ghana, Japan, France, and the UK, providing valuable benefits to staff and ensuring continued compliance with local regulations.

In 2013-2014, UCEAP HR completed the review and development of UCEAP’s international data protection policies and guidance by updating UCEAP privacy policy language to meet international data protection standards, and more specifically, the EU Data Protection Directive. While some UCEAP policies were updated, full implementation was not achieved due to limited technology resources. A new EU General Data Protection Regulation was passed in 2016, requiring additional review and reconciliation of the old and new regulations. This is an ongoing project.

BUSINESS PRACTICES

UCEAP HR completed implementation of the Cezanne core HR system in fall 2015 and subsequently implemented online recruitment and performance modules, resulting in more efficient processes. Using the performance module capabilities, the study center performance evaluation process was moved to an online platform for the first time, resulting in improved workflow management. As expected with any new process and system, some users experienced a learning curve, but overall the online tool was successful. Further development of the system and user training will continue in 2016-17.

The HR Director and Global HR Principal Analyst served as participating members of the UC Global Operations Working Group. Through conference calls and participation in a Working Group meeting, UCEAP HR was able to share global HR experience and best practices for operating abroad. UCEAP HR looks forward to continued cooperation and information sharing with this expanding systemwide group.
GOALS

With a strong start in use of the online performance evaluations for global staff through the implementation of a new HR management system, UCEAP HR will evaluate other functionality in the system to further automate work processes and better disseminate information across the organization. UCEAP HR will also continue participation in the evolving UC systemwide global operations network.

SYSTEMWIDE OFFICE ADMINISTRATIVE SERVICES AND FACILITIES ACTIVITIES

TRAVEL SUPPORT

The Administrative Services Team welcomed a new 50% time position working with the Travel and Protocol Officer to coordinate all UCEAP domestic and international travel, assist with event planning, provide logistical support for UCEAP’s annual conference and provide back-up reception coverage.

WORKPLACE SAFETY, SECURITY, AND BUSINESS CONTINUITY ENHANCEMENTS

A team led by the Facilities Operations and Administrative Services Manager and IT Project Manager reengaged in work on the UCEAP Business Continuity and Disaster Recovery Plan. Prior planning efforts had to be redirected due to a change in UCSB’s software for the program. The current project uses a new comprehensive software output, in partnership with a UCSB Business Continuity Specialist. The Plan will include documented procedures, which, if followed, will assist in ensuring the availability of critical resources and in maintaining the continuity of operations during an outage or emergency situation. The plan will be designed to aid in ensuring organizational stability through an orderly recovery process in the event of significant problems and interruptions. Business Impact Analyses were completed, and progress toward plan completion met UCSB’s audit requirement for this ongoing project. Continuing work on the plan includes completion of the IT recovery sub-plan, implementation, and testing of the overall plan.

Following training from UCSB’s Ergonomist, the Facilities Operations and Administrative Services Manager and the Human Resources Coordinator assumed initial ergonomic training and workstation setup for all new staff members. This pilot program provides each staff member with a 30-minute orientation on the proper use of sit/stand desks, keyboard trays, and desk/chair adjustments.
Additionally, in an effort to proactively and continually improve UCEAP's office safety and security, and based on feedback from staff, along with UC Police Department and security consultant recommendations, UCEAP is implementing safety and security enhancements for the office, including: electronic key upgrades and installation of secured access at the west end of building; an ongoing project to add additional audible alarms and expand intercom capabilities to the office, to ensure that alarms and announcements can be heard throughout the site; and, evaluation of adding externally facing security cameras for the building.

**INFRASTRUCTURE PROJECTS**

The Systemwide Office experienced several facilities upgrades over the past year ranging from new equipment to infrastructure improvements. This included completion of work on the building heating and cooling system. In collaboration with UCSB and the City of Goleta, UCEAP was able to connect to UCSB’s fiber optic network. This complex undertaking involved pulling in almost a mile of fiber optic cable between UCSB and the UCEAP Systemwide Office site, and will save UCSB over $21,000 each year, by allowing UCEAP's phone and internet services to travel over a UC fiber connection instead of a third party connection.

**RENOVATION**

Phase II of UCEAP’s renovation work continued, with the addition of three workstations, which were relocated to allow for the conversion of a file room into two offices, and adjustments to two existing offices. These changes allow UCEAP to take full advantage of its smaller footprint (as of November, 2014) and lower rental rate as compared with the prior lease (18% savings in monthly rental fees), while maximizing space usage to accommodate changing and gradually expanding needs for workspace. The installation of sit/stand desks throughout the office was completed, to support ergonomic and wellness initiatives for UCEAP staff and faculty. Over the course of the two renovation phases, UCEAP paid 19.65% of costs for tenant improvements and modifications, with the balance provided by the building lessor.
GOALS

UCEAP will continue to evaluate safety and security systems and protocols, and will develop a more robust emergency communication plan for the UCEAP Systemwide Office in the coming year. Additionally, the Human Resources Director and the Facilities Operations and Administrative Services Manager will continue serving on the space planning committee, conducting preliminary research as needed, to help inform the next phases of UCEAP's space usage and lease/site location options in the coming years. Work will continue on the next phases of the Business Continuity and Disaster Recovery Plan.

SCHOLARSHIPS

In 2015-16 UCEAP distributed scholarships to 1,024 students for a total of $1,587,149 in support. These awards were allocated through the UCEAP Promise Awards, the campus fund share of Promise Awards, and donor supported scholarships.

UCEAP PROMISE AWARDS

UCEAP received 2,180 applications for the UCEAP Promise Awards across three terms of summer, fall, and spring. After careful review by teams of faculty and staff, 539 students were selected for scholarships. The individual award amount was based on the length of a student's program. Participants in the summer received $1,000 and participants in fall, spring, or year-long programs received $2,000.

DISTRIBUTION ACROSS CAMPUSES

Balance across campuses was an important part of the award selection process, to ensure the awardees reflect the composition of the application distribution by campus. For example, UC San Diego students comprised 9% of applications over the year, and they received 9% of scholarship awards.
SELECTION PROCESS

Students submitted an application online that included biographical and program information, a transcript, and a statement of purpose addressing how their chosen program aligns with their personal, academic, and professional goals. Students were encouraged to
indicate if they self-identify with a cohort that is underrepresented in study abroad, including students with financial need, transfer students, veterans, first-generation college students, year-long participation, and STEM majors. UCEAP is proud to have awarded scholarships to these underrepresented student groups as follows:

<table>
<thead>
<tr>
<th>Underrepresented Groups Selected for Scholarship Outreach 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
</tr>
<tr>
<td>Financial Aid</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Veteran</td>
</tr>
<tr>
<td>First Generation</td>
</tr>
<tr>
<td>STEM</td>
</tr>
<tr>
<td>Year Long</td>
</tr>
</tbody>
</table>

*Table 10. Students from targeted groups awarded scholarships*

**ADDED VALUE OF UCEAP SCHOLARSHIP INITIATIVE**

UCEAP scholarships are not UC fee specific and can reduce student or family dependency on loans or reach students that might not benefit from other sources of UC financial aid. These awards are very helpful for middle class students with considerable student loan burdens who may not be eligible for Pell or other need-based awards.

**MEXICO**

As part of the UCEAP Promise Award review and selection process, 23 students studying in Mexico received an award of $1,000 - $2,000 depending on their program length. These funds were set aside for students in Mexico in order to increase enrollment in those programs, and as a way to support the UC-Mexico Presidential Initiative.

**NATURAL RESERVE SYSTEM**

UCEAP set aside $12,000 from the $1.5M scholarship fund for scholarships to support students participating in the fall and spring Natural Reserve System (NRS) programs administrated by UCEAP.
CAMPUS FUND SHARE OF PROMISE AWARDS

UCEAP allotted $507,000 to the campus study abroad offices and the NRS program for scholarship distribution according to their own needs. This allowed for 445 students to receive scholarships ranging from $500 to $3,000.

DONOR-FUNDED SCHOLARSHIPS

Thanks to the generosity of Linda Duttenhaver (UCEAP alumna, Bordeaux, 1975-76), UCEAP was able to award $185,000 in Duttenhaver, Paul Duttenhaver Extension, and Dan Wise Scholarships to support year-long study. Twenty-eight students received awards of $5,000 each to study abroad for a year in the country of their choice as Duttenhaver Scholars. Six students received $5,000 awards to study abroad for a year in France as Dan Wise Scholars. Six students received $2,500 awards to extend their stay in their host country from a quarter or semester to a full academic year.

A cohort of alumni (Spain 2004-05) came together to fund a $2,000 scholarship for a student studying in Spain.

UCEAP MEMORIAL SCHOLARSHIP FUND

The UCEAP Memorial Scholarship Fund was established in 2006 to allow alumni, staff, faculty, and friends of UCEAP to have a lasting impact on our students and program. Contributions to the endowment provide scholarships to students with demonstrated financial need. In 2015-16 the fund provided three scholarships in memory of Peter Wollitzer, John Marcum, and Carmen Usobiaga for students studying in Asia, Africa, and Spain, respectively.

CHALLENGES AND OPPORTUNITIES

The UCEAP scholarship program expanded from $1M to $1.5M in 2015-16, which required more management of funds, applications, staff and alumni reviewers, and assignment of scholarships. Part of that expansion included sharing $500,000 with campuses for scholarship distribution according to their campus-specific needs, which also required additional staff time and resources for management. A Scholarship and Alumni Engagement Coordinator was
hired in the middle of the year, which allowed for training and assistance during the spring 2016 scholarship application cycle. The Coordinator works with the Associate Director to support the students, staff, and alumni using the scholarship application software, and with the Student Finance Manager to apply the scholarships to the MyEAP financial accounts of the awardees.

STRATEGIC GOALS FOR 2016-17

The UCEAP scholarship program, including the flagship Promise Awards, continually evolves to meet student needs. A Scholarship Committee was re-convened in the second half of 2015-16 to make scholarship policy decisions and selections for the 2016-17 academic year. The committee will continue to be involved in shaping future scholarship programs as new funding or outreach opportunities arise.

A continuous challenge is finding adequate systemwide and campus staff members to volunteer to review scholarships. The summer and fall rounds are particularly difficult due to heavy staff workloads. The Associate Director and Coordinator encourage as many people to participate as possible, in order to decrease the number of applications each reviewer must read. Increased support by supervisors to allow their staff to review applications would likely result in broader participation.

