# CONTENTS

- UCEAP at a Glance ........................................................................................................... 2  
- From the Associate Vice Provost & Executive Director ...................................................... 3  
- UCEAP 2013-16 Strategic Plan Overview ............................................................................. 4  
- Enrollments ...................................................................................................................... 6  
- Reciprocal Exchange Enrollments .................................................................................... 12  
- Financial Overview 2013-14 ............................................................................................ 15  
- Human Resources ........................................................................................................... 19  
- Strategic Initiatives .......................................................................................................... 26  
- Scholarships .................................................................................................................... 31  
- Alumni Engagement & Development ............................................................................... 35  
- Health, Safety and Security Affairs .................................................................................. 38  
- Region I ............................................................................................................................ 44  
- Region II .......................................................................................................................... 47  
- Region III ........................................................................................................................ 50  
- Region IV ........................................................................................................................ 53  
- Reciprocal Exchanges ...................................................................................................... 55  
- Marketing & Communications ......................................................................................... 59  
- Information Technology ................................................................................................... 62  
- APPENDIX A ................................................................................................................... 66  
- APPENDIX B .................................................................................................................... 67  

Prepared by Associate Vice Provost & Executive Director Jean-Xavier Guinard and Deputy to the AVP&ED Briana Sapp  
December 2014
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.

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

Serving all ten campuses since 1962, UCEAP continues its support of the University of California's mission through academic instruction and exchange around the world.

- More than 91,000 UC students have participated in UCEAP and graduated into careers in private industry, public service, and academia.
- More than 550 UC faculty have served as UCEAP Study Center Directors, Visiting Professors, and program instructors.
- Some 32,200 international students have completed non-degree study at a UC campus through UCEAP’s reciprocal exchange agreements.

Currently active in 42 countries with over 380 programs, UCEAP:

- Partners with top-ranked universities, institutes, and faculty around the globe
- Offers diverse and comprehensive programs of varied design, duration, and location
- Integrates courses taken abroad into degree requirements, allowing students to graduate on time
- Incorporates UC financial aid and scholarships to provide equal access for all UC students
- Encourages students to explore diverse linguistic, cultural, and intellectual traditions in local settings
- Promotes unique research, internship, laboratory, and community service options in most locations
- Internationalizes UC campus instruction and research through reciprocal exchange of students and faculty
UCEAP returned to enrollment growth mode and is thriving financially. This year marked a turning point in the successful implementation of our business model and strategic plan, and we predict that by 2015-16, UCEAP will be fully self-funded and sustainable as planned.

This was the first year of our 2013-16 Strategic Plan, with goals of enrollment growth, UC stakeholder collaboration, and technology and enterprise resource management. We saw a rebound in our enrollments, from 4,478 participants in 2012-13 to 4,624 in 2013-14, and we now predict a huge surge, to 5,200 participants, for 2014-15. UCEAP continued its progress towards self-sufficiency and sustainability. UCEAP met its budget goal of subsidy reduction, completed its funding of a $4.6M contingency reserve, invested in strategic initiatives, and generated another operating surplus.

As a systemwide academic program, and under the supervision of Provost Dorr and Vice Provost Carlson, UCEAP benefited from a strong and seamless relationship with the UC Office of the President. UCEAP also enjoyed a highly collaborative and functional administrative partnership with UC Santa Barbara and we are grateful for the continued guidance and support of Chancellor Yang, former Executive Vice Chancellor Lucas, and current Executive Vice Chancellor Marshall.

UCEAP continued its productive and collegial relationships with both our Governing Committee (GC) and the Academic Senate University Committee on International Education (UCIE). Our thanks go to Vice Provost and Dean Turner and Professor Kern for their leadership of the UCEAP GC and UCIE, respectively, and to the members of both committees for their continued guidance to UCEAP; as well as their commitment to the internationalization of the University of California, and valuable input on a range of matters.

2013-14 was the second year of the $1M Scholarship Initiative, in which we continued to successfully target students traditionally underrepresented in study abroad – those with financial need, first-generation students, transfer students, and STEM majors.

UCEAP welcomed Associate Dean Jeff Stopple, Director of Alumni Engagement and Development Elizabeth Perl, and IT Director Shawn Hicks, all of whom had an immediate and profound impact on our academics and operations.

Even though UCEAP continued to see an increase in the number of reported health and safety incidents, we did not have to deal with any major, large-scale emergencies, though our program in Egypt is still suspended due to continued political instability.

We thank our campus and UCOP colleagues, and our staff and partners abroad for their continued support of UCEAP and commitment to the international education of UC students.

Jean-Xavier Guinard
Associate Vice Provost & Executive Director
Our strategic plan has exciting prospects for students, campuses, study centers and staff. Our priorities remain focused on growing our partnerships while leveraging the collective work and expertise of our staff alongside our campus and international partners to grow our enrollments. Through continued and enhanced collaboration, students benefit from the highest level of support, preparation, advising and academic programming.

UCEAP strives to provide leadership in efficiency and best business practices across UC through continued collaboration and facilitation. After close examination of our operations, we have identified challenges and opportunities for expanding UC’s global reach. We have an ambitious plan, but with thoughtful analysis of our priorities, a practical approach to implementation, and careful monitoring of resources and metrics, we are confident in managing an enterprise that is financially sustainable and vital. As we worked together to find synergies between campuses and centralized operations, we continued to leverage joint capabilities to generate optimal returns across the system.

The overarching goals of our strategic plan continue to be:

- Enrollment Growth
- UC Stakeholder Collaboration
- Technology and Enterprise Resource Management

Through the goals above, and in conjunction with the four regional strategic plans prepared by each Regional Director, by 2015-16 UCEAP aimed to enroll 5,000 participants, achieve self-funding financial sustainability, and extend international opportunities to all UC students. This growth represents an 8% increase from the projected enrollment of 4,600 for 2013-14. We can now predict that it will be surpassed in 2014-15, with projected enrollments of 5,200 participants.

For 2013-16, UCEAP is committed to annually allocate at least $1 million to scholarships and $500,000 to the strategic initiatives outlined in this plan. We remain grateful for your partnership throughout this journey and invite your leadership, creativity, and expertise in advancing our joint mission to expand UC’s global reach.

For more information on strategic initiative activities in 2013-14, go to page 23.
In 2013-14, UCEAP grew its enrollments from 4,478 in 2012-13 to 4,624. This represented an increase of 146 participants or 3.15% growth year-over-year though full-time enrollment (FTE) declined by 1.5%. The difference between headcount and FTE reflects growth in short-term and summer programs and a continued decline in year-long enrollment (-19.3% y/y). In 2013-14, summer enrollment accounted for 28% of UCEAP headcount and grew by 10.8% y/y. Semester and quarter enrollment remained stable with 3.8% growth y/y. Decline in year-long enrollment is a nationwide trend, verified by various studies, including the Institute for International Education (IIE) Open Doors annual statistics.

An analysis of enrollments by campus shows that in 2013-14, enrollments grew at UC Berkeley, UC Santa Barbara, UCLA and UC Davis. This also meant that one in five students came from either UC Berkeley or UCSB. UCLA saw the most growth at 30.1% (165), followed by UC Davis at 27.5% (58) following re-staffing and increased resources on campus.
<table>
<thead>
<tr>
<th>Campus</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>982</td>
<td>982</td>
<td>990</td>
</tr>
<tr>
<td>UC Davis</td>
<td>267</td>
<td>211</td>
<td>269</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>498</td>
<td>532</td>
<td>517</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>521</td>
<td>549</td>
<td>712</td>
</tr>
<tr>
<td>UC Merced</td>
<td>100</td>
<td>112</td>
<td>96</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>220</td>
<td>216</td>
<td>202</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>970</td>
<td>834</td>
<td>889</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>548</td>
<td>567</td>
<td>501</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>578</td>
<td>474</td>
<td>448</td>
</tr>
<tr>
<td>UC San Francisco</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4684</td>
<td>4478</td>
<td>4624</td>
</tr>
</tbody>
</table>

*Table 1 UCEAP Enrollments by Campus*

*Figure 2 UCEAP Enrollments by Campus*
Table 2 UCEAP Enrollments by Program Length and Cycle

<table>
<thead>
<tr>
<th>Term/Length</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>3-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Stand Alone</td>
<td>1,062</td>
<td>1,158</td>
<td>1,283</td>
<td>3,503</td>
</tr>
<tr>
<td>Fall Semester/Qtr</td>
<td>1,910</td>
<td>1,752</td>
<td>1,787</td>
<td>5,449</td>
</tr>
<tr>
<td>Fall Year</td>
<td>539</td>
<td>439</td>
<td>356</td>
<td>1,334</td>
</tr>
<tr>
<td>Spring Semester/Qtr</td>
<td>1,138</td>
<td>1,107</td>
<td>1,173</td>
<td>3,418</td>
</tr>
<tr>
<td>Spring Year</td>
<td>35</td>
<td>22</td>
<td>25</td>
<td>82</td>
</tr>
<tr>
<td><strong>Academic Year TOTAL</strong></td>
<td><strong>4,684</strong></td>
<td><strong>4,478</strong></td>
<td><strong>4,624</strong></td>
<td><strong>13,786</strong></td>
</tr>
</tbody>
</table>

Source: UCEAP Research, November 2014.

Figure 3 UCEAP Enrollments by Program Length and Cycle
Enrollments by UCEAP regions:

Region I (Czech Republic, Denmark, France, Germany, Italy, Netherlands, Russia and Sweden) enrollments grew by 3.4% (n=49) with growth in France, the new Rome/Madrid multi-site program, and Sweden. Declines were seen in Italy and the Netherlands, while other programs remained stable.

Region II (Botswana, China, Ghana, Hong Kong, Japan, Korea, Singapore, Senegal, South Africa, Taiwan, Tanzania, Thailand and Vietnam) enrollments shrunk by 8.4% (n=91) with growth in Taiwan, Thailand and Ghana, and declines in Korea, Japan, China, Hong Kong, Singapore, Vietnam, Botswana and Tanzania.

Region III (Australia, Canada, Egypt, India, Ireland, Israel, Jordan, Morocco, New Zealand, Turkey and UK-England, and UK-Scotland) saw significant growth of 16.8% (n=206) concentrated mainly in the UK (England & Scotland), New Zealand and the new London/Paris multi-site program. Enrollments remained stable in Australia, Ireland, and Turkey. The program in Egypt was suspended in fall 2013 due to security concerns from political unrest.

Region IV (Argentina, Barbados, Brazil, Chile, Costa Rica, Dominican Republic, Mexico and Spain) experienced a continued overall decline of 2.4% (n=18) but saw growth in Spain and Argentina. Enrollments in Chile, Costa Rica and Mexico remained stable while Brazil and Barbados declined.

### Table 3 Three-year Enrollments by Region

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Region I</td>
<td>1,396</td>
<td>29.8%</td>
<td>1,425</td>
<td>31.8%</td>
<td>1,474</td>
<td>31.9%</td>
<td>49</td>
</tr>
<tr>
<td>Region II</td>
<td>1,162</td>
<td>24.8%</td>
<td>1,077</td>
<td>24.1%</td>
<td>986</td>
<td>21.3%</td>
<td>-91</td>
</tr>
<tr>
<td>Region III</td>
<td>1,305</td>
<td>27.9%</td>
<td>1,225</td>
<td>27.4%</td>
<td>1,431</td>
<td>30.9%</td>
<td>206</td>
</tr>
<tr>
<td>Region IV</td>
<td>821</td>
<td>17.5%</td>
<td>751</td>
<td>16.8%</td>
<td>733</td>
<td>15.9%</td>
<td>-18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,684</td>
<td>100%</td>
<td>4,478</td>
<td>100%</td>
<td>4,624</td>
<td>100%</td>
<td>146</td>
</tr>
</tbody>
</table>

**UCEAP Headcount by Region: Academic Years of Participation**


**Source:** UCEAP Research, November 2014.
Figure 4 Region I Participants

Figure 5 Region II Participants
Figure 6 Region III Participants

Figure 7 Region IV Participants
2014-15 PROJECTED ENROLLMENTS

UCEAP projects to reach and exceed its goal of 5,000 participants in 2014-15. We predict 10-15% participant growth from 4,625 to +5,200, 27% participant growth in summer from 1,283 to 1,634, and 8-10% growth in FTEs (+200) despite a projected +20% decline in year-long enrollments.

