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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 95,000 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 43 countries with over 390 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; and
- Internationalizes UC campus instruction and research through reciprocal exchange of students and faculty.
FROM THE ASSOCIATE VICE PROVOST & EXECUTIVE DIRECTOR

I am very pleased to report that UCEAP had an outstanding 2014-15 with 5,275 participants! We far exceeded our longtime enrollment goal of 5,000, representing double-digit growth from 2013-14. And as part of our reciprocal exchanges with partners abroad, 1,553 reciprocity students attended nine UC campuses.

We reached yet another milestone, becoming a fully self-funded and sustainable academic program for the foreseeable future. With a fully-funded and invested Contingency Reserve of $8.6M and an Operating Surplus of $8.7M, UCEAP’s finances are very strong. This is great news, as 2015-16 marks the first year that UCEAP will no longer receive state funding through the UC Office of the President (UCOP).

Beyond UCEAP’s Business Model and the dedication, skills and professionalism of UCEAP staff at our Systemwide Office and study centers abroad, I credit our Strategic Plan as well as transparent and collaborative relationships with our campus colleagues for this year’s successes. I am grateful to them for providing the outreach and advising necessary for UC students to learn about, enroll in, and be successful on our programs. In this second year of the Strategic Plan’s implementation, we chose to add a focus on quality—of programs, of processes and of relationships—and this renewed commitment clearly paid off.

In support of our vision of study abroad for all, we increased our scholarship commitment from $1M to $1.5M, and renamed our scholarships the UCEAP Promise Awards. With the additional funds, we were also able to increase allocations for campus-awarded scholarships, from $200k to $500k. As in previous years, the campus allocations were based proportionally on UCEAP enrollments. The Promise Awards successfully targeted students traditionally underrepresented in study abroad—those with financial need, first-generation students, transfer students, and STEM majors.

Even though UCEAP continued to see an increase in reported health and safety incidents, there were no major, large-scale emergencies. This allowed us to focus on preparedness and best practices, and as well as expand staff and faculty training on a range of health, safety and emergency matters.

At the Systemwide Office, we not only signed a new 5-year lease in our current location, but were able to make significant renovations and improvements, including new offices, conference rooms, and the Bill Allaway Conference Center and the John Marcum Collaboration Space. We felt there was no better way to honor the legacies of our visionary and longtime UCEAP directors than to name these innovative, functional and state-of-the-art work and life spaces after them! UCEAP’s home now has a vibrant look and feel, and I encourage all of you to visit when you are next in Santa Barbara. We will be happy to give you a tour.

I am grateful for the continued support and guidance UCEAP receives from the UCOP, particularly from Vice Provost Susan Carlson and Provost Aimée Dorr, and from UC Santa Barbara Chancellor Henry Yang, Executive Vice Chancellor David Marshall and Vice Chancellor Todd Lee. UCEAP continues to benefit from a smooth and constructive administrative partnership with UCSB. UCEAP also enjoyed productive and collegial relationships with the UCEAP Governing Committee and the Academic Senate Committee on International Education. Their guidance, support, and commitment to the internationalization of UC are invaluable and critical to UCEAP’s success and sustainability. This is shared governance at its best.

I thank our Systemwide Office staff, campus and UCOP colleagues, and our partners abroad for their continued support of UCEAP and commitment to the international education of UC students. I look forward to another great year for UCEAP!

Jean-Xavier Guinard
Associate Vice Provost & Executive Director
In 2014-15, UCEAP grew its enrollments from 4,624 in 2013-14 to 5,275. This represented an increase of 651 participants or 12.3% growth year-over-year. Full-time enrollment (FTE) increased by 8.8% y/y from 2,273 to 2,468. The difference between headcount and FTE reflects growth in summer, semester and quarter-length programs and a continued decline in year-long programs (-11.8% y/y). In 2014-15, summer enrollment accounted for 31% of UCEAP headcount and grew by 21.43% (+350) y/y from 1,283 to 1,633. Semester and quarter enrollment increased by 10.5% (+346) y/y from 2,960 to 3,306. Decline in year-long enrollment is a nationwide trend, verified by various studies, including the Institute for International Education (IIE) Open Doors annual statistics. Pressures on year-long study include perceived delays in graduation, degree residency or course series requirements for some majors, and competing opportunities at the home campus including internships, jobs, research and social interests.