ALUMNI ENGAGEMENT AND DEVELOPMENT

The Alumni Engagement and Development unit continued to build on the growing foundation of UC, UCOP, and UCEAP relationships to promote strategic collaboration vital to the success of its comprehensive alumni engagement and development programs.

Achievements for 2015-16 include:

- Continued implementation of Raiser’s Edge alumni donor database. Loading of all legacy alumni records (100,000), MyEAP alumni records, reciprocal exchange alumni, staff, faculty, and partner liaison constituents. Continued to improve data integrity through quarterly NCOA, annual deceased, alumni finder, and email acquisition appends. The email append resulted in 10,000
new email addresses added to the database. The Alumni Finder service identified and updated 15,000 records with no prior known address.

- Continued building out of robust alumni website, including new slide bar photos, new action button photos, and other minor home page revisions. Added pages for Current Campaigns, Donor Recognition and Giving Societies, and Current News. Added monthly updates for Alumni Profiles and News & Events weblog feeds. Added new events to Calendar, Upcoming Events, and Registration pages.

- Transitioned UCEAP newsletter to alumni email communication tool using Blackbaud Net Community. Created new templates and updated recipient lists to link with Raiser’s Edge database. Updated previous system opt-outs and unsubscribes. Doubled distribution list to over 40,000.

- Continued progress on programs for alumni engagement including Distinguished Alumni Awards and the Scholarship Reader Program. Presented distinguished alumni award to Dr. Randy Schekman and Emerging Leader, Alicia Sabuncuoglu, at the UCEAP Annual Conference. Over 100 alumni participated in the Scholarship Reader Program this past year.

- Hosted a California event in celebration of the Hong Kong/UK 50th Anniversary attended by over 125 students and alumni. Planned a 10-day reunion event in Edinburgh and London in recognition of 23 current partners, including a gala dinner event for 150 alumni and friends. Initiated planning for Sweden 50th events both in California and Sweden and collaborated with the partner institution and UCEAP staff on supporting events.

- Continued to build relationships with friends and donors in support of stewardship goals and activities. Memorial Scholarship Fund awarded three scholarships in recognition of John Marcum, Carmen Usobiaga, and Peter Wollitzer. Launched 10 year anniversary appeal in memory of Peter Wollitzer.

- Continued to build a pipeline of support from alumni and friends. Cultivation and stewardship of donors continues with personalized communication and outreach. Increased number of donors over last year by 31% and increased total giving by 5%. Hired new Alumni Engagement and Development Coordinator.

- Continued support of independent cohort alumni reunion events. Helped Sweden, Queensland, and Bordeaux alumni with regional event support, alumni communication, alumni research, and scholarship appeals. Worked with campus partners to identify alumni and build relationships.
STRATEGIC GOALS FOR 2016-17

- Continue to document all gift administration and gift processing procedures. Cross-training for Associate Director and the Scholarship and Alumni Engagement Coordinator.

- Continue to work with campus partners and data append services to improve alumni database quality. Roll-out alumni directory functionality on website. Create a campaign or event to attract alumni to website to register.

- Plan and execute formal alumni engagement strategy based on 10, 25 and 50 year participation anniversaries. Plan and execute events in celebration of Sweden 50th anniversary. Identify future 50th events and budget needs.

- Identify additional opportunities for alumni engagement and pipeline growth including systemwide events, campus events, alumni newsletters, annual fund appeals, planned giving appeals, and anniversary or alumni reunions.

- Develop collateral tools in support of alumni engagement and development efforts. Create a schedule of communication for improving and maintaining donor and alumni engagement both internally and with campus partners.

- Continue to support independent alumni reunion plans, campus study events, and other alumni engagement opportunities as identified.

HEALTH, SAFETY AND EMERGENCY RESPONSE

UCEAP is committed to health, safety, and emergency readiness and has a comprehensive approach to effective health and safety risk management. The UCEAP International Health, Safety, and Emergency Response (IHS&ER) unit is vigilant about monitoring world events with the potential to impact UCEAP operations, assessing, and improving UCEAP’s health and safety protocols, responding to student and global incidents, maintaining adequate travel insurance coverage for students, and promoting compliance with Federal and State laws, and UC and UCEAP policies.

The unit portfolio includes: International Risk Management, Crisis Management, Emergency Response, Student Health and Mental Health, Students with Disabilities, Student Code of Conduct, Travel Insurance, Centralized Incident Reporting, Title IX, Clery Act, FERPA, Health and Safety Training, and Study Center Faculty Orientation.
STUDENT INCIDENTS

For the 2015-16 year, there were 107 student health and safety incidents reported ranging from serious to severe (levels 3 and 4).

Of note, the unit does not track minor to moderate incidents (levels 2 and 3) due to changes in assistance provider partnerships and practices that occurred in early 2015, as detailed in the UCEAP Annual Report for 2014-15.

Serious incidents are those requiring coordination and management between the study center, the UCEAP systemwide office and non-UCEAP personnel to achieve resolution. Examples include an injury or illness that is potentially life threatening, a student disappearance, arrest or impending arrest, physical or sexual assault, mental health issues requiring intervention, significant political unrest, and some natural disasters.

Severe incidents involve the immediate well-being of students, faculty or staff, or demanding significant University of California resources. Examples include an emergent student injury, prolonged hospitalization, suicide attempt, fire in student housing, student death, bomb threat/explosion, hostage situation, disease outbreak, act of war, and high-impact natural disasters. For a complete list of incident levels, see Appendix A.

WORLD EVENTS

Global threats are closely monitored by the UCEAP International Health, Safety, and Emergency Response unit and by UCEAP local host country officials, along with UC insurance and security partners including iJET Intelligent Risk Systems, United Healthcare Global (UHCG), and ACE-USA (now CHUBB).

World events between August 2015 and August 2016 requiring immediate unit response and partner engagement occurred in Paris, Turkey, Brussels, Nice, and Munich. At the time of these events, UCEAP was operating programs in all of the locations with the exception of Nice and Brussels. However, as Brussels is a central European travel hub, there were UCEAP students traveling through Brussels during their program weekend break. A group of UCEAP students from Florence were at the Brussels airport at the time of that attack. They were physically unharmed. Other students were in Brussels at different locations, which required engagement of iJet Risk Intelligence security services to safely evacuate all students.

Other world events with significant threat levels requiring special attention included a spike in violent attacks and almost-daily security threats in Israel, security concerns in Rome, a bomb explosion in Bangkok, ongoing concerns over the Zika virus, strikes, civil unrest, travel
disruptions throughout Europe, an earthquake in Coquimbo, Chile, and student demonstrations.

ACCOMPLISHMENTS

- Responded to several high profile terrorist attacks by (1) verifying the welfare of all affected UCEAP students abroad, coordinating with the UCEAP Regional Director, and (2) maintaining critical ongoing communications with staff abroad, UCEAP systemwide, UC campuses, UC Office of the President Risk Services, insurance and security partners, and appropriate student and parent cohorts as identified by the relevant Regional Director(s).

- Produced two documents outlining safety tips for students and the UCEAP International Risk Management and Emergency Response protocols for emailing to students, parents, and campuses.

- Issued a revised Emergency and Crisis Communications policy following the November 2015 Paris attacks.

- Managed safety and security related partnerships including UCOP Risk Services, UHCG, ijet, ACE/CHUBB, and Mercer—Maintained active involvement in numerous complex, ongoing student incidents and cases to ensure proper handling, communication, and reporting with the recent changes in partners (incident details included in Appendix B).

- Health and safety presentations, webinars, staff and third party provider trainings, site visits, location risk assessments, and security-related audits took place virtually and on-site with unit Director travel to London, Paris, Mexico City, and the Solomon Islands. Unit Director presentations included the following:
  
  o Plenary presentation at the 2016 UCEAP Annual Conference titled “Emergency Preparation and Response to Global Events”
  
  o European training focused on safety and security titled “Crisis Decision Making” in London and Paris
  
  o UK staff presentations: “Back to Basics”, “Risk Management and Terrorism Scenarios” and “Dealing with Difficult and Dangerous People”
  
  o UCEAP Governing Committee presentation titled “A Strategic Team Approach in Responding to Student Safety and Welfare”
  
  o “Student Welfare” one-day presentation and training for outbound faculty directors and visiting professors at Director’s General Orientation (DGO) sponsored by and held at the UCEAP Systemwide Office
- Updated numerous health and safety resources and tools to support UC campuses and staff abroad to educate students, and to assist third party providers and staff abroad to co-manage incidents (incident report forms, risk assessments, travel alerts and warnings, mental health protocols, and related policies). Safety and security resources are based on unit-vetted analysis of security assessments from risk management partners, other university and risk management best practices, and the US Department of State.

- Clarified current student health clearance protocols to ensure better compliance with stipulated health clearance deadlines to minimize potential complications for campus Student Health Services (SHS), Counseling and Psychological Services (CAPS), and students, and to reduce liability for the University. Notably, an increase in UCEAP student health clearance appointments, and the timing of these appointments, particularly for students under care for mental health and other conditions that require an increased level of support have presented challenges to workload on the part of the campuses and UCEAP systemwide office.

- Following UCOP policy updates, UCEAP provided enhanced support and outreach to study centers and UCEAP students regarding Title IX, sexual assault and harassment, and medical and counseling resources abroad and in California.

- Completed geographic inventory for compliance with the Clery Act and engaged legal counsel review on evolving changes to procedural requirements to international compliance with the Act.

- Streamlined student incident tracking, management, and reporting for analysis of trends, and to provide feedback to campuses including Students Health Services (SHS) and Counseling and Psychological Services (CAPS) as requested.

**STRATEGIC GOALS FOR 2016-17**

- Study Center Training: Continue to enhance safety and security and student welfare training for staff abroad with planned workshops in London in fall 2016 (to include various European counterparts, staff, and third party providers) and the first Asia/Oceana regional workshop to be held in Hong Kong (CUHK) in spring 2017.

- Emergency Communications with Students: With support from IT, the unit will be involved in ongoing efforts to streamline the welfare check-in process using the most current student data with the goal of multiple user access and real-time simultaneous editing capability. An interim fix using Box is underway in anticipation of even more improved functionality within MyEAP II.