<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>3,950</td>
<td>1,317</td>
</tr>
<tr>
<td>Middle Point</td>
<td>3,904</td>
<td>1,301</td>
</tr>
<tr>
<td>Lower Estimation</td>
<td>3,816</td>
<td>1,272</td>
</tr>
</tbody>
</table>


Table 4 Enrollment Projections 2014-15

RECIPROCAL EXCHANGE ENROLLMENTS AT UC

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

![Figure 8 Campus Placement for Undergraduate Reciprocity Participants 2013-14](image)
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, due not only to the popularity of those programs for outbound UC students, but also to 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.

Approximately 80% of undergraduate students on exchange are high achievers earning GPA’s of 3.0 or higher at UC.

In contrast to the popularity of short-term attendance (less than full-year) for UC and US students going abroad, Reciprocity students maintain a high rate of full-year attendance at nearly fifty percent (49.27%).

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 their home universities.
<table>
<thead>
<tr>
<th>Country</th>
<th>2010-11</th>
<th>% Δ</th>
<th>2011-12</th>
<th>% Δ</th>
<th>2012-13</th>
<th>% Δ</th>
<th>2013-14</th>
<th>% Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>160</td>
<td>3.23%</td>
<td>124</td>
<td>-22.50%</td>
<td>94</td>
<td>-24.19%</td>
<td>69</td>
<td>-26.60%</td>
</tr>
<tr>
<td>Barbados</td>
<td>0</td>
<td>-100.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Brazil</td>
<td>16</td>
<td>128.57%</td>
<td>13</td>
<td>-18.75%</td>
<td>14</td>
<td>7.69%</td>
<td>14</td>
<td>0.00%</td>
</tr>
<tr>
<td>Canada</td>
<td>6</td>
<td>-14.29%</td>
<td>7</td>
<td>16.67%</td>
<td>9</td>
<td>28.57%</td>
<td>6</td>
<td>-33.33%</td>
</tr>
<tr>
<td>Chile</td>
<td>45</td>
<td>2.27%</td>
<td>55</td>
<td>22.22%</td>
<td>62</td>
<td>12.73%</td>
<td>55</td>
<td>-11.29%</td>
</tr>
<tr>
<td>China</td>
<td>76</td>
<td>-43.70%</td>
<td>82</td>
<td>7.89%</td>
<td>104</td>
<td>26.83%</td>
<td>85</td>
<td>-18.27%</td>
</tr>
<tr>
<td>Denmark</td>
<td>31</td>
<td>93.75%</td>
<td>36</td>
<td>16.13%</td>
<td>35</td>
<td>-2.78%</td>
<td>36</td>
<td>2.86%</td>
</tr>
<tr>
<td>Egypt</td>
<td>18</td>
<td>100.00%</td>
<td>14</td>
<td>-22.22%</td>
<td>13</td>
<td>-7.14%</td>
<td>5</td>
<td>-61.54%</td>
</tr>
<tr>
<td>France</td>
<td>93</td>
<td>-21.85%</td>
<td>150</td>
<td>61.29%</td>
<td>118</td>
<td>-21.33%</td>
<td>129</td>
<td>9.32%</td>
</tr>
<tr>
<td>Germany</td>
<td>46</td>
<td>-9.80%</td>
<td>61</td>
<td>32.61%</td>
<td>62</td>
<td>1.64%</td>
<td>60</td>
<td>-3.23%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>191</td>
<td>44.70%</td>
<td>216</td>
<td>13.09%</td>
<td>222</td>
<td>2.78%</td>
<td>192</td>
<td>-13.51%</td>
</tr>
<tr>
<td>Ireland</td>
<td>31</td>
<td>14.81%</td>
<td>43</td>
<td>38.71%</td>
<td>48</td>
<td>11.63%</td>
<td>39</td>
<td>-18.75%</td>
</tr>
<tr>
<td>Italy</td>
<td>124</td>
<td>2.48%</td>
<td>95</td>
<td>-23.39%</td>
<td>78</td>
<td>-17.89%</td>
<td>62</td>
<td>-20.51%</td>
</tr>
<tr>
<td>Japan</td>
<td>140</td>
<td>16.67%</td>
<td>141</td>
<td>0.71%</td>
<td>102</td>
<td>-27.66%</td>
<td>106</td>
<td>3.92%</td>
</tr>
<tr>
<td>Korea, Rep</td>
<td>146</td>
<td>37.74%</td>
<td>136</td>
<td>-6.85%</td>
<td>132</td>
<td>-2.94%</td>
<td>116</td>
<td>-12.12%</td>
</tr>
<tr>
<td>Mexico</td>
<td>48</td>
<td>140.00%</td>
<td>33</td>
<td>-31.25%</td>
<td>26</td>
<td>-21.21%</td>
<td>23</td>
<td>-11.54%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>45</td>
<td>-42.31%</td>
<td>70</td>
<td>55.56%</td>
<td>69</td>
<td>-1.43%</td>
<td>89</td>
<td>28.99%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>73</td>
<td>135.48%</td>
<td>80</td>
<td>9.59%</td>
<td>76</td>
<td>-5.00%</td>
<td>45</td>
<td>-40.79%</td>
</tr>
<tr>
<td>Singapore</td>
<td>55</td>
<td>-42.11%</td>
<td>25</td>
<td>-54.55%</td>
<td>45</td>
<td>80.00%</td>
<td>48</td>
<td>6.67%</td>
</tr>
<tr>
<td>South Africa</td>
<td>9</td>
<td>125.00%</td>
<td>8</td>
<td>-11.11%</td>
<td>10</td>
<td>25.00%</td>
<td>20</td>
<td>100.00%</td>
</tr>
<tr>
<td>Spain</td>
<td>46</td>
<td>31.43%</td>
<td>60</td>
<td>30.43%</td>
<td>68</td>
<td>13.33%</td>
<td>72</td>
<td>5.88%</td>
</tr>
<tr>
<td>Sweden</td>
<td>33</td>
<td>57.14%</td>
<td>51</td>
<td>54.55%</td>
<td>49</td>
<td>-3.92%</td>
<td>45</td>
<td>-8.16%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>17</td>
<td>-32.00%</td>
<td>34</td>
<td>100.00%</td>
<td>8</td>
<td>-76.47%</td>
<td>12</td>
<td>50.00%</td>
</tr>
<tr>
<td>Thailand</td>
<td>27</td>
<td>-20.59%</td>
<td>35</td>
<td>29.63%</td>
<td>25</td>
<td>-28.57%</td>
<td>12</td>
<td>-52.00%</td>
</tr>
<tr>
<td>Turkey</td>
<td>16</td>
<td>45.45%</td>
<td>22</td>
<td>37.50%</td>
<td>34</td>
<td>54.55%</td>
<td>24</td>
<td>-29.41%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>193</td>
<td>-4.46%</td>
<td>255</td>
<td>32.12%</td>
<td>234</td>
<td>-8.24%</td>
<td>215</td>
<td>-8.12%</td>
</tr>
</tbody>
</table>

|        | 1688    | 4.91%| 1846   | 9.36%| 1737    | -5.90%| 1579    | -9.10%|

*Table 6 UCEAP Reciprocity Enrollments by Country*
UCEAP FINANCIAL OVERVIEW 2013-14

UCEAP ended 2013-14 with a healthy operating position and ahead of budget projections. The California state tuition buyout, interest earnings, and development income contributed to additional revenues. Expenses came in lower than budgeted with staffing fluctuations at UCEAP, which created a cascade effect of cost savings across the systemwide office and international offices, combined with favorable foreign exchange rates abroad.

BUDGET GOALS FOR 2013-14

UCEAP’s budget goals for 2013-14 were to:

- Fully fund the contingency reserve to $4.6M and invest in Funds Functioning as Endowment (FFE)
- Fund $1M in UCEAP scholarships
- Allocate $500K towards strategic initiatives

All three were fully achieved by the end of the fiscal year.

UCEAP BUDGET 2013-14

The current structure of UCEAP’s Funding Model:

- UCEAP retains all Student Fees (Educational and Registration and UCEAP Specific fees), while returning Non Resident Tuition back to the campuses.
- Starting in 2011-12, UCEAP’s (state-funded) subsidy was reduced by 50% each year and will reach zero in 2015-16. Reductions of state-funds in UCEAP’s budget are being redirected to the campuses.
- UCEAP receives a permanent allocation of $203K from the state as tuition buyout during the tuition freeze, beginning in 2013-14.
- UCEAP returns campus-based fees, professional fees, non-resident fees and distributes return-to-aid (RTA) to the campuses on all tuition related fees.
- The current model ties UCEAP’s budgetary resources closely to student fees and enrollment.

The 2013-14 budget for UCEAP is shown below as budget to actual comparison.
### UC Education Abroad Program
### Operating Results 2013-14