An analysis of enrollments by campus shows that in 2014-15, enrollments grew at all campuses except UC Riverside, which experienced prolonged understaffing in fall and winter 2014-15 during the crucial recruitment period. UCLA saw the most growth at 35.5% (253), followed by UC San Diego at 27.9% (125).
### UCEAP Enrollment by Campus

<table>
<thead>
<tr>
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</tr>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>FTE</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>FTE</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>FTE</td>
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<tr>
<td>UCB</td>
<td>982</td>
<td>21%</td>
<td>519.5</td>
<td>21%</td>
<td>982</td>
<td>22%</td>
<td>450.1</td>
<td>21%</td>
<td>990</td>
<td>21%</td>
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<td>UCSD</td>
<td>267</td>
<td>6%</td>
<td>975.5</td>
<td>6%</td>
<td>211</td>
<td>5%</td>
<td>411.1</td>
<td>5%</td>
<td>369</td>
<td>6%</td>
<td>341.1</td>
</tr>
<tr>
<td>UCI</td>
<td>498</td>
<td>11%</td>
<td>1322.2</td>
<td>11%</td>
<td>532</td>
<td>13%</td>
<td>268.5</td>
<td>11%</td>
<td>517</td>
<td>11%</td>
<td>253.9</td>
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<tr>
<td>UCLA</td>
<td>572</td>
<td>11%</td>
<td>2584.4</td>
<td>10%</td>
<td>549</td>
<td>12%</td>
<td>248.9</td>
<td>10%</td>
<td>712</td>
<td>15%</td>
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<td>100</td>
<td>2%</td>
<td>54.6</td>
<td>2%</td>
<td>110</td>
<td>3%</td>
<td>63.9</td>
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<td>228</td>
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<td>216</td>
<td>5%</td>
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<td>5%</td>
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<td>UCSB</td>
<td>912</td>
<td>21%</td>
<td>589.0</td>
<td>23%</td>
<td>834</td>
<td>19%</td>
<td>477.0</td>
<td>21%</td>
<td>889</td>
<td>19%</td>
<td>483.4</td>
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<td>567</td>
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<td>381.2</td>
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<td>581</td>
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<td>287.0</td>
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<tr>
<td>UCSD</td>
<td>578</td>
<td>12%</td>
<td>318.3</td>
<td>12%</td>
<td>474</td>
<td>11%</td>
<td>234.7</td>
<td>10%</td>
<td>488</td>
<td>11%</td>
<td>209.9</td>
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<tr>
<td>UCSF</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Year Total</td>
<td>4,684</td>
<td>100%</td>
<td>2,582</td>
<td>100%</td>
<td>4,478</td>
<td>100%</td>
<td>2,298</td>
<td>100%</td>
<td>4,624</td>
<td>100%</td>
<td>2,273</td>
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### UCEAP Program Participation by Length & Term of Program Start: Academic Year of Participation 2011-12 Through 2014-15 (To Date)