The unit will continue to explore options and consider best practices for enhancing and broadening current emergency communication methods by assessing various available
technologies, while using established back-up communication methods recognizing these should be redundant by nature in order to be most fruitful.

The expanding geographic footprint of UCEAP makes this a complex process in countries with multiple partner universities and locations. The goal is to account for students immediately following a high impact event, provide critical safety instruction to students based on expert sources, minimize potential complications for students following an event, and reduce liability for the University.

- Compliance: Working with UCOP Legal Services, the unit will continue to prioritize compliance-related tasks following the completion of an inventory of UCEAP geography in accordance with the Clery Act, and other compliance-related and reporting responsibilities given evolving Federal laws and associated ambiguity.

- Full Risk Management Integration: The unit plans to develop consistent design of guidelines, support, and site audits (virtual and in-person) to assess risks of existing and proposed UCEAP locations, required field trips, internships, and experiential learning activities.

- Outreach and UCEAP Collaboration: The unit will continue to enhance health and safety information delivered via the UCEAP website and work with Marketing to create an easier way to share existing and new resources from the Systemwide office to students and the campuses. The unit will also issue an updated version of the Emergency Preparation Handbook and consider new ways to make this resource as technologically accessible as possible to staff abroad.

CHALLENGES AND OPPORTUNITIES

ENROLLMENT GROWTH AND PROGRAMMATIC CHANGES

Challenges for the unit continue to grow alongside positive UCEAP enrollment numbers as the unit becomes increasingly aware of and involved in the pre-departure planning for students with serious and complex medical conditions.

The expansion of valuable and enriching program options to destinations such as the Solomon Islands, which poses specific risks, requires increased research and support from the unit and UCEAP’s insurance and assistance partners. Lastly, incorporating aspects of non-UCEAP campus based programming into the portfolio of the unit provides an opportunity to share concentrated knowledge and resources, but also presents additional administrative requirements and resources.
EMERGENCY COMMUNICATIONS WITH STUDENTS

When an emergency occurs, UCEAP’s highest priority is student welfare. An immediate check-in process is triggered and all available sources of communication are used (e.g., email, text messages, SMS, social media, parents, campuses, outbound web-based messaging, landlines, and cell phone apps such as WhatsApp, Viber, WeChat, etc.) Using different platforms to complete the initial welfare check-in allows UCEAP to reassure students, parents, UC campuses, and UC Office of the President Risk Services early in an emergency.

Current communication methods between study centers and/or local partners, students, and the UCEAP systemwide office following an emergency can vary widely, and are in large part location-dependent. While the majority of UCEAP students respond quickly to a welfare check-in, this process can be cumbersome for staff to manage, depending on the time the event occurred, the number of students in the given location, the number of students who may be on break or traveling, the technological communication capabilities of each student and local staff member(s), and the nature of the event itself.

As the IT infrastructure at UCEAP evolves, there exists an opportunity to explore improvements to current methods.

STAKEHOLDER COLLABORATION

UCEAP is currently undergoing significant changes with the development of a new student information system and a revamped website. The unit looks forward to an opportunity for increased collaboration and knowledge exchange in contributing to these new developments. By providing input on web content related to health, safety, and security matters, the unit has an opportunity to streamline and clarify its messaging to the campuses, students, and parents in particular. Communicating the unit’s needs as they relate to student contact data and critical reports to IT will hopefully lead to fewer workarounds and a more efficient system by which students can sign-out in order to be accounted for, as well as be located and accounted for more efficiently during an emergency.
REGION I

Region I includes programs in the Czech Republic, Denmark, France, Germany, Italy, the Netherlands, Norway, Russia, Sweden, and Switzerland.

ENROLLMENT

Region I enrollment in 2015-16 reached a headcount of 1,559. Not including the European Transformations program for which operational responsibility was moved to Region IV in November 2015, this represents a modest growth of 6% from 2014-15. Enrollments in the Czech Republic, Denmark, Germany, and the Netherlands grew significantly; France, Russia and Sweden enrollments remained steady; and Italy enrollments saw a decline of almost 12% in headcount. The drop correlates with a substantial growth in enrollment in the European Transformations multi-site program, so the decline is likely related to competition with other UCEAP programs. While immersion numbers in France rose slightly, immersion numbers in Germany and Italy were down significantly. A decline in the French and European Studies program in Paris was offset by solid enrollments in the new English language options in Bordeaux and Lyon. The new program at the University of Geneva, Switzerland got off to a
very healthy start with an enrollment of 27 students, 17 of whom stayed on in the summer to participate in an internship for credit.

PROGRAM DEVELOPMENT

Region I consolidated the two semester-length French language and culture programs in Bordeaux and Lyon into a single program in Bordeaux due to declining enrollment in both programs. The region also suspended sending undergraduates to the École Normale Supérieure in Paris. The lack of formal enrollment structures, course registration, grade reports, and faculty mentors for undergraduate research projects rendered the program unsuitable for undergraduates. The exchange remains open to graduate students.

The spring semester of the Rome through the Ages program was revamped and renamed Art, Food, and Society. Courses in several new disciplines have been added to the curriculum including photography, psychology, and media studies, and a winter quarter option introduced. Due to security concerns, the Istanbul segment of the new Landscapes of Empire, Religion, and Culture program in Rome and Istanbul was cancelled, and for summer 2017, the program has been redesigned to take place only in Rome.

Two campus-specific exchanges administered through UCEAP have been expanded to include all campuses; these include Wageningen University in the Netherlands and the University of Oslo in Norway. The addition of Oslo to the UCEAP portfolio is particularly welcome since the Region needs to reduce the number of UC students going to Copenhagen to correct an exchange imbalance.

RECRUITMENT

In collaboration with marketing, recruitment flyers for Russia, Berlin, Bordeaux and Lyon, and Berlin were produced and distributed to relevant faculty and departments around the system, and enrollment numbers for the targeted programs all seem to have improved for 2016-17. Additionally, program specific scholarships/discounts were offered for the immersion programs in Germany and application numbers for the 2016-17 fall and year programs have almost doubled. Concern about security in Paris appears to have had an impact on recruitment for the UC-construct summer and fall programs in 2016-17.

A delegation of campus advisors and the Region I Academic Specialist visited UCEAP programs and partners in France in the spring of 2016. The group gave an excellent presentation at the UCEAP annual conference, highlighting recruitment recommendations for campus advisors and differences between the various programs and locations in France.
ACTIVITIES AND ACCOMPLISHMENTS OF REGION I PERSONNEL

Members of the Region I team attended campus study abroad fairs and pre-departure orientations, read UCEAP scholarship applications, participated in Sexual and Gender Diversity and Docu-Ally training workshops, chaired the Internship Awards committee, delivered pre-departure webinars, served on the academic integration grants selection committee, took the Gaucho U professional development course at UCSB, attended the Forum on Education Abroad and NAFSA conferences, served as the NAFSA Consular Affairs Liaison to the Los Angeles Italian Consulate, and completed exchange agreement renewals with multiple partners. In collaboration with the International Health, Safety and Emergency Response unit, the team managed individual and group emergency health and safety situations including the November 2015 attacks in Paris, the Brussels airport bombing in March 2016 (students from Region I programs were in or on their way to Brussels at the time), and the attack in Munich in July 2016.

STRATEGIC GOALS FOR 2015-16

- Consider expanding the exchange with Maastricht University beyond University College Maastricht and the School of Business and Economics to increase capacity in the Netherlands and reduce an exchange imbalance with Utrecht University.
- Explore adding a “Peace and Conflict” summer program at the American University of Bosnia-Herzegovina in Sarajevo.
- Review orientation materials for all study centers to ensure consistent delivery of critical health and safety information.
- Continue further development of pre-departure webinars.

REGION II

Region II consists of programs on the continents of Asia and Africa, and includes Botswana, China, Ghana, Hong Kong, India, Japan, Korea, Senegal, Singapore, South Africa, Taiwan, Tanzania, and Thailand.

ENROLLMENT

In 2015-16, Region II achieved its highest enrollment in five years, with enrollments up, down or static in various locations. Top participation was from students majoring in the social sciences (22%), followed by biological/biomedical sciences (10.4%), multi/interdisciplinary
studies (10.3%), and psychology (9.2%). Supporting UCEAP’s goal to increase STEM study abroad, Region II had approximately 34% of regional enrollment majoring in STEM disciplines, with several countries within the top ten of those providing UCEAP programs for engineers. Hong Kong, Japan, Korea, and China all serve as top destinations for UC engineering majors.

Korea, Japan, Hong Kong, China, and Thailand were the top geographic destinations in Asia and Africa. Enrollment for summer, fall, and spring terms increased; year-long enrollment remained steady. Region II participants were largely of senior (48%) and junior (40%) class standing, with sophomores comprising 11% and freshman less than 1%. Region II had the highest enrollment of non-resident UC students (just over 14%) among the four UCEAP regions. Region II continued to exhibit the strongest enrollment of Asian/Asian-American/Pacific Islander students (65%) and enrollment of Hispanic/Latino students continued to increase (11% in 2015-16). Student extensions from one term to the next outweighed program withdrawals.

The projected enrollment for 2016-17 is expected to be even stronger than 2015-16.

**PROGRAM DEVELOPMENT**

Region II continued with program development and consolidation in line with UCEAP strategic interests to provide STEM courses or research opportunities, internships, opportunities abroad of shorter duration, increase options of special interest (thematic focus or service), work with campus strategic interests, and eliminate problematic or inefficient programs.

- New options for 2016-2017 were promoted and achieved sufficient enrollment to meet program costs: Ghana summer program, with public health and gender and development tracks, fall semester in Mumbai, with a UC taught course at St. Xavier’s College followed by fulltime internship.

- Collaborated in developing an online course with the UCOP Innovative Learning Technology Initiative (ILTI), which was taught June 2016 for a new Japan immersion program with a community internship. A similar online internship course was taught in fall 2016 for the new Mumbai internship program. The course may be offered in China in summer 2017.