<table>
<thead>
<tr>
<th></th>
<th><strong>BUDGET</strong></th>
<th><strong>ACTUALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sources of Funds:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Reserve Carry Forward</td>
<td>$8,976,772</td>
<td>$8,976,772</td>
</tr>
<tr>
<td>Appropriations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Subsidy</td>
<td>$557,917</td>
<td>$557,917</td>
</tr>
<tr>
<td>Lowenhaupt Endowment Fund</td>
<td>265,362</td>
<td>259,687</td>
</tr>
<tr>
<td>Tuition Buyout</td>
<td></td>
<td>203,000</td>
</tr>
<tr>
<td><strong>Total Current Year Appropriations - All Funds</strong></td>
<td>$823,279</td>
<td>$1,020,604</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (Ed) &amp; Student Service (Reg) Fees</td>
<td>$21,727,244</td>
<td>$21,592,134</td>
</tr>
<tr>
<td>Summer</td>
<td>4,108,216</td>
<td>4,253,028</td>
</tr>
<tr>
<td>Pre-ILP/ILP</td>
<td>1,287,475</td>
<td>1,215,515</td>
</tr>
<tr>
<td>Participation</td>
<td>3,970,080</td>
<td>4,096,200</td>
</tr>
<tr>
<td>Program Specific Fees - Supplemental</td>
<td>2,593,000</td>
<td>2,460,300</td>
</tr>
<tr>
<td>Program Specific Fees - Exchange</td>
<td>91,900</td>
<td>92,550</td>
</tr>
<tr>
<td>Kashmiri Settlement</td>
<td>(73,560)</td>
<td>(73,276)</td>
</tr>
<tr>
<td><strong>Student Fees Total</strong></td>
<td>$33,704,355</td>
<td>$33,636,451</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Program (non UC students)</td>
<td>$210,000</td>
<td>$253,364</td>
</tr>
<tr>
<td>Misc. Other</td>
<td>125,000</td>
<td>170,126</td>
</tr>
<tr>
<td>Development Income (Allaway, Dan Wise, Duttenhaver, German &amp; Slavic, EAP Memorial, other development income)</td>
<td>9,247</td>
<td>615,963</td>
</tr>
<tr>
<td>STIP</td>
<td>54,994</td>
<td>540,540</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>$399,241</td>
<td>$1,579,993</td>
</tr>
<tr>
<td>Student Services Receipts (pass through)</td>
<td>8,000,000</td>
<td>9,940,817</td>
</tr>
<tr>
<td>Less: Return To Aid</td>
<td>(10,751,349)</td>
<td>(10,339,132)</td>
</tr>
<tr>
<td><strong>Total Sources of Funds</strong></td>
<td>$32,175,526</td>
<td>$35,838,733</td>
</tr>
</tbody>
</table>
## Uses of Funds:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCEAP Salaries</td>
<td>$5,273,455</td>
<td>$4,779,306</td>
</tr>
<tr>
<td>Benefits</td>
<td>$2,022,833</td>
<td>$1,970,846</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$861,448</td>
<td>$649,462</td>
</tr>
<tr>
<td>IT Equipment (Includes other Equipment &amp; Maintenance)</td>
<td>$301,395</td>
<td>$238,998</td>
</tr>
<tr>
<td>Consultants/Prof. Services (Legal)/Other Services</td>
<td>$437,740</td>
<td>$312,550</td>
</tr>
<tr>
<td>UCSB Assessments</td>
<td>$672,709</td>
<td>$589,406</td>
</tr>
<tr>
<td>Facilities</td>
<td>$820,600</td>
<td>$823,283</td>
</tr>
<tr>
<td>Less: income from Sub let to 3rd Party</td>
<td>$(107,340)</td>
<td>$(97,268)</td>
</tr>
<tr>
<td>Sub Total rent</td>
<td>$713,260</td>
<td>$726,017</td>
</tr>
<tr>
<td><strong>Total UCEAP Expenses</strong></td>
<td>$10,282,840</td>
<td>$9,266,585</td>
</tr>
<tr>
<td>Int'l. Office Academic / Instructional / Admin. Exp.</td>
<td>$10,992,960</td>
<td>$10,550,198</td>
</tr>
<tr>
<td>Reciprocity Support for Campuses</td>
<td>$2,856,842</td>
<td>$2,437,453</td>
</tr>
<tr>
<td>Lowenhaust Endowment Fund</td>
<td>$265,362</td>
<td>$214,137</td>
</tr>
<tr>
<td>Bad Debt Write Off</td>
<td></td>
<td>$150,641</td>
</tr>
<tr>
<td><strong>Total Int'l Offices &amp; Reciprocity</strong></td>
<td>$14,115,164</td>
<td>$13,352,429</td>
</tr>
<tr>
<td>Development Scholarships</td>
<td></td>
<td>212,000</td>
</tr>
<tr>
<td>Student Services Liabilities (pass through)</td>
<td>$8,000,000</td>
<td>$9,660,328</td>
</tr>
<tr>
<td><strong>Total Use of Funds</strong></td>
<td>$32,398,004</td>
<td>$32,491,342</td>
</tr>
<tr>
<td>Operating Surplus / (Deficit) - Current Year</td>
<td>$(222,478)</td>
<td>$3,347,391</td>
</tr>
<tr>
<td>Contingency Reserve Funding</td>
<td>(1,150,000)</td>
<td>(1,115,000)</td>
</tr>
<tr>
<td>EAP Scholarships</td>
<td>(1,000,000)</td>
<td>(977,000)</td>
</tr>
<tr>
<td><strong>Cum. Contingency Reserve Balance</strong></td>
<td>$4,686,012</td>
<td>$4,600,000</td>
</tr>
<tr>
<td><strong>Cum. Operating Reserve Balance</strong></td>
<td>$6,604,294</td>
<td>$10,232,163</td>
</tr>
<tr>
<td>Total Net Revenue Per - FTE (Excl St. Svcs.)</td>
<td>$10,511</td>
<td>$11,394</td>
</tr>
<tr>
<td>Total Net Revenue Per - Participant (Excl St. Svcs.)</td>
<td>$5,261</td>
<td>$5,601</td>
</tr>
<tr>
<td>Total Net Cost Per - Participant (Excl St. Svcs.)</td>
<td>$5,310</td>
<td>$4,938</td>
</tr>
</tbody>
</table>

### Enrollment:

- **Participants:** 4,595 (Budget) / 4,624 (Actuals)

- **FTEs:**
  - Regular Academic Year: 1,839 (Budget) / 1,817 (Actuals)
  - Summer Stand alone: 351 (Budget) / 351 (Actuals)
  - Pre-ILP/ILP: 110 (Budget) / 105 (Actuals)
  - Total FTE: 2,300 (Budget) / 2,273 (Actuals)

- **Reciprocal Students Inbound (FTE):** 1,192 (Budget) / 1,157 (Actuals)

- **UCEAP FTE:** 80 (Budget) / 74 (Actuals)

- **Ratio of Participant Students to Staff FTE:** 57 (Budget) / 62 (Actuals)
BUDGET VARIANCE

- Enrollment dropped by 25 FTE and increased by 29 participants resulting in $67K less income than budgeted.

- Late fees, payment plan fees, student payments on delinquent accounts, credit card incentives, inclusion of development income, and interest income resulted in $1.18M more revenue than projected.

- Student Services revenue and expenses are directly tied to enrollment and treated as pass through funds.

- Return to aid is driven by student fee revenue and paid on a range of 30.09-33%.

- Staffing vacancies generated budget savings across the systemwide office budget. Reduced staff led to optimizing efficiencies, revising projects and reduced expenses.

- Favorable exchange rates and proactive budget management led to $442K savings in International Office Academic/Instructional/Administrative Expenses.

- Reciprocal exchange imbalances decreased resulting in a lower liability and a reduction in enrollment; resulted in $419K savings.

- Bill Allaway, Dan Wise and Linda Duttenhaver Scholarships represent development scholarship awards.

BUDGET HIGHLIGHTS FOR 2013-14

UCEAP dedicated $500K towards strategic initiatives; including alumni engagement, ongoing 50th Anniversary celebrations, developing a new website, faculty and staff site visits, online chat customer service and student ambassadors.

Other highlights from the UCEAP Budget and Finance Unit included:

- Produced 2014-15 UCEAP study center and program budgets on schedule with budgets approved and distributed prior to the new fiscal year.

- Reviewed and evaluated all UCEAP program options for financial viability with a commitment to subsidize costs by 25%.

- Processed $37M in financial aid awards, collected $22.7M in student payments, of which, $3.1M in non-resident tuition fees and $1M in campus fees were distributed back to campuses.
Overview

The 2013-14 Fiscal Year activities and initiatives include HR and personnel support for ongoing strategic plan development and implementation, with particular emphasis on enterprise resource management, space planning, integration of UCSB’s new performance management program, ongoing research and legal compliance projects for UC faculty and staff assignments abroad, increased activity for faculty Visiting Professors and Study Center Director searches, the search for UCEAP’s Associate Dean, and a high level of interim staffing and recruitment activity due to retirements and separations, including ongoing searches for the senior level positions of Finance Director and Marketing and Communications Director.

Stakeholder 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 central UCSB HR, the Office of Equal Opportunity and Sexual Harassment/Title IX Compliance, Academic Personnel, and Academic Affairs leadership in the Executive Vice Chancellor’s Office, and liaison role with Enterprise Technology Services (ETS), to keep the department apprised of developments with UCSB and UC enterprise system rollouts and the ETS governance and support structures for same.

Organizational Development

Reporting lines were restructured and Administrative Services now reports into Human Resources. Following the departure of two long-term Human Resources Analysts (for the reasons of retirement and transfer to another UC campus), the Human Resources unit was restructured to streamline operations and provide continuity of critical staffing.

Lease Renewal/Space Planning

The space planning committee, which includes the Associate Vice Provost & Executive Director, HR Director, Facilities Operations and Administrative Services Manager, and representatives from UCSB Real Estate Services and Office of Budget and planning, was actively involved in issues related to the UCEAP lease expiration in November 2014. This included review of the current and alternate sites, lease revision for the renewal at the current location, and space and renovation planning for 2014-15.
Training and Development

The HR Director and Global HR Principal Analyst Debbie both engaged in courses for their respective SPHR/GPHR and GPHR certifications. Four unit Directors including the HR Director, attended the UC Management Development Program hosted at UCSB, and three, including the HR Director, attended the annual UC Systemwide Management Development Conference. The HR Director also participated in the UCSB HR Academy and the UC Systemwide Diversity Conference. UCEAP supported manager attendance at the UC Management Skills Assessment Program and UCSB Gaucho University. Other sponsored training programs attended online or in person by employees include the Financial Management Certificate Program: Ethics and Fraud Prevention in the Workplace, Fund Accounting, Risk Assessment, Tax Issues and the Budget Process. Other completed courses were: Office Supervisor-Safety Rights, and Responsibilities, Managing Remote Employees, and Overview of Web Standards. Lynda.com online courses are offered to all UCEAP employees through UCSB. A Crucial Conversations overview was also offered at the UCEAP Annual Conference. Both group and individual retirement planning sessions were offered on-site, as well as a benefits open enrollment overview.

Performance Management

UCEAP adopted the new competency-based UCSB performance management program and rolled it out for the 2013-14 performance review cycle. Training courses and presentations conducted on-site at UCEAP included multiple offerings of all four half-day sessions of the UCSB performance management program.

GLOBAL HR ACTIVITIES AND ACCOMPLISHMENTS

Business Best Practices

Aligning study center HR processes with UC best practices and compliance continued to be a key area of focus for UCEAP Global HR in 2013-2014. Two large scale compliance reviews were completed in the areas of data protection and international assignment tax/immigration. Contracts compliance was another area requiring increased attention as a result of staffing changes and new local regulations.

Compliance Activities:

− Global Tax for International Assignees: UCEAP HR completed site specific international tax compliance reviews for Spain, Ghana, and Chile. As a result of the
reviews, a tax exemption provision for Spain assignees was identified, resulting in the relief of significant potential tax liability. In Ghana and Chile, tax liabilities were recognized and UCEAP is working with a tax consulting firm to establish processes to ensure timely funding and remittance of local taxes for assignees abroad.

- Data Protection: UCEAP HR completed the 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. This updated language will be incorporated into relevant online UCEAP privacy policies and distributed to stakeholders as applicable.

- Employment: UCEAP local employment contracts and policies were reviewed and updated to ensure compliance with all recent legislation and HR best practices in three countries. Contract and policy reviews will continue as new legislation is enacted. For example, upcoming changes include new pension requirements in the UK (2016/2017) and mandated health coverage in France (2016).

Legal Entity Registration

UCEAP successfully established a legal entity in Brazil, The Association of the University of California in Brazil, which will provide the support and local infrastructure for UCEAP program growth and future development. The registration process was extremely challenging and took several years to complete. Assistance from UCEAP’s local Program Administrator and UC Faculty Consultant was, and continues to be, a key to successful completion of this project, as work continues on establishing the local infrastructure to support the Association.

Human Resource Unit Goals for 2014-15

- Successfully complete office renovation on time and within budget, with minimal disruption to operations.
- Facilities Operations and Administrative Services Manager to lead efforts in completing UCEAP’s Injury and Illness Prevention Plan and Continuity Plan.
- Continue to streamline HR procedures and record-keeping, with an emphasis on continuity, quality, stakeholder collaboration and customer service.
- Complete activities in support of staffing recruitment and retention targets.
- Continue to monitor, evaluate and refine global compliance activities, including tax compliance program.
- Develop service recognition program for international staff.
- Roll-out competency-based performance management program to international staff, including training component through webinars hosted by UCEAP HR.
- Upgrade Human Resources Information System (HRIS) for international staff.
- Given UCEAP's experience and lessons learned in managing staff and operations abroad, UCEAP HR will continue to serve as a resource, as requested, in support the UC Office of the President and campus global activities. UCEAP can serve as a valuable resource for campuses and departments looking to initiate or expand operations abroad.

SYSTEMWIDE OFFICE STAFFING

At 2013-14 year-end, the average UCEAP Systemwide Office staff totals were lower than the targeted FTE, due to separation activity and extended time-to-fill for senior staff vacancies.