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<th>Academic Year of Participation</th>
<th>2011-12</th>
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<th>2012-13</th>
<th></th>
<th>2013-14</th>
<th></th>
<th>2014-15</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
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<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<tr>
<td>Summer Stand Alone SUB-TOTAL</td>
<td>1,062</td>
<td>23%</td>
<td>1,158</td>
<td>26%</td>
<td>1,283</td>
<td>28%</td>
<td>1,633</td>
<td>31%</td>
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<tr>
<td>Fall Cycle SUB-TOTAL</td>
<td>2,451</td>
<td>52%</td>
<td>2,191</td>
<td>49%</td>
<td>2,143</td>
<td>46%</td>
<td>2,330</td>
<td>44%</td>
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<tr>
<td>Fall Semester/Qtr</td>
<td>1,910</td>
<td>41%</td>
<td>1,752</td>
<td>39%</td>
<td>1,787</td>
<td>39%</td>
<td>2,004</td>
<td>38%</td>
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<tr>
<td>Fall Year</td>
<td>541</td>
<td>12%</td>
<td>439</td>
<td>10%</td>
<td>356</td>
<td>8%</td>
<td>326</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Spring Cycle SUB-TOTAL</td>
<td>1,171</td>
<td>25%</td>
<td>1,129</td>
<td>25%</td>
<td>1,198</td>
<td>26%</td>
<td>1,312</td>
<td>25%</td>
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<tr>
<td>Spring Semester/Qtr</td>
<td>1,133</td>
<td>24%</td>
<td>1,107</td>
<td>25%</td>
<td>1,173</td>
<td>25%</td>
<td>1,303</td>
<td>25%</td>
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<tr>
<td>Spring Year</td>
<td>38</td>
<td>1%</td>
<td>22</td>
<td>0%</td>
<td>25</td>
<td>1%</td>
<td>9</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total Summer Stand Alone Programs</td>
<td>1,062</td>
<td>23%</td>
<td>1,158</td>
<td>26%</td>
<td>1,283</td>
<td>28%</td>
<td>1,633</td>
<td>31%</td>
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<tr>
<td>Total Short-Term Programs</td>
<td>3,043</td>
<td>65%</td>
<td>2,859</td>
<td>64%</td>
<td>2,960</td>
<td>64%</td>
<td>3,307</td>
<td>63%</td>
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<tr>
<td>Total Year-Length Programs</td>
<td>579</td>
<td>12%</td>
<td>461</td>
<td>10%</td>
<td>381</td>
<td>8%</td>
<td>335</td>
<td>6%</td>
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<tr>
<td>Academic Year TOTAL</td>
<td>4,684</td>
<td>100%</td>
<td>4,478</td>
<td>100%</td>
<td>4,624</td>
<td>100%</td>
<td>5,275</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>


Table 1. UCEAP Enrollments by Campus

Table 2. UCEAP Enrollments by Length & Term
Figure 2. UCEAP Enrollments by Program Length and Cycle

Figure 3. UCEAP Enrollments by Region
Figure 4. Region I Participants

Figure 5. Region II Participants
Figure 6. Region III Participants

Figure 7. Region IV Participants
2015-16 PROJECTED ENROLLMENTS

Based on application activity to date, UCEAP anticipates an increased enrollment of 3.5-6% in 2015-16. Summer and spring applications are currently flat whereas fall semester and quarter length programs may see up to 13% growth year over year. The decline in year length participation is anticipated to continue declining, but at a slower rate, and is estimated to make up 6% of total participation. Short-term programs will likely enroll 88% of fall cycle participants.
Table 4 Enrollment Projections 2015-16

<table>
<thead>
<tr>
<th>Term &amp; Length</th>
<th>2012-13 Count</th>
<th>2013-14 %</th>
<th>2014-15 Count</th>
<th>2015-16 PROJECTION Count</th>
<th>2015-16 PROJECTION %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td>1,158</td>
<td>26%</td>
<td>1,283</td>
<td>31%</td>
<td>1,630</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>2,191</td>
<td>49%</td>
<td>2,143</td>
<td>46%</td>
<td>2,330</td>
</tr>
<tr>
<td>Fall Semester/Quarters</td>
<td>1,752</td>
<td>80%</td>
<td>1,787</td>
<td>82%</td>
<td>2,004</td>
</tr>
<tr>
<td>Fall Year Length</td>
<td>439</td>
<td>20%</td>
<td>356</td>
<td>14%</td>
<td>326</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>1,129</td>
<td>25%</td>
<td>1,198</td>
<td>26%</td>
<td>1,312</td>
</tr>
<tr>
<td>Spring Semester/Quarters</td>
<td>1,107</td>
<td>98%</td>
<td>1,173</td>
<td>98%</td>
<td>1,303</td>
</tr>
<tr>
<td>Spring Year Length</td>
<td>22</td>
<td>2%</td>
<td>25</td>
<td>2%</td>
<td>9</td>
</tr>
<tr>
<td><strong>YEAR TOTAL</strong></td>
<td>4,478</td>
<td>100%</td>
<td>4,624</td>
<td>100%</td>
<td>5,275</td>
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<tr>
<td>Short Term Total</td>
<td>4,017</td>
<td>90%</td>
<td>4,213</td>
<td>92%</td>
<td>4,940</td>
</tr>
<tr>
<td>Year Length Total</td>
<td>461</td>
<td>10%</td>
<td>381</td>
<td>8%</td>
<td>335</td>
</tr>
</tbody>
</table>