- Worked with Peking University on new shorter-term options (Peking University fall semester) and student internships with local PKU alumni start-ups (PKU spring + internship);

- Negotiated for a larger capacity, UCEAP-associated, University of Tokyo summer laboratory research opportunity for UC students in the sciences;
− Worked with the University of Hong Kong to reinstate an economics/business summer multi-site program taught in Shanghai and Hong Kong beginning in summer 2017;
− Consulted with various UC campus departments on collaborative study abroad opportunities;
− Suspended or terminated options of limited interest to UC students (e.g., Alliance for Global Edge: Pune, India; CIEE: Hyderabad, India);
− Eliminated the Japan immersion “holding tank” for assignment of students to institutions. Students now investigate and apply directly to partner institution programs.

Currently under exploration or development for 2017-18 review are a summer intensive Chinese language program, a summer intensive Japanese language option with partner Waseda University, a laboratory research STEM program at Peking University, gateway courses in English that could be offered through Hong Kong partners, realignment of the new Ghana summer option to meet campus disciplinary interests, and opportunities for new thematic programs in Korea.

RESEARCH, ACADEMIC REVIEWS, AND RECRUITMENT

Region II is pleased to report that the targeted automatic scholarships allocated for Hong Kong University of Science and Technology (fall), Peking University (spring), and Tsinghua University (spring) were successful in increasing student participation in these select semester programs for 2016-17.

Region II continues to build relationships with UC campus faculty and departmental advisors to encourage recommendation of UCEAP programs to UC students. This is provided through faculty advisory committees, consultations with specific faculty or departmental groups, and the provision of flyers to highlight newer, lesser-known or more hands-on UCEAP opportunities (e.g., Africa, Chinese language destinations, India, STEM in Asia, Field Biology, and Public Health).

Pre-departure language requirements, GPA requirements, and calendars were adjusted in several locations to provide access to a greater number of UC students. In consultation with university partners, GPA requirements were lowered in China, Singapore, and Taiwan.

Collaboration with the Ghana Study Center to link its study abroad programs to the UCOP Presidential Global Impact Initiatives is under discussion.
Three-year Academic Senate reviews of new programs at Tsinghua University, the Mandarin Training Center of National Taiwan Normal University, National University of Singapore Biodiversity, and Agency for Science, Technology and Research internship all took place in 2015-16.

There was also a site visit to Taiwan to familiarize campus UCEAP and departmental advisors with opportunities at National Taiwan University including its summer lab research and immersion program during the academic year and the Mandarin Training Center at National Taiwan Normal University for Chinese language study in summer or fall. A webinar to share the information gained from this visit with all campus advisors will take place in summer 2016.

**RESEARCH AND EVALUATION**

The Regional Director serves on the Academic Consortium Board of CIEE and as the UCEAP liaison to the organization. Under the CIEE ACB, new program ideas are vetted and current CIEE study abroad programs are evaluated and reviewed.

The Regional Director was invited by the University of Hong Kong to participate in a panel at the NAFSA national conference in Denver in June 2016, debating internationalization for students at home versus abroad.

The Regional Director was also invited and attended the Yonsei University Global Summit exploring liberal arts for the Asian Century, held in October 2015 at Yonsei University, Korea.

The Region II unit continues to work with select Asia UCEAP Study Centers to compile lists of host institution courses highly recommended by UC students to improve academic advising.

**ACADEMIC INTEGRATION**

Region II has been successful in providing opportunities for summer laboratory research, field research or internship placements, as hands-on research and community service engagement remain of strong interest to UC students. New summer lab or research opportunities at Osaka University, the University of Tokyo, and the Chinese University of Hong Kong attracted nearly 50 students. A new program for community public health, with the focus on border health and population migration, ran in Thailand for the second time with 25 UC students. A new summer program in Ghana which engages students in service in rural Ghanaian villages ran for the first time in 2016. All participants in these options indicated satisfaction with the instruction and opportunities provided.
ADMINISTRATIVE

UCEAP made arrangements with the California State University system to cooperate in the provision of student support services and operations to UC and CSU students studying at Peking University within the UC Beijing Study Center, consolidating operation costs and creating workload efficiencies. This cooperation with CSU follows similar cost-sharing practices with UCEAP programs in Taiwan and Ghana.

ACTIVITIES AND ACCOMPLISHMENTS OF REGION II PERSONNEL

The Region II unit continued coordinating staff visits to campus study abroad fairs, training new UCEAP campus advisors, providing student pre-departure webinar orientations for Region II programs, monitoring individual or group emergency health or safety situations, collaborating with CSU systemwide study abroad and CIEE, and winning the top honors for the second time for UCEAP unit participation in reviewing applicants for UCEAP scholarships.

STRATEGIC GOALS FOR 2016-17

− Region II hopes to continue enrollment growth by increasing the number of participants by up to 10%.
− Region II will explore opportunities with existing UCEAP partner universities to offer new programs and courses of interest to UC students.
− At the request of several UC campuses, UCEAP is engaged in conversations with a possible new partner in Korea to explore opportunities for exchange that would support UC campus strategic and research collaborations with the university.

REGION III

Region III programs are spread across the globe: from Oceania to North America, Europe, North Africa, and the Middle East. In spite of vastly different histories, cultures, and geographies, the region is unified in its offering of programs that are taught in the English language (although locally spoken languages--Arabic, French, Irish, Hebrew, Maori, and Turkish are also available to UC students).

The unit continues to follow some strategic guidelines for new program development to good effect. Most important of those include:
- Semester/quarter-long university exchanges in highly attractive locations. A new London partner for students with middle range GPAs (2.85-3.0) was added in 2015-16 and should see high student interest.

- Academic integration of UC STEM course sequences to be completed over a summer. Examples include:
  - Physics for life sciences offered in England (University of Sussex), Ireland (University College Dublin) and Scotland (University of Glasgow).
  - Physics for engineers and physical sciences (Glasgow)
- Linear Algebra and Differential Equations (plus a Scottish cultural history course) for a broad cross section of STEM majors (Glasgow).
- A lower division chemistry sequence will be launched in summer 2017 in Dublin.

- Access to prestigious institutions (e.g., Cambridge, London School of Economics). The unit is currently in discussion with Oxford University for a summer program at Exeter College.

- Collaboration with partners abroad to offer field research programs that a) train students to undertake and present their research, b) provide experiences that can be applied to graduate school applications, and, c) help students achieve their career goals.

### ENROLLMENTS AND AREAS OF GROWTH

Region III surpassed its enrollment targets (2-3% growth per year across its programs every year). In 2015-16, enrollments grew by nearly 11%. The growth from UK/Ireland summer STEM programs has been particularly important and builds on the longstanding success of a year-long physics sequence for Life Sciences majors first offered in Sussex.
The introduction of additional physics and other gateway STEM sequences in Glasgow and Dublin has diminished the share of UC students enjoyed by Sussex, but not by much. As has been the case historically, the vast majority of students comes from the life sciences, takes a year-long physics sequence, and is overwhelmingly from UCLA. The number of students participating in the three UK/Ireland STEM summer programs offered in Sussex (England), Dublin (Ireland), and Glasgow (Scotland) continues to rise dramatically. In summer 2016, it rose 96%, roughly equivalent to 10% of UCEAP total participation in 2015-16.
ACTIVITIES AND ACCOMPLISHMENTS OF REGION III PERSONNEL

SERVICE TO UCEAP

Members of the regional team served on UCEAP Strategic Initiatives, the Systemwide Emergency Response Team, read UCEAP scholarship applications, delivered pre-departure webinars for the Australian Universities program, participated in the Internship Awards process, attended campus study abroad fairs and campus pre-departure orientations, served on the Annual Conference Vision and Planning Committees, maintained relationships with host university administrators, and negotiated, developed and monitored agreements (exchange and fee-based). Since January 2016, twenty-one agreements have been executed and another 10 are in the process of re-negotiation or renewal.

SERVICE TO UC CAMPUSES

Region III successfully launched the UC Berkeley Global Edge Freshman Fall program, increased the number of physics track participants at three host partners and added a math + Scottish culture track in Glasgow, negotiated an agreement on behalf of UCEAP and UCSD for exchange with University of Tasmania, negotiated an agreement on behalf of UCEAP and UCB for exchange with the London School of Economics and Political Science, and assisted UCB to set up their year-long LSE exchange with their study abroad office. The team also facilitated the first ever UCEAP advisor site visit to New Zealand.

PROFESSIONAL DEVELOPMENT

Members of the regional team completed the Gaucho U program at UCSB, presented at the UC Academic Advisor Conference in Santa Barbara, participated in the UCEAP Internship workgroup, and attended UC campus study abroad fairs. More specialized training, directly related to UCEAP operations included LGBTQ awareness, Crisis decision-making, Risk Management & Emergency Response Preparedness, and Dealing with Difficult & Dangerous People.

STUDY CENTER ACTIVITIES

The UK study centers hosted and organized a 50th Anniversary series of events in Edinburgh and London in the fall of 2015 as well as a visit by President Napolitano to London in winter 2016. The London Program Officer gave an interactive presentation on “UCEAP and global citizenship – meaning and relevance” at the systemwide office in spring 2016, which was well
attended. In summer 2016, the UK study centers organized and facilitated a site visit for UCLA advisors (study abroad and School of Engineering). The New Zealand study center facilitated a tour of New Zealand and university partners for 5 UCEAP campus advisors.

**STRATEGIC GOALS FOR 2015-16**

- Continue to engage STEM departments around the UC system to grow UCEAP’s STEM summer offerings;
- Reach out to other UC campuses that might be interested in offering sophomore semester programs abroad as a way to regulate enrollments, to decrease time-to-degree, and/or to better regulate guaranteed on-campus housing availability.

**REGION IV**

Region IV has programs in Argentina, Barbados, Brazil, Chile, Costa Rica, Dominican Republic, Mexico, Spain, and the United States.

**ENROLLMENT**

Region IV enrollments have shown a marked increase, the majority of which is attributable to new program models such as multi-site programs and programs with instruction in English. As predicted in the 2014-15 report, the new Human Rights and Cultural Memory Program shared between Argentina and Chile drew students from other programs in Latin America. However, both headcount and FTE increased overall for that continent.

In Spain, the numbers are quite similar to those of 2014-15, and so the multi-site programs represent a clear increase to Region IV. However, the European Transformations Program in Rome and Madrid was shifted from the portfolio of Region I and thus does not signify a major addition to UCEAP. The smaller Mediterranean Food and Culture program was new to all.