Recruitments were completed for eight staff positions, with the Financial Analyst position filled through the promotion of a Finance Accountant:

- IT Director
- IT Application and Reporting Developer
- Finance Accountant
- Financial Analyst
- HR/Payroll Specialist
There were 15 Systemwide Office staff separations in 2013-14. Exit interviews indicate the following themes.

Faculty search activity included:

- Recruitment of UCEAP’s Associate Dean (75% time), Professor Hsiu-Zu Ho, UCSB Gevirtz School of Education. Started 10/1/14.
- Completion of recruitments, orientation and administration of Visiting Professorships for China, Italy, Indonesia, Japan, Mexico, The Netherlands and Vietnam, along with
the 2013-15 UC Faculty Study Center Directorships for Chile-Argentina, France, Japan, Northern Europe, and Spain.

STUDY CENTER ADMINISTRATIVE STAFFING

Study Center staffing remained stable in 2013-14.

![UCEAP Overseas Administrative Staff Headcount and FTE Report](image)

Study Center administrative staff headcount was reduced by two, while FTE went down by less than .5 FTE. Study Center administrative staff turnover and recruitment activity increased in 2013-2014, with 15 position changes. A number of these changes took place at host institutions where term limits are standard policy. Staffing activity occurred in the following locations:

- Region I
  - Denmark
  - Lyon, France

- Region II
  - Beijing, China
  - Shanghai, China
The overall number of UCEAP Overseas Academic Leadership positions increased by five positions due primarily to a shifting of the oversight structure:

- Northern Europe Faculty Consultant position transitioned to Study Center Director
- Netherlands Faculty Consultant position transitioned to Visiting Professorship
- Addition of a Faculty Consultant for Brazil
- Joint oversight for the new Vietnam program resulting in the addition of two Visiting Professorships
- Addition of Indonesia Visiting Professorship
- Formula revision to reflect two headcount over the fiscal year for Meiji Gakuin University Visiting Professorship in Japan
Through the successful implementation of its 2013-2016 Strategic Plan, UCEAP anticipates meeting and potentially exceeding its enrollment and financial goals for 2014-15. This means that UCEAP is also on track to being a fully self-funded and sustainable program by 2015-16.

In an effort to build on these positive results, UCEAP plans to advance its strategic plan and to focus on quality (of):

- Programs
- Processes, and
- Relationships
ENROLLMENT GROWTH INITIATIVE ACTIVITIES

PROGRAM PORTFOLIO MANAGEMENT

- 7 new programs approved by UC Academic Senate Committee on International Education (UCIE)
- 9 new program options with existing partners
- 3 program relocations & re-openings
- 8 program closures (due to low enrollment, shifting priorities)
- Conducted a student interest survey at 5 UC campuses (+2,700 respondents)
  - Continued interest in Europe – Italy, UK, Spain, France; Australia, New Zealand, Asia
  - Global capitals i.e. London, Paris, Hong Kong
  - Courses in major
  - Internship, service learning & research opportunities

TARGETED COHORTS

- Selected cohorts: traditionally under-represented in study abroad
  - Latino/a students
  - First-generation college students
  - STEM majors
  - Honors students
  - Newly admitted freshman
  - Newly admitted transfer students

- Curated program lists for cohorts
  - Based on historical participation, courses in specific subjects, languages

- Initiated Spanish translation project for print & web
- Working with Diversity Abroad – best practices, outreach ideas
CUSTOMER RELATIONS & STUDENT OUTREACH

- Online Financial Planning Guide [www.eap.ucop.edu/cost](http://www.eap.ucop.edu/cost)
- Live Chat on website – doubled # of chats, high user satisfaction
- Student Ambassadors – modified structure to address individual campus needs
- Crowdfunding – soft launch, first successful campaign (UCSB student) [https://www.indiegogo.com/partners/uceap](https://www.indiegogo.com/partners/uceap)
- Webinars & Study Center Linkages – survey sent to campus, systemwide & study centers for baseline on resources and interest

UC STAKEHOLDER COLLABORATION

CAMPUS STAFF COLLABORATION

This ongoing initiative is the responsibility of all systemwide office staff, and is based on peer-to-peer collaboration

- 2013-14 Accomplishments & Goals for 2014-15:
  - Development and monitoring of a 360-degree assessment tool to measure the quality of UCEAP’s relationships with key stakeholders
    - Baseline survey on collaboration with campus staff completed July 2014
    - Survey of systemwide office & study centers to be completed in 2014-15
    - Five operating principles for campus stakeholder collaboration. UCEAP...
      - Collaborates & Consults;
      - Imagines & Innovates;
      - Simplifies;
      - Is Accountable to You, and
      - Focuses on Service.
FACULTY STAKEHOLDER COLLABORATION

- 2013-14 Accomplishments:
  - Council of Campus Directors (CCD) engagement – meetings in Santa Barbara (Dec 2013) and in Oakland (May 2014)
  - Expanded study center directorships and visiting professorships
  - Expanded Faculty Advisory Committees (FACs)
  - Faculty Liaison Corps on the campuses – in progress
  - Campus visits (Spring 2014)
  - New Associate Dean hired (75%, fiscal year) – Hsiu-Zu Ho
  - Collaboration with Academic Senate UCIE and campus CIEs

TECHNOLOGY & ENTERPRISE RESOURCE MANAGEMENT

STUDENT INFORMATION MANAGEMENT SYSTEM (SIMS)

Due to staffing restraints in the IT unit and prioritization of the website initiative, the SIMS project was delayed to year 2 of the strategic plan (2014-15).

- Multi-year project – requires a solution for 10 campuses and systemwide office
- Priorities for 2014-15:
  - Analyze business needs, MyEAP & off-the-shelf options
  - Determine best options – make, buy, or some combination
- Initiative goals:
  - Improved user experience (students, staff & campuses)
  - Better integration with existing registrar, finance, admissions, etc. systems
  - Improved student data security
  - Move towards paperless system
WEBSITE

- 2013-14 Accomplishments:
  o Guidance from Web Action Group (WAG) – systemwide & campus staff
  o Creation of program database to support website & search engine
  o Design and creation of new recruitment portal (homepage) & dynamic program search engine
  o Campus specific information on application process & contact info
  o Rollout planned for mid-November 2014

BUSINESS MODEL OPTIMIZATION

- 2013-14 Accomplishments
  o Change of leadership to Interim Finance Director Jessica Blazer
  o Began to update guidelines for financial processes & contracts, MOUs, and Agreements
  o Purchased lifecycle process & tracking system
  o Supported investment strategies – contingency reserve in FFE & exploration of investing operating surplus in TRIP
  o Development of Alight database for improved budgeting
  o Began assessment of overhead allocation and methodologies, and cross-subsidization
SCHOLARSHIPS

In 2013-14, UCEAP distributed scholarships to 470 students for a total of $1,183,000 in support. These awards were allocated through the general scholarship pool, the campus fund share, and the UCEAP Student Ambassadors program.

GENERAL SCHOLARSHIP POOL

UCEAP accepted 2,250 applications for the general scholarship pool across three terms of summer, fall, and spring. After careful review by teams of faculty and staff, 402 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 programs received $2,000.

Distribution across Campuses

The Scholarship Officer made an effort to balance award selection to reflect the composition of the application distribution by campus. For example, UC Santa Cruz students comprised 9% of applications over the year, and they received 9% of scholarship awards.

---

Submitted Applications by Campus
AY 2013-14 n=2255

![Pie chart showing distribution of applications by campus.]

*Figure 13 Scholarship Application Distributions by Campus*
Selection Process

Students submitted an online application 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 on study abroad, including students with financial need, transfer students, veterans, first-generation college students, and STEM majors.

Faculty and staff from the UCEAP systemwide and campuses reviewed applications through an online review portal, where they submitted scores for each student. Applications were randomly assigned to reviewers, and each application was reviewed at least twice. Students were selected based on averaged scores.

One goal of the UCEAP $1 Million Scholarship Initiative is to support students currently underrepresented in programs. The scholarship application allows for bonus points to be given to students who self-identify as having financial need, or the status of transfer, veteran, first-generation college student (neither parent has graduated from a 4-year college or university) or STEM (Science, Technology, Engineering, Math) major. UCEAP is proud to have awarded scholarships to these underrepresented student groups as follows:

![Selected Applications by Campus AY 2013-14 n=402](image)

*Figure 14 Scholarship Award Distributions by Campus*
Targeted Groups 2013-14

<table>
<thead>
<tr>
<th>Targeted Group</th>
<th>Total</th>
<th>% Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Need</td>
<td>367</td>
<td>91.3%</td>
</tr>
<tr>
<td>Transfer Student</td>
<td>114</td>
<td>28.4%</td>
</tr>
<tr>
<td>Veteran</td>
<td>4</td>
<td>1.0%</td>
</tr>
<tr>
<td>First Generation College</td>
<td>185</td>
<td>46.0%</td>
</tr>
<tr>
<td>STEM Major</td>
<td>140</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

*Table 6 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 especially helpful for middle class students with considerable student loan burdens who may not be eligible for need-based awards.

Student Ambassador Program

For the 2013-14 academic year, 26 outstanding UC students were selected to receive a $3,000 scholarship (total $78,000) in exchange for promoting UCEAP and encouraging students on their campus to study abroad.

Most campuses had a team of three student ambassadors, with the exception of UC Merced which had a team of two. These ambassadors worked together throughout the year to organize outreach activities, give presentations, and engage with interested students on their campus about UCEAP. Ambassadors encouraged students to visit their campus study abroad office to find more information and to apply for UCEAP programs.

Duttenhaver & Dan Wise Scholarships

Thanks to the generosity of Linda Duttenhaver (UCEAP alumna, Bordeaux, 1975-76), UCEAP was able to award $207,500 in Duttenhaver and Dan Wise Scholarships to support year-long study. Thirty-three students received awards of $5,000 each to study abroad for a year in the country of their choice as Duttenhaver Scholars. Nine students received awards to study abroad for a year in France as Dan Wise Scholars.
Rome Correspondents Scholarship

UCEAP offered a new scholarship in spring 2014 for students participating in the Rome Through the Ages program. Three awards of €2,000 each were available for students who wrote content and published their own blogs regarding their experience in Rome throughout the semester. These scholarships were supported by donations from businesses in Rome who benefit from our students' patronage.

Challenges and Opportunities

Following challenges with the complexity of the selection and administration process for 2012-13, the UCEAP Scholarship Workgroup and Scholarship Officer moved forward with purchasing new software to streamline the online application process. Summer and fall 2013 were the first rounds of applications and reviews completed with the new software, and all involved agreed that it was a major improvement over the previous year.

All students who receive scholarships are required to submit a two-page report with photos and/or videos from their time abroad. These reports are used as marketing assets to recruit students, and as testimonials for alumni outreach and development. With several hundred reports coming in each term via e-mail it has been a challenge to get these documents organized and keep them accessible to regional, marketing, and development staff for their use. The new software has an expanded feature to manage the collection of these reports, which UCEAP will implement in the 2014-15 cycles.

Goals for 2014-15

UCEAP would like to use the $1 Million Scholarship Initiative as a way to engage alumni, both as scholarship reviewers and hopefully potential donors. An Alumni Volunteer Scholarship Reader Program will be set up to provide a way for UCEAP alumni to be involved in the scholarship reading and review process.
In July 2013, Elizabeth Janis Perl was hired to fill the role of Alumni Engagement and Development Director. She quickly set into motion the ongoing process of building relationships with staff members from UCEAP, campus alumni associations, campus development offices as well as with UCOP. Conversations with these key constituents identified opportunities for strategic collaboration related to data sharing and alumni engagement opportunities. In addition to vital UC partner collaboration, Elizabeth focused on setting up a comprehensive alumni engagement and development program at UCEAP.

The mission of the Alumni Engagement & Development (AED) team is to support the strategic goals of UCEAP by increasing access to scholarship support, to engage and encourage philanthropy from UCEAP alumni and constituents, and to build an integrated and prioritized set of alumni activities and fund raising initiatives.