**RECIPROCAL EXCHANGE ENROLLMENTS AT UC**

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

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

Figure 10. Campus Placement for Undergraduate Reciprocity Participants 2014-15
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 is due not only to the popularity of those programs for outbound UC students, but also the partners’ preference for limiting students to no more than one term of participation. Ninety-nine percent of student participation is at the undergraduate level.

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

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

Table 5. UCEAP Reciprocity Enrollments by Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>UCB</th>
<th>UCD</th>
<th>UCI</th>
<th>UCLA</th>
<th>UCM</th>
<th>UCR</th>
<th>UCSB</th>
<th>UCSC</th>
<th>UCSD</th>
<th>UCSF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
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<td>2</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Undergrad</td>
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<td>124</td>
<td>167</td>
<td>207</td>
<td>4</td>
<td>31</td>
<td>300</td>
<td>117</td>
<td>232</td>
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<td>302</td>
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<td>0</td>
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<td>0</td>
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<td>1</td>
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<td>9</td>
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<tr>
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</table>

Table 6. UCEAP Reciprocity Enrollments by Country
UCEAP experienced another year of healthy enrollment growth, favorable international foreign currency exchange, and savings generated from operational efficiencies. An ongoing commitment to strategically invest surplus funds back into the program through strategic initiatives such as the UCEAP Promise Awards, academic integration grants, program development, customer service and outreach, and business model optimization, are key highlights and leading indicators of what is to come for UCEAP in 2015-16.

BUDGET GOALS FOR 2014-15

UCEAP’s budget goals for 2014-15 were to:

- Commit $1M towards the UCEAP Promise Awards;
- Invest $500K in strategic initiatives;
- Subsidize program option fees by 25%; and
- Align the contingency reserve with 90 days of the operating budget.

All goals were successfully accomplished by June 30, 2015.

UCEAP Budget 2014-15

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.
# UNIVERSITY OF CALIFORNIA

## EDUCATION ABROAD PROGRAM

### OPERATING RESULTS 2014-2015

## SOURCE OF FUNDS

<table>
<thead>
<tr>
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<th>BUDGET</th>
<th>ACTUALS</th>
<th>VARIANCE</th>
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<td><strong>Current Year Appropriations - All Funds</strong></td>
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<td>General Fund Subsidy</td>
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<td>Lowenhaupt Endowment Fund</td>
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<td>Tuition Buyout</td>
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<tr>
<td><strong>Total Current Year Appropriations - All Funds</strong></td>
<td>$755,078</td>
<td>$755,078</td>
<td>$0</td>
</tr>
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</table>

| **Student Fees**               |         |          |          |
| Tuition (ED) & Student Service (Reg) Fees | $22,671,268 | $23,037,114 | ($365,846) |
| Summer                         | $5,340,096 | $5,284,571 | $55,525  |
| Pre-ILP/ILP                   | $1,170,432 | $1,135,907 | $34,525  |
| Participation                 | $4,497,120 | $4,680,900 | ($183,780) |
| Program Specific fees - Supplemental | $3,209,000 | $3,122,350 | $86,650  |
| Program Specific Fees - Exchange | $104,100   | $98,800   | $5,300   |
| **Total Student Fees**         | $36,992,016 | $37,359,542 | ($367,626) |