**NEW PROGRAM MODELS**

Without question, the multi-site program model has brought a new cohort of students to UCEAP, but both the cohort and the programs have required several adjustments. The Mediterranean Food and Culture Program was a success in spite of the stressful nature of its
challenging schedule and rigorous coursework. Students spent five weeks each in Istanbul, Florence, and Barcelona. As the first run of a new program, UCEAP and ACCENT agreed to keep the numbers low, which required the campuses to select students carefully from the initial applications. Of the more than 100 students who applied, 30 were selected and 27 completed the program. All instructors and administrators agreed that it was an exemplary group of students, and the students agreed that it was an amazing program.

Unfortunately, events in Turkey required that the Center in Istanbul be closed, and the Turkish professors will teach their classes in Florence in 2016.

The Human Rights and Cultural Memory Program was also a successful academic offering. The theme attracted students with serious interest in the materials and they were able to complete their coursework in spite of some logistical glitches. No one anticipated that the program would attract so many students, and as such, both classroom and housing resources were stretched to the limit. As opposed to the European multi-site programs that all use the logistical organization from ACCENT International, a multi-country program in Latin America requires two completely separate partner institutions, in this case the National University of Tres de Febrero in Buenos Aires, Argentina and the Alberto Hurtado University in Santiago, Chile. For fall 2016, UCEAP will move the Argentine instruction to the Torcuato Di Tella University. A pre-program conference of instructors from both sides of the Andes was organized to coordinate the instruction based on lessons learned in 2015.

The European Transformations multi-site program offered in Madrid and Rome received its three-year review from UCIE, and UCEAP is implementing the review committee’s recommendations to reduce the required amount of instruction and also make it possible for students to attend the semester version of the program without an internship requirement.

Another new program model in Region IV involves relations with other systemwide programs at the University of California. The new Leadership in Social Justice and Public Policy Program combines a semester at the National Autonomous University of Mexico (UNAM) with a quarter or semester at the UC Center Sacramento. In addition to their classes at UNAM during the fall semester, the students take a remote UC course, “Introduction to Leadership Development.” In the following term, the centerpiece of their Sacramento experience is an internship with an organization of relevance to bi-national or Latino policy accompanied by additional coursework.

During 2015-16, UCEAP also began to provide administrative assistance to the Natural Reserve System (NRS) program in California Ecology and Conservation, a new offering available to students from all UC campuses during summer, fall, and spring quarters. Given that this program’s recruitment and application process is managed by the NRS staff rather than the international offices of the UC campuses, new processes were implemented to assist with the financial and academic reporting.

Region IV also added the Contemporary Mexico program which ran for the first time in summer 2015. The program was designed to accommodate students who did not have the
time or the Spanish language skills to attend one of the existing semester/year-long programs in Mexico. The program coincides with the Intensive Language Program that precedes the fall semester at UNAM and the Field Research Program. The notion was to offer the “Contemporary Mexico” course in English alongside Spanish language classes.

Interestingly, the students who enrolled in the program did not exactly match UCEAP’s expectations in that only three of them had limited Spanish and the remainder had more advanced skills. Because of the other student groups present in the capital, UCEAP was able to accommodate all students in an appropriate language-level. However, going forward, it will be more difficult to prepare for a wide range of language levels during this short, five-week period.

SPANISH LANGUAGE

The Human Rights and Cultural Memory program in Argentina and Chile, and the Contemporary Spain program in Madrid offer all of the content coursework in English. In these instances as well as the Mexico summer program, UCEAP was surprised to encounter a significant percentage of heritage language learners among the participants, and so conducted anecdotal investigations to determine why these students felt more comfortable with English language instruction rather than Spanish.

Now that Region IV is aware of the significant number of heritage learners with an interest in Spain and Latin America, the effort to be more inclusive and to provide separate language instruction for these students has characterized a significant portion of outreach and conversation with campus advisors. In collaboration with the UCEAP Faculty Director in Spain, and Visiting Professor in Mexico, the regional team has strengthened its programming and messaging to heritage learners as well as its understanding of some of the nuances involved.

Region IV has witnessed an increase in the percentage of students who identify as Hispanic or Latino/a from 37% to nearly 40%. This increase may be linked to the presence of the heritage language learners, though the Latino presence seems to have increased for all four UCEAP regions. Still, Region IV has much to offer this diverse group.
RECI PROCAL EXCHANGES (RECI PROCITY)

The University of California hosts Reciprocity students from over 100 institutions in approximately 30 countries. Reciprocal exchange students attend the University of California on a non-degree basis. Students enrolled in UCEAP programs continue to pursue degrees at their home university though they are enrolled at a UC for up to one academic year.

ACTIVITIES AND ACCOMPLISHMENTS FOR 2015-16

USE OF TECHNOLOGY AND MEDIA

- Developed and implemented systemwide “Introduction to the University of California” for selected and prospective reciprocity students.

- Continued implementation of a liaison webinar to guide partner universities’ colleagues through the major phases of the UC reciprocity students’ exchange experience. Liaison webinar clarified roles and expectations, and provided information on student advising tools and resources.

- Continued implementation of systemwide pre-arrival orientation webinar and chat for Reciprocity students.

- Implementation of new processes and efficiencies in financial document upload (Phase 2).

- Skype training for new partners and new liaisons abroad.

- Reciprocity Facebook page now exceeds 7,500 members and is linked to individual campus groups as well as all UCEAP pages for outbound students.

- Twitter (661 followers) and Pinterest (175 followers) interest has more than doubled in the past year. Instagram was added as a resource for collecting student photos (196 followers up from 28 a year ago).

- UC promotional newsletter campaign yielded increased interest in broader range of UC campuses.

CAMPUS COLLABORATION

- Staff participation in UC Academic Advisors Conference (held at UCSB); coordination of UC systemwide programs presence at the conference and UCEAP tabling and promotion of programs.
- Collaborated with UCB and UCSD international offices on pre-arrival webinar presentations.
- Campus stakeholder meetings in person and by phone with offices working with reciprocity students.
- Representation of UCEAP at Systemwide International Students and Scholars meetings.

**ENGAGEMENT**

- Participation in UCEAP 50th anniversary events for United Kingdom (held at UCSF, in Edinburgh and London).
- Staff participation in working groups for New Program Development, website group, Business Model Optimization.
- Staff participation in internships award committee.
- Staff participation as readers of UCEAP scholarship applications.
- Staff participation in diversity education with Diversity Abroad Conference and Latino Outreach Team.
- UCEAP annual conference participation and presentation; staff participation in vision committee.

**DEVELOPMENT AND OUTREACH TO PARTNERS**

- Staff participation in Erasmus+ Conference held at Freie Universitat, Berlin
- National conference participation NAFSA, Region XII NAFSA (presenter), and the Forum on Education Abroad.
- Staff participation in UCSB’s Gaucho U professional development program.

**UNDERGRADUATE STUDENT PLACEMENTS AND RETENTION**

The majority of students (96%) were placed at their 1st, 2nd or 3rd campus choice. Due to high student demand for Berkeley (52%), Los Angeles (24%), San Diego (10%) and Santa Barbara (9%), 57 students (representing 4% of the cohort) were placed at a campus they had not
chosen at application time. These numbers exactly match the distribution for 2014-15 placements.

The academic year 2015-16 attrition rate was 8% overall, increased from 7% in the last year. Staff dedicates considerable time and attention to proper placement with consideration to college/departmental outbound data, course impaction, and good academic fit for students' proposed coursework. Staff is committed to student retention by educating partner university liaisons and students about UC campus-wide education and opportunities. Staff has been keeping attrition rates on average for the group consistently below 10%. The increase in attrition rate, compared to a lower one in the previous two years, may be attributed to the higher number of students from specific majors, such as business administration, economics, engineering, political science, and psychology, who require redirection to a UC campus not of their choice to avoid course impaction.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2015-16 Attrition</th>
<th>Placed</th>
<th>Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>15%</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>11%</td>
<td>144</td>
<td>16</td>
</tr>
<tr>
<td>UC Davis</td>
<td>10%</td>
<td>123</td>
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<tr>
<td>UC Los Angeles</td>
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<td>231</td>
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</tr>
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<td>UC Berkeley</td>
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<tr>
<td>UC Merced</td>
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<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 11. UC Reciprocity 2015-16 student attrition by campus
Figure 14. Frequency of UC campus as “First Choice” in application 2015-16

UCB 52.83%
n=765

UCSD 9.25%
n=134

UCSC 0.83%
n=12

UCSB 8.01%
n=116

UCR 0.07%
n=1

UCM 0.21%
n=3

UCI 2.49%
n=36

UCLA 24.24%
n=351

Figure 15. Frequency of placement at 1st, 2nd, or 3rd choice UC campus 2015-16

Students Placed at 1st, 2nd, or 3rd Choice: 96.06%
n=1,391

Students Not Placed at 1st, 2nd, or 3rd Choice: 3.94%
n=57
The high level of student satisfaction expressed in the annual survey suggests that that Exchange remains a success and a desirable option for students and the home universities.

Here are some other survey highlights:

- Survey response rate: 37% (549 of a cohort of 1,459)
- 79% indicated that they were able to enroll in either all or the majority of coursework needed. An additional 12% were able to enroll in a sufficient number of needed courses. (Unchanged from 2014-15)
- 89% indicated that they anticipated that UC courses they had taken during the Exchange would contribute academic credit to their home university degree. (Unchanged from 2014-15)
- 86% indicated that they had enrolled in courses or engaged in academic activities that were not available at their home university. Further, 69% indicated that they would receive home university degree credit for the unique UC academic experiences (e.g., coursework or other academic opportunities).
- Students' interactions with UCEAP and other UC offices were most often rated as excellent or good, and very helpful or helpful. The offices with which students noted having the most interaction were the Office of International Students and Campus Study Abroad Offices. (Note: it is often difficult for students to distinguish between these, and indeed on some campuses they are combined. Since students could choose more than one answer, they often choose both.)
- 61% of students rated their housing experience as excellent or good (vs. 66% in 2014-15), with another 23% rating it as satisfactory (up from 21% in the prior year).
- 45% of Reciprocity students live in a UC-owned apartment or residence hall, while 46% chose to live in a shared apartment/house in the community. This is fairly consistent with last year’s cohort where 40% lived in UC owned housing and 43% lived in the community.
- 60% indicated their study experience at UC influenced their interest in future graduate studies at UC. (Unchanged from 2014-15)
- 82% of all respondents said they would recommend their UC experience to others.
STRATEGIC GOALS FOR 2016-17

− Development of Reciprocity module for redesign of student information system (MyEAP II)
− Implementation of new processes and efficiencies in financial document upload (Phase 3)
− Development of more robust welcome and informational materials about UC
− Continued implementation of online orientation products for students and staff abroad
− Highlight internship and research opportunities
− Define expected learning outcomes and determine assessment tools
− Continue focus on website development and social media
− Continue to hold reciprocity stakeholders meetings (in person or by teleconference) at campuses

INFORMATION TECHNOLOGY

Since the arrival of the new IT Director in September of 2015, a number of projects have begun that will have a considerable impact on UCEAP in the near future. Of greatest significance was the decision to build the next version of the Student Information System (SIS), MyEAP in the open source framework Drupal. A key theme in the last year has been collaboration – building relationships internally and externally, investigating and utilizing shared resources within the UC system, and the adoption of an agile project management methodology to better serve UCEAP's numerous stakeholders.