Achievements for 2013-14 include:

- Successfully identified, purchased and implemented a UCEAP alumni donor database. Selected Blackbaud Raiser’s Edge and Blackbaud Net Community for database and online solution.

- Developed and implemented integrated process for the acceptance, processing, receipting and acknowledgement of all donations types (cash, credit card, online, stock). Created new secure online giving forms, along with new credit card processing procedures. Created business rules and procedures in support of processing gifts and the distribution and reconciliation of funds with the finance team.

- Created and implemented two new programs for alumni engagement including Distinguished Alumni Awards and the Scholarship Reader Program.

- Co-hosted event in celebration of Germany and Italy 50th Anniversary attended by over 250 students and alumni. Personally cultivated alumni from Bordeaux ’62, Germany ’63 and Spain ’64 via phone, email, letters and face-to-face visits. Planning and recruitment of alumni for the 50th events in Spain. Produced first ever year end direct mail appeal in support of current use gifts to benefit UCEAP.

- Created and implemented new stewardship societies in honor of former directors Bill Allaway and John Marcum. Worked with UCOP to create FFE
in support of the UCEAP Memorial Scholarship Fund. Built successful relationships with memorial stewardees (family and relatives) in support of stewardship goals and activities. Created and distributed first ever UCEAP endowment report. Identified funding levels and options, including current use, scholarship, endowment, program and UCEAP naming opportunities.

- Successfully partnered and collaborated with campus development officers, campus alumni associations and campus study abroad offices at 9 UC campuses. Successful in creating a collaborative, non-competitive and supportive approach to building relationships and advancing the goals of UCEAP.

Goals for 2014-15

1. Document all gift administration and gift processing procedures. Roll-out Raiser's Edge alumni database training to other UCEAP staff.

2. Continue to import UCEAP historical alumni data into RE. Work with campus partners and UC Data Managers on data transfer. Work with UCEAP IT to create reports to import alumni data from MyEAP into RE.

3. Plan and develop a comprehensive multi-year department structure of staffing and responsibilities for AED and Scholarships. Create a succession plan. Establish individual professional development plans for AED team enabling mentoring, cross training, growth and leadership. Attend various International Education and Fundraising conferences (CASE, AFP, CIEE, NAFSA, and Forum), webinars, research and database training.

4. Plan and execute formal alumni engagement strategy based on 10, 25 and 50 year participation anniversaries. Plan and execute events in celebration of Spain and Hong Kong 50th anniversaries. Identify future 50th events and budget needs.

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

6. Create a development advisory committee/council in support of the development goals of UCEAP.
7. Identify funding options in addition to UCEAP alumni giving, including corporate and foundation gifts, and sponsorships.

8. Develop collateral tools in support of alumni engagement and development efforts (remittance envelope, case statement, rack card). Create a schedule of communication for improving and maintaining donor and alumni engagement both internally and with our campus partners.

9. Expand alumni website with new content, event registration, alumni profiles, increased visibility and the integrated ability to add and update alumni information online.
HEALTH, SAFETY AND SECURITY AFFAIRS

Every year students and their parents rate “safety and health” as one of their top concerns and priorities when considering studying abroad. UCEAP has a detailed global crisis management plan and protocols in place, as well as written student health and safety protocols for many types of student and program-related incidents, ranging from protests, civil unrest, coups, individual student incidents, to natural disasters, pandemics, etc.

UCEAP administrators in the Systemwide Office, at all UC campuses, and abroad are tasked with most, if not all, of the same action-planning and decision-making responsibilities as UC-campus administrators when it comes to student selection, placement and preparation for academic pursuits through UCEAP. In addition, administrators are responsible for educating students about health and safety issues that will contribute to their wellbeing, and for coordinating a response to, large- or medium-scale and individual student non-emergency and emergency situations. These responsibilities are compounded by the globally distributed student body, various time zones, and the complexity of long-distance work with diverse faculty, staff, partner universities, and liaison officers abroad.

UCEAP is committed to the health and safety of its students. UCEAP staff in California and abroad, which responsible for the health and safety of students, are knowledgeable and experienced in proactively planning for and managing student and program emergencies when they occur.

UCEAP’s commitment to health, safety and emergency readiness is demonstrated by its comprehensive approach to effective health and safety risk management. The UCEAP Health, Safety and Emergency Response (HS&ER) unit is vigilant about assessing and improving UCEAP’s health and safety protocols, and ensuring compliance with Federal and State laws, and UC and UCEAP policies.

A critical component of the larger health and safety management system is the tracking of student incidents that put UCEAP students, employees, or programs at risk. The systematic approach to incident reporting, management, and assessment of trends, includes,

1) Analysis of the data to assess where changes may be needed;

2) A systematic evaluation of reported incidents and near misses;

3) Due diligence in providing travel insurance and annually reviewing the policy to ensure that the University responsibly provides adequate coverage for students abroad, particularly during an emergency when most countries require 100% coverage and immediate payment.

   a. In the majority of countries students would be expected to pay in full upon discharge, or in some locations before receiving treatment or expensive tests. In the face of life threatening illnesses or injuries, sometimes in remote or culturally challenging locations, the University of California will be expected to
step up and provide assistance to the student. Most parents will not be prepared to manage the countless details involved, particularly if they are not financially able or used to international travel. Many parents may lack knowledge of the location, culture, language, etc., which are crucial to an emergency response. Having an insurance and assistance provider to assist with a response has been critical.

b. The UCEAP travel insurance policy and the help of the UC-contracted assistance providers have been essential in helping local staff and systemwide responders to manage some very complex student incidents abroad.

c. Given the size of the UCEAP geographic footprint, the need to prepare students before departure, for the academic program abroad and any program-related activities, it is absolutely necessary to have a travel insurance policy that will improve the University's collective ability to respond effectively to any crisis abroad and minimize institutional liability.

These practices serve to inform UCEAP decisions to update policy language, improve protocols, provide an opportunity to add controls to mitigate risk, and enhance UCEAP training plans and policies. This systematic approach to incident reporting and management improves UCEAP's overall risk management system.

UCEAP operates within an industry where health, safety, and security are integral components of everyday business. The HS&ER unit, supported by the University of California Office of the President-contracted insurance and security partners, works to provide reliable information, assessments, and consultation to all UCEAP constituents (staff, faculty, students, and their parents) beginning during pre-departure preparation, continuing while students are in-country, and following their return to the U.S.

Also, the unit participates in program development, provides training and advisement on matters related to student health and safety, and designs and implements policies and protocols to promote a safe environment for UCEAP students, faculty, and staff. An important objective in this area is to enable UCEAP students, faculty and staff to respond to safety, security and health emergencies using established and vetted protocols that address duty of care, ensure compliance, and minimize UC liability.

During 2013-14, no world crisis required the evacuation of UCEAP students. The majority of crises abroad involved individual student health and safety incidents.

Achievements include:

1) Continued enhancement of the UCEAP accident/illness insurance policy to ensure that the University is sending students on UC-sponsored activities with adequate insurance protection. An increase in the number of hospitals, clinics and practitioners abroad who work directly with Europ Assistance/USA, UC's travel assistance provider, for billing and reporting as a service to UCEAP students, to
reduce out-of-pocket financial responsibilities and unburden students and their parents, and improve incident reporting.

2) Continued recognition by Mobility International and the National Clearinghouse on Disability and Exchanges, as leaders in best practices relating to students with disabilities in education abroad programming. UCEAP has been invited to become a member of the National Clearinghouse on Disability and Exchange (NCDE) Roundtable Advisory Consortium. NCDE is sponsored by the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State and administered by Mobility International USA (MIUSA). NCDE counts on members for guidance and support as we find ways to increase the number of people with disabilities involved in international exchange, study abroad, research and community service overseas.

3) Working with the insurance carrier, the UCEAP policy was amended to cover medical treatment relating to self-injury or suicide, the third leading cause of death for 18-24 year olds.

4) Effectively coordinated response to over 800 student incidents ranging from minor to severe.

Student Emergencies/Incidents (Summer 2013 through Spring 2014)

Incident severity is measured on a four-level scale from 1 - Minor (e.g., lost documents, colds, ear infections, etc.) to 4 - Severe (e.g., complicated surgery, death, suicidal intent, etc.). Appendix A includes summarized definitions and examples of incidents at each of the levels used to classify incident severity.

UCEAP, supported by the University of California insurance, assistance and security providers, is committed to minimizing risks that students face while studying and traveling through UCEAP. UCEAP’s approach to health, safety, and emergency response is multifaceted and relies on the assumption that UCEAP representatives abroad and students will fulfill their roles and obligations in a shared responsibility by working with them to produce in-depth trainings, conducting site and program assessments, ensuring accurate and timely incident reporting, developing effective incident response procedures, and implementing a comprehensive and tested emergency response systems.

Collecting accurate details, analyzing incidents and trends, and sharing data are central to responsible UCEAP program development and management, policy articulation, adequate accident/illness insurance coverage, and good decision-making.

This report is an effective tool when reviewing the past year to assist UCEAP and its representatives to improve health and safety protocols. When analyzed, this report can also
help to identify possible trends, monitor compliance with the UCEAP incident reporting policy, and to provide insights into new ways of reducing risks.

In 2013-14, there were 819 health and safety student incidents reported to the UCEAP Systemwide office, representing a range of severity levels and assistance/management approaches (e.g., Study Center alone, UCEAP HS&ER alone, Europ Assistance/USA (EA/USA) alone, or any combination of those three groups working with the student, and in some cases, their parents). Continued increases in the number of reported incidents indicates compliance by UCEAP staff and partners abroad with the University of California standard to report all incidents to the Systemwide Office.

Another factor that contributes to an increase of incidents is the direct payment relationship, set up by UCEAP as a service to students, between EA/USA, and health providers in different countries. In some countries, incidents/treatments that would have been paid directly by the student to later submit an insurance claim are now covered by EA/USA’s local agents and the local medical providers directly. This procedure triggers EA’s follow-up with the student and automatic incident reporting to the case manager at UCEAP in the HS&ER unit. Even though students take this service for granted, it is a unique arrangement that cuts down substantially roadblocks to attaining timely medical care.

Many students with pre-existing mental health conditions have trouble-free experiences abroad because they continue with treatment thanks to this unique service of paying directly the local medical providers instead of waiting too long because they don’t have the money to attend regular counseling sessions.

The UCEAP illness/accident insurance and travel assistance providers offer help to students in locating qualified mental health care while abroad and including the cost of regular treatment. In addition, many students require psychotropic medications and must be helped before departure through the assistance providers to determine whether such drugs can be taken into a country legally or if refills can be secured abroad. Managing a serious mental health condition abroad is one of the most complex and delicate responsibilities for UCEAP first responders. Having the most comprehensive coverage package for mental health care abroad will benefit the student, his/her family, UCEAP, and the University.

A sample of incidents reported include:

- Illnesses contracted overseas (malaria, infectious diseases, etc.)
- Surgeries (appendicitis)
- Pre-existing medical conditions requiring on-going treatment while abroad (many students were put on contract through their student health centers)
- Pre-departure changes in health/life history
- Personal and family problems and emergencies
- Mental health maintenance or decompensation
- Accidental injuries
  - Minor injuries - requiring first aid
  - Major injuries - resulting in hospitalization and/or medical evacuations
- Non-violent crimes against student property (robbery/theft, etc.)
- Threats to student safety (stalking, discrimination, racism/harassment, etc.)
- Violence against students (muggings, physical assault, sexual assault, etc.)
- Environmental health (food/water borne diseases, air quality, etc.)
- Hazards (storms and floods)
- Sexual violence
- Intentional misbehavior by students (alcohol/drug abuse; anger management; uncivil behavior)

See Appendix B for additional information about 2013-14 incidents reported including trend data.

Goals for 2014-15

Strategic Priorities:

1) Further emphasize a strategic view of risk management in UCEAP programming.