REDESIGN OF MYEAP STUDENT INFORMATION SYSTEM

Following a lengthy investigation that included interviews with staff within UCEAP, input from the campus and foreign study abroad offices as well as discussions with peer institutions
and partnering organizations such as CIEE and ACCENT International, a report was delivered to the Associate Vice Provost & Executive Director and Advisory Council (systemwide unit heads) that detailed the potential benefits and risks associated with both proprietary and custom solutions to replace MyEAP. Based on this report, the Advisory Council unanimously agreed that converting the SIS to an open source framework was the best option for achieving the organization’s strategic goals. It was determined that Drupal offered the best return on the cost of innovation – removing complexity without compromise to growth or risk avoidance – and providing a programming structure that could be more easily maintained and improved upon than the current system or any of the proprietary solutions that were considered.

Following a detailed requirements gathering process and working with UCSB Procurement, a Request for Quote was issued and a vendor has been selected to work with UCEAP on the next version of MyEAP with a proposed completion date of 2017. The successful bidder, Logic Branch has worked with Fortune 500 companies including Starbucks and Lubrizol, government agencies including the U.S. Department of Energy and the Nevada Department of Education, and educational institutions including the University of Massachusetts and the University of Virginia. In addition, Pantheon has been selected as the preferred website and systems hosting solution for all subsequent Drupal projects. An industry leader, Pantheon is also being used by UC Berkeley, UCSB, and several other campuses in the UC system.

It should be noted that Drupal will also be used for the development of the next version of the UCEAP website. That effort, led by the UCEAP marketing team, will be supported by the IT group who will develop the underlying programming and will continue to maintain the site once it is deployed. The IT group also assisted the marketing team with the launch of the new UCEAP blog. This project served as a test case for the two teams working in partnership and allowed IT to test the Pantheon hosting environment.

The choice to convert to Drupal ultimately led to the decision to cancel a project to upgrade the current version of MyEAP as it was determined that the IT team lacked the necessary human resources to effectively execute both the upgrade and work on the next system. A local vendor, Visus, had been working with UCEAP for over a year on this effort. While the caliber of work delivered by Visus was more than satisfactory, chronic understaffing and competing priorities within IT prevented the project from moving forward in a timely manner. It was determined to be impractical to continue to fund the project as the projected timeline to completion was nearly identical to anticipated launch of the new SIS.
Another significant change in was the decision to further align with both UCSB and UCOP IT to take advantage of systems and services, and reduce expenses and duplication of effort. To that end, in collaboration with the UCEAP Operations group and UCSB Enterprise Technology Services (ETS), UCEAP IT contributed to connecting the office to the campus fiber optic network. This was a precursory and necessary step to allow UCEAP to begin the process of decommissioning its own data center and moving its enterprise servers to the North Hall facility located at UCSB. Significant savings will eventually be realized as a result of this move, and aligning UCEAP with ETS will allow UCEAP to develop cost effective failover and backup solutions for mission critical systems. In addition, the fiber optic connection will allow UCEAP to take advantage of cloud based solutions moving forward which should greatly reduce the cost of IT operations in the years ahead.

The IT group also worked with ETS in the deployment of the file sharing service Box. An organizational account was created to allow for the secure transmission of student data between UCEAP and the campuses as well with study centers abroad. This free campus service provides the opportunity for a further reduction in operational expenses as it will allow the organization to retire its current SharePoint extranet and greatly reduce the staff time dedicated to maintaining it.

The IT group is presently engaged with ETS and UCOP on two other projects of note. Working in partnership with the research group, the IT team helped facilitate the adoption of the Tableau Server solution offered by UCOP IT. Tableau Server will allow the UCEAP research team to securely share vital organizational details and data with the Office of the President as well as the campus Registrars and other key groups and individuals with UC. In addition, a joint effort between research, the associate dean, and IT is currently underway to develop a Drupal website specifically designed for sharing additional academic integration data that will be made available to all campuses.

Despite a well-known and recognized difficulty recruiting IT staff within Santa Barbara County, the IT group has had success in attracting well qualified personnel. A Senior Drupal Developer, Senior Database Administrator, and Business Systems Support Analyst have all been hired in the past year. In addition, interviews for a second Drupal developer are expected to be completed by early fall 2016, and the search for a Project Manager is currently underway. The recently hired staff has already begun making important contributions to the organization and their presence bodes well for the relaunch of MyEAP and the new website as it will allow the IT group to continue to innovate once these systems come online.
UNIT STRUCTURE AND PROFESSIONAL DEVELOPMENT

The IT team has also been reorganized to optimize efficiency and foster greater teamwork. The Business Analysis group has now been combined with the Project Management team. The PM/BA group will be led by the Senior IT Project Manager. A new team focused on database administration and data warehousing has been formed that will be led by the Senior Database Administrator. The programming team has been revived under the leadership of Senior Drupal Developer.

A push for more professional development begun under the leadership of Interim IT Director and HR Director Bryna Bock continued throughout 2015-2016 and staff received training in a number of areas including business analysis, project management, data warehousing, as well Apple support and Windows Server training.

While much of this year’s efforts were focused on the future, IT had a number of successes in process improvements and assisting stakeholders in the last year. The IT group has formally adopted Slack for internal communications and Wrike for project management activities. Both tools will be used extensively for the upcoming MyEAP and website projects, and in the case of Slack, it aligns UCEAP IT with adoption that is occurring systemwide. The SQL Analyst worked with campuses that were in the process of converting or upgrading their Student Information Systems by providing historical student data necessary to implement the conversion. She also played a key role in adjusting UCEAP’s core systems when changes were made to the UCSB data warehouse and Apex financial system. Finally, the entire IT team has continued to maintain the current outdated version of MyEAP despite a lack of programming support. This has often required developing and applying innovative solutions to maintain business continuity.

NETWORK TEAM

The network team – despite shifting priorities and a planned upgrade cycle hindered by the delay in a new release of critical software – the Network team under the leadership of the Senior Network Administrator nevertheless made noteworthy strides in the past year. These included:

- Integrated fiber optic network with 10GB capability
- Deployment of new network routers and switches.
- Upgraded and deployed a new wireless network on fiber optic connectivity
- Investigated and designed server infrastructure for North Hall Data Center relocation
- Expanded Windows server to support Mac/Apple infrastructure
- Deployed Mac computers for the marketing unit, developers and directors
- Oversaw UPS upgrade for systemwide office building
- Networked video surveillance system
- Updated study center inventory and developed new Study Center budget for Regional Directors
- Deployed over 25 new computers at study centers
- Constructed printer server solution, deployed new enterprise printers and personal printers
- Built Virtual Servers solutions on behalf of Study Centers, Research, and Human Resources
- Deployed new laptops and replaced 50 monitors
- Built new TMG, RDG, RDS and KMS servers
- Setup and configured conference room computers and network
- Upgraded SPCC Server and a client software
- Investigated new cloud technologies to leverage UCEAP’s future networking infrastructure

MARKETING AND COMMUNICATIONS

ACTIVITIES AND ACCOMPLISHMENTS FOR 2015-16

The marketing and communications team was fully staffed in July 2015 after hiring a new director. The team focused attention on increasing student engagement and created a social media contest, My UC Adventure, to coincide with the study abroad fair season. The team selected two highly visible promotional items (trucker hats and cell phone wallets) for the fairs and incorporated their usage into the contest. In addition to creating excitement during the fairs, 214 entries from all 9 undergraduate UC campuses posted photos featuring the trucker hats on their personal social media sites. This resulted in an increase of more 200 followers on Instagram and increased brand recognition for UCEAP online.
Social media was also used to increase student engagement with the continuation of the student T-shirt design contest. The contest was announced using UCEAP’s social media channels and the purchase of an online voting system enabled students and staff from all UC campuses to submit votes for their favorite designs. During the second year of this contest, the number of contest entrants increased from 22 to 180 (up 700%).

An increased focus on UCEAP’s social media channels also led to the development of The Californian Abroad, a newly branded blog with a more accessible, friendly, and informative voice intended to attract UC students interested in study abroad, as well as UCEAP alumni. In addition to using this social media channel to collect and share student generated content (e.g., guest bloggers, photo stories, and 3-minute travel guides), the team has been using The Californian Abroad to encourage UCEAP staff and campus study abroad office staff to contribute as subject matter experts. During the first month, The Californian Abroad had 5,553 page views.
The team also led the development of a social media workgroup for UCEAP. This workgroup will consist of members of the systemwide office staff from various functional areas and regions. Prior to formulating the group, the team held an open brainstorming session in order to assess the level of understanding that the organization has related to social media. The team used the information gathered during the brainstorming session to host a second meeting to answer questions, share tips, provide examples from other universities and colleges, and discuss goals of the UCEAP social media workgroup. The goals are to:

- Provide training materials for UCEAP systemwide office staff, campus study abroad office staff, and study centers
- Create presentation/workshop content on specific and broad social media topics
- Facilitate and present workshops on specific and broad social media topics
- Remain aware of trends and growing social media channels
- Create the social media strategy for UCEAP
- Build a strong online presence for UCEAP
Working with the regional directors, the team finalized program taxonomy categories. These categories will be an additional data point in the upcoming version of UCEAP's database allowing it to be a searchable field option on the website. Additionally, the team can include these categories in print pieces, making the process that students encounter while searching for programs faster and easier. Students can now search programs by their primary desired program type. The types are:

- Learn a language
- Explore a specific field of study
- Intern for credit
- Study in multiple cities
- Choose from prepackaged classes
- Customize your coursework

Based on market research for presenting complex information, the team reorganized the 2017-18 viewbook. In addition to the reorganization, infographics, a table of contents, and an index were included to make the publication a more useful and user-friendly tool for students. The infographics added to the viewbook include:

- Take classes in English
- Learn a language
- LGBTIQ-friendly nations around the world
- Best value
- Your journey abroad
Regional spreads were added to give students a broader understanding of where countries are located in relation to one another, which presented an opportunity for lesser known countries with fewer programs to be displayed in a larger context. The new program taxonomy was also added to the viewbook to ease the selection process for students.
Student photography has also been featured in the 2017-18 publication portfolio to not only illustrate that actual UC students participate in these life-altering programs but to also encourage students planning to have a study abroad experience with UCEAP to share their photography with the organization and be featured in upcoming marketing pieces.

The increasing needs for more photography and video content required the need for professional photography and video equipment. The team purchased the necessary equipment which will result in increased digital assets featuring the impact of UCEAP on its students, alumni, and the University of California.
CONFERENCE PRESENTATIONS

The senior editor and multimedia designer presented *Marketing to Millennials* at the 2016 UCEAP Annual Conference.

The marketing and communications director co-presented *Developing Education Abroad Marketing Strategies for Underrepresented Students* at the 2016 NAFSA Conference with colleagues from Northwestern University and the University of Kansas. NAFSA’s Education Abroad Knowledge Community leaders selected this presentation as one of the most informative, wide reaching and helpful session presentations from the 2016 conference. They posted the presentation slides on their website as a resource for the Education Abroad community.

STRATEGIC GOALS FOR 2016-17

The marketing and communications team’s highest priority is to move forward with the website redesign project. The close collaborative relationship between marketing and communications and IT continues to be one of the most influential aspects of this project. Due to the collaborative nature of these projects and following the lead from the marketing and communications and IT teams, both vendors for the projects, Vision Point Marketing (VPM) and Branch Logic, are working closely together and are participating on a joint training/onboarding process. These partnerships will result in the creation of a more comprehensive and forward-thinking website and student information system that will drastically alter the way UCEAP operates.

While the largest, most visible deliverable from VPM will be the redesigned website, an even more important outcome will be the development of UCEAP’s brand. Setting this foundation through the determination of the brand pillars and brand attributes will lead UCEAP to exercise consistency in its messaging in print, on the web, and in person. This includes promotional materials, internal and external communications, and on social media.
UNDERREPRESENTED STUDENTS OUTREACH

ACTIVITIES AND ACCOMPLISHMENTS FOR 2015-16

The Underrepresented Students Outreach Initiative spent 2015-16 expanding on previous work, collaborating with campus colleagues, and creating tools and resources for underrepresented students.

LATINO/A STUDENTS

In collaboration the Latino/a Students Outreach subgroup, UCEAP’s Marketing unit continued production of a UCEAP Chicano/Latino Student Guide. The guide will be tailored to the needs and questions of Chicano/Latino students and their parents. The guide will be sent to campus offices and organizations, including Admissions, Educational Opportunity, clubs, Greek Life, major departments, and study abroad offices. The content will focus on student and alumni voices, with a note to parents in English and Spanish. There will also be information on health and safety, which is a documented priority for Latino parents, as well as profiles of alumni and details on the return on investment of time spent abroad.

The lead for the Latino/a Students Outreach subgroup presented a speed learning session at the 2016 Diversity Abroad Conference titled “La Familia: Outreach to the Latino Student to Study Abroad,” in collaboration with a colleague from the UCSD Study Abroad office. The session was designed to show how powerful cross campus collaboration can help staff and faculty members to engage Latino students with the support of family members.

STEM MAJORS

Outreach efforts in 2015-16 focused on biology majors and included analysis of data, which was distributed to UCEAP and campus staff. Updates were made to the biology discipline webpage to mirror those made to the engineering discipline webpage in 2014-15. Changes include re-organizing the list of programs and adding research and internship information.
FIRST GENERATION COLLEGE STUDENTS

The Underrepresented Students Outreach Initiative led chaired a panel at the 2016 Forum on Education Abroad Conference and the 2016 NAFSA Conference on first generation college students titled “First Generation 2.0: Lessons Learned, New Research, & Missing Populations.” Co-presenters included Christina Dinges (Susquehanna University), Dr. David Imhoof (Susquehanna University), Margaret McCullers (IFSA-Butler), Mona Syed (UT Austin), Heather Thompson (UT Austin), and Michelle Tolan (IFSA-Butler).

HONORS STUDENTS

A webpage that focused on programs recommended for honors students was created and will be published in the new version of the UCEAP website.

Work did not continue for Newly Admitted Freshmen or Newly Admitted Transfer Students, as programs originally aimed for those cohorts evolved outside of the Strategic Initiative.

UC GRANTS FOR SUPPORT OF UNDERREPRESENTED STUDENT COHORTS IN STUDY ABROAD

UCEAP is pleased that 10 grants of $5,000 each were awarded in 2015-16 to organizations and departments at six UC campuses to increase outreach to underrepresented students. The grants were designed to help programs address barriers to study abroad and support underrepresented student cohorts to add an international experience to their education.

Student populations to be reached through the selected proposals include: DACA (Deferred Action for Childhood Arrivals), first-generation college students, honors, LGBTIQA, African-American, and students who participate in academic support services, including transfer students, former foster youth, and veterans.

Reports on the results of these grants will be available in September 2016. After review of the reports, the workgroup will consult with the Associate Vice Provost and Executive Director to determine if another round of grants should be offered.
<table>
<thead>
<tr>
<th>Campus</th>
<th>Cohort</th>
<th>Title</th>
<th>Partner Office(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>DACA Students</td>
<td>Developing Resources to Engage Undocumented Students in Study Abroad</td>
<td>Office of the Vice Chancellor of Student Affairs; AB540 &amp; Undocumented Student Center</td>
</tr>
<tr>
<td>Davis</td>
<td>LGBTIQA Students</td>
<td>LGBTQIA Resource Center &amp; UC Davis Study Abroad</td>
<td>LGBTQIA Resource Center</td>
</tr>
<tr>
<td>Irvine</td>
<td>Black Students</td>
<td>Black Internationalists</td>
<td>Student Services</td>
</tr>
<tr>
<td>Irvine</td>
<td>DACA Students</td>
<td>Advance Parole Partnership for Anteaters</td>
<td>UCI School of Law; Immigrant Rights Clinic; Law firm of Orrick, Herrington &amp; Sutcliffe, LLP</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>DACA Students</td>
<td>Support of Undocumented Students in Study Abroad Programs</td>
<td>Academic Advancement Program; Student Legal Services; Bruin Resource Center</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Income Eligible, First</td>
<td>Academic Integration of Study Abroad</td>
<td>Bruin Resource Center; Community Programs Office</td>
</tr>
<tr>
<td>Angeles</td>
<td>Generation, American</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Islanders, Pacific</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Islanders, Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merced</td>
<td>LGBTQ+ Students</td>
<td>Out in the World</td>
<td>Office of Student Life; LGBTQ+ Initiatives Coordinator</td>
</tr>
<tr>
<td>Riverside</td>
<td>DACA Students</td>
<td>An Education Without Borders</td>
<td>Undocumented Student Programs</td>
</tr>
<tr>
<td>Riverside</td>
<td>Honors Students</td>
<td>Increasing Participation of Underrepresented Students from University Honors in Education Abroad Experiences</td>
<td>University Honors</td>
</tr>
<tr>
<td>Santa</td>
<td>Income Eligible &amp; First</td>
<td>Around the World with EAP</td>
<td>Educational Opportunity Program</td>
</tr>
<tr>
<td>Barbara</td>
<td>Generation College Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 12. Underrepresented Student Grant Recipients 2015-16
STRATEGIC GOALS FOR 2016-17

The Underrepresented Students Outreach Initiative will continue as a strategic initiative in the new UCEAP Strategic Plan for 2016-2020. There is an opportunity to evaluate student cohorts and determine if the focus should continue on those listed above, or shift to other students. The workgroup will collaborate with the Associate Vice Provost and Executive Director, as well as the Regional Directors and Marketing unit, to determine the student cohorts on which to focus future outreach efforts.

WEBSITE REDESIGN

Following the departure of its IT director in 2015, UCEAP leadership determined that the website redesign project should be led by the next marketing and communications director. In July 2015, a marketing and communications director was hired and soon after, VisionPoint Marketing (VPM), a higher education firm based in Raleigh, North Carolina, was selected to help guide UCEAP through its website redesign project.

In February 2016, VPM and The Regents of the University of California entered a professional services agreement that included a Statement of Work detailing the project and expected deliverables which includes discovery and strategy, website content strategy, website governance, information architecture, responsive design, front end development, and a brand messaging workshop.

In addition to the website redesign, UCEAP is in the process of developing a robust, agile student information system. The benefit of these two projects taking place simultaneously is that UCEAP can restructure its website and reimagine its business practices without limitations caused by an inadequate database or outdated processes.

The discovery and strategy phase of the website redesign project began with a listening and engagement tour at the systemwide office March 21-24. In addition to VPM consultants meeting with 18 groups of UCEAP stakeholders, Logic Branch, the consulting company selected to rebuild the student information system, met with VPM to discuss upcoming needs for the student information system as they relate to the website redesign project.

VPM submitted a report to UCEAP detailing the key themes resulting from the listening tour and used it to inform the brand strategy presentation, held in May. This presentation was open to all UCEAP systemwide office staff and UC study abroad office staff (via webinar).
VPM also conducted a brand messaging workshop with 25 UCEAP systemwide office staff, with representatives from all functional areas of the organization.

Following conversations between the marketing and communications director, the IT director, and VPM, the Statement of Work was expanded to include more coordination between the website redesign project and rebuilding the student information system, including providing the information architecture and design for the updated version of the student information system and the application process.

In September, the marketing and communications team provided VPM with feedback on a second round of UCEAP brand pillars and attributes, the foundational components of UCEAP's brand, which will shape all UCEAP communications and campaigns. The marketing and communications team also met with the IT team, VPM, and Logic Branch to discuss goals for an upcoming kickoff week, an overview of the development process and timeline, integration, the pre-departure checklist, and next steps.