2) Lead efforts to improve accessibility to education abroad programs by UC students with disabilities by partnering with campus Disability Services offices on the campuses to design and implement UCEAP best practices.

3) Design guidelines to assess risks of required field trips, and internships and experiential learning activities that are offered through UCEAP programs in different parts of the world.

4) Assess incident trends to compare with the current UCEAP accident/illness insurance to make sure that all UCEAP students are adequately covered.
Operational Priorities:

1) Increase risk assessment activities including site audits (virtual and in person); field
trip, internship and experiential learning assessments; Clery-related analysis; and early
involvement in new program development.

2) Produce tools and resources for UCEAP staff in California and abroad.

3) Improve awareness of UCEAP’s health and safety protocols and policies through
ongoing staff/faculty training, delivery of intermittent ‘critical incident’ notices.

4) Develop a new bi-monthly Health & Safety ‘brief’ for UCEAP Representatives working
abroad with information that will help them better understand student incident
trends, better relay information to students, and better utilize health and safety tools
and resources.

5) Initiate regular webinars with campus student health and counseling services staff to
foster greater collaboration and sharing best practices. Possible topics include,
1) proactive approaches to student interventions, 2) advising recommendations for
promoting a healthy approach to UCEAP participation, 3) information sharing about
the availability of local resources to support students, and 4) developing contract
plans with students who need continued treatment while abroad. Continue to work
with UCEAP partners (ACE/USA, Europ Assistance/USA, and iJET) to improve
protocols and services provided to students.

6) Complete inventory of UCEAP locations around the world to comply with Clery
Reporting as required by the UCEAP attorney.

7) Continue to review existing policy language to ensure uniformity.

8) Develop a simple and secure on-line interface for Student Incident Reporting that
works across all browsers to facilitate reporting by UCEAP Representatives abroad,
therefore increasing organizational compliance with the reporting policy and
improving incident data analysis.

9) Enhance current health and safety webpage for staff.
REGIONAL PROGRAMS

REGION I

Region I programs include Czech Republic, Denmark, France, Germany, Italy, Netherlands, Russia, and Sweden.

2013-14 REGIONAL STRATEGIC PLAN UPDATE

Enrollment

Region I aimed to grow enrollment by 3% each year for the next 3 years and in 2013-14, participation grew by 3.3%. Programs that showed a significant increase in enrollment include Sciences Po (France), Paris-French and European Studies, Florence summer language and culture, and the Madrid/Rome multi-city programs. The new Central European Studies program in Prague got off to a strong start with 39 participants. After 3 years of precipitous decline, the immersion program in Bologna saw a 14% growth in enrollment. Programs that held steady include those in Denmark, Sweden, and Germany, while Bordeaux (France), Florence spring semester, the Netherlands, and Russia saw significant declines.

Program Development

A new semester program at the University of Geneva in Global and International Studies with an optional, full-time summer internship to follow was developed in 2013-14 and will be launched in spring 2016. New options developed with existing Region I partners include a summer program in the Netherlands and two English language semester options in Lyon.
The new engineering program in Munich ran for the first time in summer 2014. It attracted a healthy 13 participants and the student evaluations of the academic program appear quite positive.

Recruitment

The information shared with advisors by the Denmark and Sweden staff site participants along with a focus on promoting these destinations to STEM majors, appears to have been successful in increasing enrollments. The 2014-15 fall and year participation numbers for both programs are up significantly (15% in Denmark and 25% in Sweden) and the proportion of STEM majors participating continues to grow. In Sweden in particular, STEM majors constitute approximately 48% of fall and year enrollments, and at UCSD, where they have focused on advising by discipline, 16 of their 19 Sweden participants are STEM majors.

The introduction of a winter quarter option in the Florence language and culture program appears to have been successful in increasing overall spring enrollment, based on application numbers for winter quarter/spring semester 2015.

While limited outreach was undertaken to the German, French and Italian departments at UCLA, UCR, and UCSC, concerted follow up and engagement needs to continue in the coming year to impact recruitment numbers.

The introduction of a gateway math class in the Berlin summer program was not successful in attracting students despite our best efforts at promoting its availability. The linear algebra class did not end up being offered due to insufficient enrollments. Consultation with UC math faculty suggests that offering a combination of both linear algebra and differential equations may be more attractive which is difficult to do in the relatively short and intensive 4-week Berlin summer school calendar. Since Region III is considering adding the sequence to the UK summer STEM programs, it is unlikely we will try offering the course again in Berlin.

Academic Integration

Pursuing the goal of working with UC faculty in the field to identify programs at partner universities that we should be highlighting for recruitment and academic integration, the Northern Europe Study Center Director (SCD) investigated course offerings in film studies at the University of Copenhagen during his spring semester visit. An excellent and extensive list of courses in English is available including production courses, which tend to be oversubscribed at UC. Given this positive evaluation, Region I plans to promote both the Prague and Copenhagen programs to UC film departments in the coming year. Sample study plans for selected majors have been developed for the University of Bologna program and posted on the courses and credit section of the program webpage.
Administration

An Italy Study Center directorship has been reinstated. The position will be based in Bologna but, unlike in the past, will have academic oversight for all of Italy. UC faculty members were recruited to teach a math course in the Berlin summer school and co-teach an engineering course in the Munich summer program. The Region has not as yet been successful in attracting the participation of students from non-UC US universities in the Rome semester program. Such conversations will continue as opportunities arise.

2014-15 Goals

- Development of a summer program in Rome and Istanbul; an arts program in Berlin and a summer program in public health and human biology in Copenhagen are also under consideration.
- Explore the feasibility of English language engineering option at TU Berlin.
- Promote programs in Prague and Copenhagen to UC film departments.
- Continue efforts to engage the French, Italian, and German departments around the UC system.
- Continue development of sample study plans for the immersion programs in Berlin and Bordeaux.
- Build on interest from the Berlin Study Center in holding information meetings by Skype with students from campus departments (a couple of these sessions were held in 2013-14 at UCR and UCD).
- Share recruitment recommendations developed by the staff participants in the Italy site visit in April 2014.
Region II includes programs in Botswana, China, Ghana, Hong Kong, India, Indonesia, Japan, Korea, Senegal, Singapore, South Africa, Taiwan, Tanzania, Thailand and Vietnam.

2013-14 REGIONAL STRATEGIC PLAN UPDATE

Enrollment

In 2013-14, Region II sought to bounce back from lowered enrollment in 2012-13, hoping to regain the regional enrollment peak of 2010-11. Based on projections for 2014-15, the Regional team hopes to come close to achieving that goal, with an anticipated increased enrollment approaching 15% over the 2013-14 academic year. If successful, all-time enrollment highs will be reached in Thailand, Taiwan, South Africa, and Korea with stable enrollments in many other locations. Enrollment challenges persist in China and Ghana, but Japan continues to rebound from the March 2011 program suspension following the earthquake and associated repercussions.

Program Development

Region II continued with strong program development and consolidation, including:

- Suspension of programs that failed to sustain adequate student interest (e.g. Hong Kong Polytechnic University, Peking University summer, East China Normal University summer, and the first calendar of the A*STAR Singapore research/internship),
- Consolidation of exchange of the schools of Hong Kong University of Science and Technology under one umbrella exchange agreement,
- Addition of new options for 2015-16 which include summer options at Chinese University of Hong Kong and the Hong Kong University of Science and Technology, Fudan University, Jamia Millia University international summer school, Thailand public health, and in Japan a summer lab and research option at Osaka University, as well as a spring option (quarter or semester) at International Christian University in Tokyo, and
- At the request of several UC campus administrative offices, campus exchange programs with UCEAP partner universities in Hong Kong and China were folded under the UCEAP exchange agreement.

Research and recruitment

With key assistance from UCEAP’s research unit, a survey of a small set of UC students enrolled in Chinese language or China studies courses was conducted in 2013-14 to ascertain their interests in study abroad. From this we learned that interest in study in the mainland fell far below student interest for study in Hong Kong and Taiwan. This has shifted the unit's
focus to market UCEAP programs for “greater China” (inclusive of Hong Kong, Taiwan, Shanghai and Beijing) to provide the wide array of options that might best meet various UC interests and needs.

The Region is looking closely at language acquisition in China and Japan and will refine this investigation with student surveys to be undertaken in fall 2014 by the Research unit to assess comparable UC language level placement upon return from UCEAP. It will also be assessing Japanese language placement for those continuing study at a partner university.

Region II continues to build relationships with UC campus faculty and departmental advisors to encourage their recommendation of UCEAP programs to UC students. This is accomplished through faculty consultations and provision of regional flyers to highlight UCEAP opportunities. Adjustments of pre-departure language requirements, GPA requirements, and calendars have been made in several locations to provide access for a greater number of UC students. A faculty seminar visit to the Botswana program site for a UC faculty member was co-sponsored with CIEE and a site visit facilitated for another UC faculty member to Senegal.

Academic Integration

In supporting STEM programs, Region II has three countries within the top ten of UCEAP programs for engineers, with Hong Kong, Japan, Korea and China serving as top destinations for engineering majors. However, it may be these engineers are or are not engaging in engineering coursework in all instances; they may be meeting language, general education requirements, or personal interests.

Region II has also experienced strong success in providing opportunities for summer laboratory research or internship placements in Asia. In the first summer of enrollment, new 2014 opportunities at the University of Tokyo reached capacity at 5 students, and National Taiwan University hosted 24 UC students for lab science or engineering research. Building on this success, similar programs in Japan and Hong Kong (at Osaka University and the Chinese University of Hong Kong) are now recruiting students for summer 2015.

A new focused venture in community public health is under recruitment for study in Thailand, with the focus of the program on border health and population issues. Two weeks of field work with a service organization on the Myanmar Border is a featured component of this unique new program.

Administration

Region II hired and trained a new Resident Director for UCEAP Beijing operations, following the retirement of a seasoned director. This position facilitates relationships with our partner universities.
UCEAP has been working closely with partner Osaka University in deepening and expanding the exchange relationship in light of Osaka’s strong efforts to internationalize its campus teaching, research and exchange opportunities. This will result in the addition of a staff support position and UC Visiting Professorship based at the Osaka campuses.

2014-15 Goals

- Region II hopes to continue its enrollment growth by increasing participants by up to 100 students for 2015-16.
- Exploration of possible association with the University of Michigan-Shanghai Jiaotong University program taught in English and based in China.
- Continuing efforts to build relationships with UC faculty with research and professional interests in the areas of Southeast Asia and Africa to build student interest in these less traditional areas for study abroad.
- Exploring opportunities for a fall semester UC program with internships that could run in Mumbai, India.
REGION III

Region III programs are spread across the globe: Oceania (Australia & New Zealand), the Americas (Barbados & Canada), Asia (India), North Africa and the Middle East (Egypt, Israel, Jordan, Morocco), Asia Minor (Turkey) and Europe (United Kingdom & Ireland). 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, Gaelic, Hebrew, Hindi, Maori, and Turkish are also available to UC students).

2013-14 REGIONAL STRATEGIC PLAN UPDATE

Enrollment

Region III sought to grow enrollment by 2-3% in 2013-14, and the results exceed our target by a wide margin. Participation (headcounts) grew by 16.9%, FTE enrollments by 9%. Programs that showed significant increases in enrollment include summer programming in the UK, the new London-Paris multi-site program, and all partners in London (with the exception of Imperial College, which does not allow semester-only participation).

Australia has held consistent enrollments over the past two years, but initial application numbers suggest that there may be a small increase in participation in 2014-15. After a significant drop in enrollments in 2012-13 (from fifty-eight to thirty-two students), New Zealand numbers have nearly doubled: sixty-three students studied there in 2013-2014. The increase was facilitated by the opening of a sustainability track at partner Lincoln University in Christchurch.

The Middle East remains challenging for enrollments during this period of regional turbulence. The steady downward trend in participation for Israel remains a particular concern, with enrollments falling every year since our return to that country in 2008, from a height of thirty-nine students in 2010-11 to just 16 students in 2013-14. With the suspension of the Egypt program, the region had hoped that more students would consider Jordan or Morocco; more time will be needed to evaluate the level of success for those two programs.

In Turkey, the change of UCEAP student preference from Ankara to Istanbul has been swift (from 35 students in 2010-11 to 2 students in 2013-14) and has impacted our partnerships in the capital city. UCEAP will be experimenting with a partnership with ACCENT in Istanbul to address the low marks given in student evaluations with regards to student services offered by our Istanbul partners, especially by highly ranked Bogazici University.

Program Development

In 2011, UCEAP sought UCIE approval to partner with CIEE on their program in Jordan to temporarily replace the program in Egypt with the American University in Cairo, should a
Department of State travel warning continue. The approval proved useful in 2013-14 when Egypt was suspended.

New options developed with existing Region III partners include summer course sequences designed to fulfill STEM gateway, elective, and GE credit at University of Glasgow, University College Dublin, and the University of St Andrews, as well as a summer program in multiple disciplines at the University of East Anglia.

Recruitment

The 2014-15 fall and year participation numbers for the United Kingdom and Ireland increased significantly (85% in Ireland and 73% in Scotland). While the increase for England grew by 11%, overall numbers for England fall and year are more than Scotland and Ireland combined. Of equal note is the continued popularity expressed for summer programs and the explosion of growth in the UC construct and multi-site programs. The summer program at Cambridge remains steady at 106 students, Sussex grew slightly but remains at 401 participants, the region’s largest summer student cohort, and the two sessions offered at the London School of Economics grew from 72 students to 152 participants. The London fall UC construct jumped from 74 to 93 participants (up 23%) and the London-Paris multi-site (quarter and semester with internship options) jumped from 72 to 137 participants (90%).

The introduction of additional gateway physics sequences in Glasgow and Dublin were successful in their first run (summer 2014), in spite of their late addition to the website. Both trail the overwhelming popularity of the same sequence taught at longtime partner, University of Sussex. However, with a cap of 178 students in the physics track imposed by Sussex, we expect the other two locations to expand as more students seek to fulfill a required year-long sequence of physics over an 8-week summer period abroad.

Academic Integration

The late fall vetting and approval of new summer physics, biology, geology and computer science sequences last year resulted in the cancellation of all but the physics tracks. Currently in another round of campus vetting, it has become clear that the entire process need to start early (the year before implementation). At the same time, we have now been notified in writing of pre-approval for the physics sequence by Berkeley, UCLA, UCI and UCSB. We believe that UCSD and UC Davis also send students through their own programs, but have not received confirmation.

The region has successfully worked with UCI to provide a genetics course that meets their major requirement, and they have also approved, as an elective, a human functional anatomy sequence that will precede the genetics course, starting in summer 2015.
In Ireland, plans are currently underway to establishing a computer science sequence at Dublin, but the unexpected departure of the UCLA advisor with whom the region had been working caused a temporary setback.

UCEAP has successfully vetted and will offer a Linear Algebra/Differential Equations sequence for UCSB and will open it to students around the system.

Finally, the region hopes to offer an advisor site visit in summer 2014 to help meet enrollment goals for the summer geology fieldwork program at St. Andrews. UCSB has given UCEAP a tentative approval for GE credit.

Administration

Two internship positions (one in London, the other in Edinburgh) dedicated to social media marketing & communication and event planning were established in 2013 and the initial recruitment yielded two UCEAP alumni to fill each 6-month post. Both have performed above expectations and will be renewed for a second (and final) term. The success of the position has influenced the creation of a 6-month internship for a Sussex Summer alumnus that will be devoted to student outreach in the pre-arrival period and to social communication during the summer term (the position will run April to September). That position will be funded by the University of Sussex.

2014-15 Goals

- Continue efforts to engage STEM departments around the system to grow gateway and elective STEM summer offerings; of particular interest is growing STEM participation in Turkey.
- Continue to offer quality summer programs that meet the needs and study abroad goals of existing and new cohorts of UC students.
- Develop a global environmental and community health program with Australian partner, University of Queensland in Melanesia (Solomon Islands).
- Add opportunities for studio art, design, performing arts and film/media studies.
- Better promote specific high quality offerings in undersubscribed locations. One approach would be to develop disciplinary ‘tracks' to help guide students searching for relevant partner course offerings.
- Consolidate the number of partners, where low enrollments persist.
Region IV programs include Argentina, Brazil, Chile, Costa Rica, Mexico and Spain.

2013-14 REGIONAL STRATEGIC PLAN UPDATE

Enrollment

Overall, Region IV exhibited 4% growth from 2012-13 to 2013-14. However, this was primarily due to growth in Spain enrollments (not counting the multi-site programs) as enrollments in most Latin American countries remained flat and Brazil showed a decline. The brightest spot in Latin America is Argentina, where new programs have done well. The traditional immersion programming in the rest of Latin America struggles to hold onto students. In the hopes of sparking student interest, Region IV has made it possible for students to go to summer ILPs as stand-alone opportunities. Along with other program development, the region is working to improve student interest in what has become its most expensive area in which to run programs.

Program Development

For 2014-15 the Region expects increased numbers in part through the addition of new countries. Barbados will be added to the roster, migrating from Region III. A new program in the Dominican Republic, the CIEE Community Public Health Program, will also put a new country on the list.

Both of these are running for the first time in 2014-15 as Region IV countries.

In addition, there has been substantial program development in the region that will bring new students in 2015-16, with particular emphasis on programs featuring English as the language of instruction.

- A multi-site program in Human Rights and Cultural Development will take students from Buenos Aires to Santiago to compare the reconstruction of these societies following the dictatorial regimes of the 1960s and 70s in the Southern Cone. Given that instruction will be in English, we anticipate strong enrollment.

- Another English-language program, in Madrid, will also run in the fall semester of 2015. A range of courses exploring Contemporary Spain should draw a new cohort of students to this popular destination.

- In Mexico, a new English-language Contemporary Mexico program has been added as a stand-alone summer program.

- Across southern Europe, the new Mediterranean Food and Culture Program will offer a range of coursework in the cities of Istanbul, Florence, and Barcelona.
2013-14 was a big year for the Tropical Biology and Conservation Program in Costa Rica. It was very favorably reviewed by UCIE, and it also hosted a site visit of 5 campus advisors, a departmental advisor, and the operations specialist. Perhaps as a result, enrollment jumped in 2014-15 from the standard 58 students to 72, and for the first time the fall cohort met the maximum enrollment of 40 students. The site visit was organized almost entirely by Monica Reynolds, the ops specialist, and in addition to her administrative learning process, her relations with relevant campus advisors has become very collaborative.

Administration

- For the past two years, there has been great interest on the part of UNAM (National Autonomous University of Mexico) in the exchange of administrative personnel. In 2013-14, UCEAP sent its second set of campus advisors to UNAM, and in preparation for fall 2014, regional staff worked with UNAM to organize UNAM visits to all campuses in the UC system.

- In Chile, new SCD Luis Martin-Cabrera worked hard to improve and modernize the workings of the center to meet the needs of current students but also of UCEAP by improving social media and reporting activities to the Systemwide Office in order that UCEAP might better publicize the excellent program.

- Likewise in Mexico, SCD Elisabeth LeGuin solidified the position of visiting professor quickly, and has in fact returned for the fall semester of 2014 because of her dedication to the students and the programs. Relations with UNAM continued to grow more amicable as a result of the President Janet Napolitano's UC-Mexico Initiative and the new energy that comes with it, but the success of UCEAP programs there is dependent on the Visiting Professor and the Program Administrator, Veronica Tellez.

- In Brazil, a significant student-housing crisis was managed by Senior Administrator Carolina Romero and the Pontifical Catholic University of Rio de Janeiro (PUC-Rio) staff as the program weathered the World Cup in Brazil. A new relationship with UCLA professor Carlos Quicoli was forged to assist UCEAP with the legal registration of a UC Branch in country. One last hurdle related to banking will complete this process finally—hopefully before the end of 2014. At the same time, a complete reordering of the International Office at partner institution PUC-Rio has created uncertainty and the need to re-cement UC’s relationship there.

- Administrative difficulties also characterized academic leadership in Spain for virtually all of 2013-14, but all programs remain healthy due principally to the experience and dedication of UCEAP staff in all centers, and administrative processes have smoothed out for 2014-15. Significant progress was made toward a new Agreement with the University of Barcelona, and that work should be finished before the end of 2014 in order to create a reciprocal exchange relationship with that institution.
The Regional Strategic Plan continues without significant changes from that of the prior year:

- Continue to work with UCOP, our Study Center in Mexico City, and UNAM on the UC-Mexico Initiative;
- Continue to shape the new programs that were developed in 2013-14 so that they run smoothly in 2015;
- Continue to expand programming, particularly in Brazil and Chile in order to offset the flat enrollments in immersion programs in those two centers;
- Continue to adjust the Regional Team to fill the open program advisor position;
- Continue to work with campus advisors, particularly those who have benefited or will benefit from site visits to effectively promote Region IV programming;
- Continue to seek out marketing opportunities for Region IV programs; and
- Continue to host and arrange travel for visitors from abroad who wish to assist with program promotion (Barbados in 2014-15).

A significant departure from previous years is represented by the cultivation of Spain alumni through the event of the fiftieth Anniversary of UCEAP programs in that country.

Another shift in strategy will be to reduce the pressure to develop new programs in order that there be time to ensure and support the quality of the programs already in progress.

**RECIPROCAL EXCHANGES – UNIT ACTIVITY**

**ACTIVITIES AND ACCOMPLISHMENTS FOR 2013-14**

- Development and implementation of systemwide pre-arrival orientation webinar and online chat for fall 2014 Reciprocity students. Forty-two percent of students (474 out of 1,118) attended with an additional 660 follow-up YouTube views of the recorded webinar.

- In collaboration with IT, brought MyEAP Reciprocity module into compliance with UCOP requirements for data transfer.

- UCB summer enrollment with the assistance of UCEAP Study Centers abroad (Mexico City, Bordeaux) generated $28,191 in revenue.

- Reciprocity FB page now exceeds 6,000 members and is linked to individual campus groups as well as all UCEAP pages for outbound students.

- Initiation of Twitter (239 followers) and Pinterest (87 followers) for Reciprocity students.

- Reciprocity alumni include over 768 members who are interested in staying connected to UC after returning to their home university.

- Use of Constant Contact UC Campus Spotlights sent to applicants in progress generated awareness of alternative campus options.
Undergraduate Student Placements and Retention

While the overwhelming majority of students (96%) were placed at their 1st, 2nd or 3rd campus choice, due to a high student demand for Berkeley (55%), Los Angeles (21%), Santa Barbara (10%) and San Diego (9%), an increasing number (63 students representing 4% of the cohort) were placed at a campus they had not chosen at application time.

Academic Year 2013-14 Attrition Rate: 9% (Total placed/participating students 1579; total withdrawn students 138). 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 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.

UCR, UCM and UCD rates of attrition increased due to the fact that these campuses were less popular with student campus choice. Only 16% of students cumulatively chose UCD as their second and third campus choice while UCR and UCM were rarely selected as a campus choice of application. The UCSB rate increased as well due to the proportionally high number of students who were redirected to UCSB by staff to meet campus distribution quota and avoid course impaction. The UCI rate declined. UCB, UCLA, UCSD and UCSC rates of attrition remained relatively stable.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2013-14 Attrition Rate</th>
<th>Placed</th>
<th>Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>45%</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>UC Merced</td>
<td>33%</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>13%</td>
<td>120</td>
<td>16</td>
</tr>
<tr>
<td>UC Davis</td>
<td>11%</td>
<td>114</td>
<td>12</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>10%</td>
<td>309</td>
<td>31</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>9%</td>
<td>151</td>
<td>14</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>9%</td>
<td>228</td>
<td>21</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>5%</td>
<td>201</td>
<td>11</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>3%</td>
<td>410</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 7 Attrition Rates at UC campuses
Reciprocity Student Profile

The high level of student satisfaction expressed in the annual survey suggest that that exchange remains a successful and desirable option for students and the home universities.