Figure 18. SWOT Analysis Performed by VisionPoint Marketing
ACADEMIC INTEGRATION

The goal of UCEAP Academic Integration (AI) initiatives is to make education abroad an integral and accessible part of every undergraduate’s academic experience. With specific aims to reduce academic barriers and demonstrate the feasibility of participation in study abroad for students in all majors, two primary initiatives were undertaken this year and described below.

UCEAP ACADEMIC INTEGRATION GRANTS PROGRAM

Initiated in 2014-15, the UCEAP Academic Integration Grants Program continued in 2015-16 to enhance collaboration between department faculty and staff advisers in AI activities. During the Program’s second year, grant funds were awarded to eight departments/colleges across five UC campuses based on the overall quality of the proposed project, relevancy to academic integration, and potential impact. The following academic units or departments were awarded $5,000 each:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department/College</th>
<th>Faculty/Staff PI</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCD</td>
<td>Anthropology &amp; Sociology</td>
<td>Staff: Kelli Sholer</td>
<td>UC Davis, Departments of Anthropology and Sociology, 2015 UCEAP Proposal</td>
</tr>
<tr>
<td>UCD</td>
<td>Biology Academic Success Center–College of Biological Sciences</td>
<td>Faculty: Susan Keen</td>
<td>Streamlining Course Approvals for College of Biological Sciences Students</td>
</tr>
<tr>
<td>UCLA</td>
<td>College Academic Counseling, College of Letters &amp; Science/Division of Undergraduate Education</td>
<td>Faculty: Bill Gordon</td>
<td>Academic Integration Course Database for UCLA Students and Academic Counselors</td>
</tr>
<tr>
<td>UCR</td>
<td>Religious Studies</td>
<td>Faculty: Amanda Lucia</td>
<td>Developing Religious Studies Study Abroad Opportunities at UCR</td>
</tr>
<tr>
<td>UCSB</td>
<td>Physics &amp; CCS Physics</td>
<td>Faculty: Sathya Guruswamy</td>
<td>Study Physics Abroad</td>
</tr>
<tr>
<td>UCSB</td>
<td>Psychological &amp; Brain Sciences</td>
<td>Staff: Tracee Davis &amp; Sophia Litsey</td>
<td>Advanced UCEAP Advising for New Major</td>
</tr>
<tr>
<td>UCSC</td>
<td>Anthropology</td>
<td>Faculty: Nancy Chen</td>
<td>Taking It to the Field: A plan of study for cultural anthropology undergraduate thesis research with UCEAP</td>
</tr>
<tr>
<td>UCSC</td>
<td>Psychology</td>
<td>Faculty: Eileen Zurbringen</td>
<td>Meeting Psychology Major Requirements: Database and Interactive Webpage for Approved UCEAP Courses</td>
</tr>
</tbody>
</table>

Table 13. Academic Integration Grant Recipients by Campus
During 2015-16, projects from the Program's first year were completed by awardees from ten departments across seven UC campuses. The AI efforts and deliverables from these ten grants are available online (http://eap.ucop.edu/Documents/ai_grant_report.pdf). Through the AI grants, departments were able to: (a) catalog previously approved UCEAP courses, (b) make available to students those listings, (c) review and approve new courses, and/or (d) expand curricular requirements to accommodate study abroad. Awardees also applied grant funds to publicize UCEAP and other international opportunities through holding study abroad informational events or designing and disseminating printed/online/digital promotional material. One innovative example of such publicity comes from the Animal Science department at UC Davis. The department purchased and installed a touchscreen for marketing study abroad programs and approved courses, along with other more traditional promotional approaches (e.g., pamphlets, informational meetings). Since the awarding of the AI funds, UCEAP has seen the enrollment of Animal Science students more than double. Additionally, the AI grant was used to nurture budding internationally-focused academic programs. Importantly, departments defined their plans to maintain the aims and activities of their AI projects for future students.

REGISTRARS' AI DATA PROJECT

UCEAP launched the Registrars' AI Data Project in 2014 to address students' concerns about receiving academic credit towards requirements in their major discipline. The project builds a historical database of previously approved courses since faculty may be more willing to grant credit for a course if they learned that their department or a similar department at another UC campus had consistently approved that course. To achieve that objective, UCEAP worked with campus Registrar offices to obtain multi-year degree audit information on past courses taken by UCEAP students, resulting in six years of data from UCB; four years from UCI, UCSB, and UCSC; and three years from UCM and UCSD. Collaborative efforts are underway to acquire Registrars' degree audit data from the remaining three undergraduate campuses, UCD, UCLA and UCR.

With support from UCEAP Research, the course data for each of the six UC campuses are presented in online modules searchable by country, partner institution, major, and degree audit fields (see Figure 19). To aid academic departments in their process of reviewing and approving UCEAP courses for major credit, the modules were specifically promoted to awardees of the AI Grants Program. The links of these campus-specific online modules and their login information have been distributed widely and can be made available to all UC faculty and staff by contacting Alintegration@eap.ucop.edu.
Currently, Academic Integration is partnering with IT and Research to develop other focused online modules. One of the focused modules allows users to search for previously approved UCEAP courses that received specific general education (GE) credit types (see Figure 20). This tool can assist campuses in making decisions about the pre-approval of courses taken abroad for school/campus breadth requirements. For example, at UCSC, such data is being used by the Senior International Officer in collaboration with their campus Committee on Educational Policy to implement a process for pre-approving UCEAP courses taken by UC Santa Cruz students for GE credit. Another module currently being developed in collaboration with Research is a multi-campus tool for searching courses that fulfilled major requirements across campuses. The module also quantifies the number of times a course has been approved across campuses, thereby allowing campuses to learn and build from one another and ultimately make the course approval process more efficient.
Throughout the year, the Associate Dean has demonstrated the use of the online AI modules to members of the University Committee on International Education as well as to study abroad staff, academic advisers, faculty, and administrators at the UC undergraduate campuses. Together with campus study abroad staff from UCB, UCSB, and UCSD, the Associate Dean demonstrated the use of these online modules and presented examples of AI efforts across the UC campuses at the 2016 UC Academic Advising Conference.

RESEARCH UNIT

The Research Unit supports the majority of other units in the organization, assists in reports for the Governing Committee, conducts over 300 student program evaluations, and administers a number of large annual surveys and infrequent market research surveys (e.g., recent returnees for academic outcomes, students who elect not to participate, parents, reciprocity students, a proposed survey of student demand for programs in Cuba, etc.).

For the most part, the unit focuses on what students and other stakeholders need, whether they were satisfied with their UCEAP experiences, and what they achieved by participating.
Additionally, the unit assesses UCEAP participation as this is directly associated with UCEAP financial position. Below is an example of a report shared with the Advisory Council to give some sense of the length of time associated with transforming applicants to participants during academic year. Students initiate applications, and in many instances, it is not until a year later that students leave for their programs or are placed with partner institutions abroad.

![Figure 21. Applications for 2016-17 by Date](image)

In 2016-17, the Research unit looks to build on UCEAP's relationship with UCOP for sharing data resources through a secured Tableau website environment. Such a resource will make it easier for users to self-report important information about UCEAP applicants and participants, financial aid, etc. The unit will be involved in and leading some efforts relating to Strategic Initiatives (e.g., longitudinal learning and career outcomes, arc of engagement, MyEAP II, under-represented student cohorts, making UCEAP a leader in Research...), and staff will be focused on enhancing relationships with the campus Institutional Research Offices, Registrars Offices, and other units (e.g., CSHE, HERI...) that can provide assistance in making rich data available to UCEAP for better analyses of its market and the various program models (a mix of curriculum and pedagogy, place and purpose,...) essential for reaching the long-term goal of 10,000 annual program participants.
UCEAP officials and partners acting on behalf of UCEAP use the following guidelines to assess and categorize the severity of student incidents so that each is addressed in the most appropriate way. The summarized descriptions below are included to provide context to this report and do not constitute the entirety of information available about responding to and reporting on student incidents.

Level 1 / Minor

Incidents handled locally by the UCEAP representative including lost documents, colds, minor arguments, homesickness, missing property, code of conduct violations warranting a verbal warning.

Level 2 / Mildly Serious

*Incidents beyond a routine issue or an escalation of a Level 1 incident*

Examples include an injury or illness requiring medical assistance, a student missing for less than 24 hours, a request for assistance to begin treatment with a mental health counselor, and conduct violations warranting a discipline letter.

Level 3 / Serious

Incidents requiring coordination between the study center, UCEAP central office and non-UCEAP personnel to achieve resolution. Examples include an injury or illness that is potentially life threatening, a student disappearance, arrest or impending arrest, physical or sexual assault, mental health issues requiring intervention, significant political unrest, and some natural disasters.

Level 4 / Severe

Crises involving the immediate well-being of students, faculty or staff or demanding significant University of California resources. Examples include an emergent student injury, suicide attempt, fire in student housing, student death, bomb threat/explosion, hostage situation, disease outbreak, act of war, and high-impact natural disasters.
In the 2015-16 academic year, the IHS&ER unit began only tracking student incidents categorized as serious (level 3) and severe (level 4). Level 3 and level 4 incidents continue to be reported to the systemwide office, through the assistance provider, parents, students, or study center/host institution staff. This change has allowed the IHS&ER Unit to continue to report and monitor trends related to health and safety at higher levels while eliminating workload associated with tracking level 1 and level 2 incidents (e.g., lost items and head colds) which continue to rise alongside the increase in overall program participation.

The number of serious and severe student incidents reported to UCEAP Systemwide show nearly the same percentage of incidents year-over-year with a 0.1% overall proportionate increase from 93 in 2014-15 (5,275 participants) to 107 in 2015-16 (5,617 participants). Between the 2014-15 and 2015-16 academic years, the number of reported incidents with the greatest increase in any single category included the categories of conduct and sexual violence.

The summarized data below does not constitute the entirety of student incidents or cases managed by the unit.
Serious/Severe Incidents Reported by Type, Year-Over-Year

- Health
- Mental Health
- Conduct
- Safety
- Sexual Violence
- Accident
- Substance Abuse
- Other

2014-15: n = 93
2015-16: n = 107