Below are some survey highlights (response rate: 32%; n=515/1,570)

- 81% 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.
- 92% indicated that they anticipated that UC courses they had taken during the exchange would contribute academic credit to their home university degree.

- 87% indicated that they had enrolled in courses or engaged in academic activities that were not available at their home university. Further, 76% 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 UCEAP (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).

- 68% of students rated their housing experience as excellent or good, with another 24% rating it as satisfactory.

- 36% of Reciprocity students live in a UC-owned apartment or residence hall, while 44% chose to live in a shared apartment/house in the community. This is in contrast to the 2012-13 cohort where 51% lived in UC owned housing and 31% lived in the community.

- 62% indicated their study experience at UC influenced their interest in future graduate studies at UC.

- Approximately 84% of all respondents said they would be interested in educating prospective applicants in their home country about UC, showing an increase over the 82% in 2012-13 and 80% who expressed an interest 2011-12. They are most interested in attending UC receptions or information sessions (63%), attending study abroad fairs (57%), visiting high schools (31%) or talking to students by phone or online chat (30%).

Goals for 2014-15

- Further development of online orientation products for students and staff abroad.

- Development of more robust welcome and informational materials about UC.

- Continued collaboration with UC admissions on non-resident recruitment initiatives and with summer session for enrollments abroad of non-Reciprocity students.

- Continued efforts focusing on website development and social media.

- Continue to hold reciprocity stakeholders meetings at campuses.

- Continue to compile a database of Reciprocity alumni contact information and student stories for use in development, promotion of UCEAP.
The UCEAP Marketing & Communications unit continues to explore new marketing and business practices to redefine UCEAP’s approach to educating and engaging audiences to benefit enrollments. The unit acts as a resource to conceptualize, create, and implement strategic new marketing initiatives including integrated print and online campaigns, e-mail marketing, enhanced social media marketing, website development, public relations, strategic partnerships and synergies, and multi-channel approaches based on rigorous metrics.

DEVELOPMENT AND CREATION OF NEW UCEAP BRAND GUIDELINES

Consistent visuals and voice across multiple mediums will strengthen UCEAP’s image, elevate recognition, and enhance its position in the UC community. A strong brand will reflect UCEAP’s core values and vision helping to establish it as a leader and differentiate from other study abroad options available to UC students. Brand standards will provide the foundation and guidance for a consistent look and feel for the new website, campus outreach, social media campaigns, customer service, etc.

Beginning in 2012-13, the Marketing and Communications unit made the strategic decision to strengthen UCEAP’s systemwide affiliation by aligning with the newly developed University of California brand standards. This UC affiliation is a key differentiator for UCEAP when students are deciding on study abroad programs. Pieces of UCEAP’s Recruitment Toolkit, including the new Viewbook design, are some of the most visible components that reflect the new branding effort.
To view the entire UCEAP recruitment publications portfolio, please click here.

To view images, logos & guidelines, click here.
SOCIAL MEDIA STRATEGY AND TOOLS

The unit oversees UCEAP's official social networks including Facebook, Twitter, YouTube, Pinterest, and the UCEAP blog which all continue to steadily grow and increase in quality student interaction and traffic.

UCEAP Blog: [http://blog.eap.ucop.edu/](http://blog.eap.ucop.edu/)
Twitter [http://twitter.com/uceap](http://twitter.com/uceap)
Facebook [https://www.facebook.com/UCEAP](https://www.facebook.com/UCEAP)
YouTube [http://www.youtube.com/uceap](http://www.youtube.com/uceap)
INFORMATION TECHNOLOGY

ACTIVITIES & ACCOMPLISHMENTS FOR 2013-2014

Major activities in 2013-14 centered on the strategic web project, data management and security, change management, disaster recovery, hiring critical positions, and team building.

The strategic web project team completed an analysis, and a three phase project plan was implemented. The first phase will be completed in fall 2014, meeting several project goals for a data-driven search engine, campus-specific information, city locations, internship filter, English-only filter, and GPA sorting.

On challenge for the web project is the fact that a significant amount of important UCEAP information is stored within HTML pages on the website. The website connects directly to MyEAP, risking the failure of one application to cause the other to fail as well. The strategic web project infrastructure changes are designed to transition HTML data into a database and separate MyEAP from the website.

The iSURF change management system and process was created in January 2014 to provide more transparency and encourage participation in IT project prioritization. 365 iSURF requests were created in 2014, many of them backlogged issues waiting for software development resources. During the year, 158 requests were completed, most of these related to SharePoint and reporting requests that could be completed by existing personnel. An IT prioritization workgroup was created consisting primarily of Advisory Council members. This group met several times during the year. However, personnel vacancies for MyEAP slowed progress on those requests until the last quarter of 2014.

UCEAP experienced an IT audit in 2012 which lead to several large findings related to disaster recovery. During 2013-14, the networking team built infrastructure required to respond to some of these findings. A study center email service was created in anticipation of moving all study center staff to eap.ucop.edu email domains and away from third party and host institution services. This will enhance the security of data transmittal between UCEAP employees in Goleta and the various international study centers. UCEAP is in the final stages of signing a contract for off-site backup tape storage.

MyEAP Student Information System

The lack of MyEAP software developers through July 2014 had a direct impact on MyEAP support. A new developer was able to begin work in July. The SQL analyst completed a significant number of report modifications and constructed new reports and extracts as required. The majority of MyEAP work by the new developer in 2014 centers around critical support tasks required to keep project information updated and available to students. In addition, Visus LLC has moved forward with enhancing password security and constructing new password reset features according to industry standards. The developer also made
improvements to the student account agreement that brings MyEAP in compliance with EU data privacy laws.

- Constructed a document hierarchy for a secure electronic document repository. The initial version used by UCSD and referred to as e-Docs.
- Regular data adjustments including: eligibility updates, duplicate account merges, online payment system reconciliations, adjusting extension flags, modifying major options, modifying program language options, adjusting subject areas, and other simple text adjustments.
- Annual program page updates which consist of nine months of regular effort by two business analysts.
- iSURF change management system loaded with backlogged work requests.
- UCEAP main helpdesk and chat system support.

Website

IT developers built a new website database and launched an automated hourly data feed from MyEAP. The website database provides a web-ready view of MyEAP program data and supports the new search engine. This design insulates MyEAP from heavy use of the web search engine and ensures that should one of the two applications fail for any reason, the other can still function normally. Phase one rollout of the new website is planned for fall 2014, after many months of customer testing, surveying, and interviews. The first phase focused on building the underlying infrastructure needed to support a more dynamic website. The Web Action Group opted to move from SharePoint to the Sitefinity content management system which is simpler to maintain and supports a wider array of modern web technologies.

The next main phase of the website project involves an analysis of the program data locked in HTML files, a new design for displaying this data to campus UCEAP personnel and students, and capturing this data in a relational database to support a flexible, data-driven website.

Networking, Infrastructure & User Support

The network function is carried out by the Sr. Network Administrator and Network Administrator with full-service user and desktop support provided by the Network Help Desk Technician. In addition to the ongoing maintenance of UCEAP’s network, there were numerous off-hours (late night, early morning, and weekend relative to Pacific Standard Time) maintenance projects and urgent matters completed by the team. Key activities include:

- Kronos upgrade support
- Supported annual conference setup and helped troubleshoot technical issues
- Installed a new backup server to support disaster recovery improvements
- Installed a new storage unit with UPS to support disaster recovery improvements
- Built a new tape library to support offsite tape storage
- Upgraded environment monitoring system to improve business continuity
- Constructed e-Doc servers to support campus/UCEAP secure data transmission
- Installed new copiers and advanced color printer while providing the ability to scan files to a private, secure folder to enhance data security and support a paperless office
- Built study center secure file servers and email servers to enhance file security
- Study centers in London, Edinburgh, and Tokyo moved to fully virtual workstations which retain restricted data on UCEAP servers
- Direct support to 50 physical study center desktop PCs through LogMeIn remote support, including local area networks.

Challenges, Problems, Resolution, & Opportunities

IT continues to work around numerous challenges and take advantage of opportunities as they arise. The key challenge has been reforming a team perspective after many key leadership losses over several years. Building on small successes has helped the team come together while also exposing limitations and skill deficits. Consistent emphasis on a team approach and tactical use of the IT training budget should ensure a positive outcome.

All three software developer positions remained open through May 2014 when one developer was hired. The senior MyEAP developer position remains open. Visus LLC provides some relief from the developer shortage but their effectiveness is limited to time-consuming projects that do not require constant interaction with UCEAP personnel. The primary challenge with hiring software developers is the significant difference between UC software development wages and the local market. UCEAP .NET software developers earn roughly 62% of market for a mid-career developer.

MyEAP faces the following key challenges and opportunities:

- Course catalog is exposed to the UCEAP website and is vulnerable to malicious intentions that could bring down MyEAP by overwhelming the database with search requests.
- Key program data is stored on HTML pages in the website rather than within MyEAP’s program database.
- MyEAP is running on an expired version of Infragistics controls. This limits MyEAP’s browser compatibility and is a consistent complaint from users. Visus is scheduled to begin upgrading these controls in late 2014.
- MyEAP data entry screens perform almost no data validation resulting in a need for a business analyst to enter all program data to ensure a clean outcome. There is an opportunity to improve validation and allow regional personnel access to the data entry screens resulting in less overall effort and rework.
- Campus and host university deadlines vary greatly and are difficult to confirm in a relevant period of time. It is not uncommon to have students abroad before the actual start date of their program is provided by the host university.
− Enhancing the campus portal and providing them the ability to manage all student documentation through a single system would simplify their process and reduce confusion. Also, tying this into a database-driven pre-departure checklist will simplify the student experience.

Website challenges and opportunities include:

− Improve the course catalog interface from a recruitment perspective. This should provide a simplified view that helps students answer questions like what sort of in-major credit will be available abroad for a particular host institution. Disconnecting the full MyEAP course catalog from the website will reduce exposure to malicious web activity.
− Transitioning from HTML files to a database driven model while avoiding high-maintenance design solutions.
− Incorporating more campus-specific information and including more links back to campus websites while keeping this information accurate and timely. This is an opportunity to provide more direct access to campus EAP offices.

The student information system analysis project will begin in October 2014. The goal is to return a full business process and requirements analysis with a student information system product recommendation by fall 2015. Project planning is currently underway; a full charter and project plan are expected by December 1st.

Strategic Plan for 2014-2015

The primary strategic goals for Information Technology in 2014-2015 will be to complete a business process analysis and develop business requirements for the student information system and to complete a business analysis on program data consumed by the campuses, students, parents, and study centers and the best way to organize it for access and maintenance. The program data analysis will feed requirements for the third phase of the strategic web project.

MyEAP will be upgraded to support current versions of Windows and all common web browsers. The pending work queue will be prioritized based on costs/benefit value to the stakeholders and improvements will be made to stretch the life of the software until a replacement is chosen and implemented.

Information Technology will continue to focus on security of student information and developing a networking infrastructure that minimizes international hardware support issues and maximizes flexibility through hardware virtualization.
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.
The UCEAP Systemwide office of Health, Safety & Emergency Response tracks student incidents that are reported to the Systemwide office. As the number of direct working relationships between healthcare providers and Europ Assistance increases, so too will the number of incidents reported. This, in addition to other factors such as changes in the number of UCEAP participants, affects the incident trends.

Figure 17 HS&E Incidents Reported by Type 2013-14

Figure 18 4-yr Incident Trends