| **Other**                      |         |          |          |
| Cooperative Program            | $225,000 | $261,252 | ($36,252) |
| Misc. Other                    | $125,000 | $132,370 | ($7,370)  |
| FFE/STIP Income                | $595,319 | $333,798 | $261,521 |
| **Total Other**                | $945,319 | $727,420 | $217,899 |

| **Pass Through**               |         |          |          |
| Development Income             | $219,517 | $241,314 | ($21,797) |
| Student Services Receipts      | $10,200,000 | $11,219,964 | ($1,019,964) |
| **Total Pass Through**         | $10,419,517 | $11,461,278 | ($1,041,761) |

**Total SOURCE OF FUNDS**

|                                |         |          |          |
|                                | $49,111,930 | $50,303,418 | ($1,191,488) |

## Financial Aid

|                                |         |          |          |
| Financial Aid                  |         |          |          |
| Return-To-Aid                  | ($11,770,172) | ($11,475,305) | ($294,867) |
| Kashmiri Settlement            | ($77,480)   | ($78,909)   | $1,429   |
| **Total Financial Aid**        | ($11,847,652) | ($11,554,214) | ($293,438) |

**Total Financial Aid**

|                                |         |          |          |
|                                | ($11,847,652) | ($11,554,214) | ($293,438) |

## Revised Source of Funds

|                                |         |          |          |
|                                | $37,264,278 | $38,749,204 | ($1,484,926) |
## USE OF FUNDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actuals</th>
<th>Variance</th>
</tr>
</thead>
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<tr>
<td><strong>UCEAP Expenses</strong></td>
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<td></td>
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<tr>
<td>UCEAP Salaries</td>
<td>$(7,828,095)</td>
<td>$(7,047,288)</td>
<td>780,807</td>
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<td>Supplies &amp; Expenses</td>
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<td>$(458,513)</td>
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<td>IT Equipment &amp; Maintenance</td>
<td>$(331,767)</td>
<td>$(327,990)</td>
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<td>Consulting/Legal Services</td>
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<td>107,776</td>
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<td>UCSB Assessments</td>
<td>$(723,971)</td>
<td>$(515,179)</td>
<td>208,792</td>
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<td>Facilities</td>
<td>$(727,927)</td>
<td>$(760,573)</td>
<td>(32,646)</td>
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<tr>
<td><strong>Total UCEAP Expenses</strong></td>
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<td>$(9,519,157)</td>
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<td><strong>Int'l Offices &amp; Reciprocity</strong></td>
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<tr>
<td>Int'l Office Academic/Instructional/Admin. Exp</td>
<td>$(12,535,662)</td>
<td>$(11,483,491)</td>
<td>1,052,171</td>
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<td>Reciprocity Support for Campuses</td>
<td>$(2,421,214)</td>
<td>$(2,495,410)</td>
<td>(74,196)</td>
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<td>Bad Debt Write Off</td>
<td>$(25,000)</td>
<td>$(20,679)</td>
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<td><strong>Total Int'l Offices &amp; Reciprocity</strong></td>
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<td>$(13,999,580)</td>
<td>982,296</td>
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<td><strong>Pass Through</strong></td>
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<td>Development Scholarships</td>
<td>$(219,517)</td>
<td>$(203,500)</td>
<td>16,017</td>
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<tr>
<td>Student Services Liabilities</td>
<td>$(10,200,000)</td>
<td>$(10,851,204)</td>
<td>(651,204)</td>
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<tr>
<td><strong>Total Pass Through</strong></td>
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<td>$(11,054,704)</td>
<td>(635,187)</td>
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<td><strong>Total USE OF FUNDS</strong></td>
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<td>$(34,573,441)</td>
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### OPERATING POSITION

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<th>Actuals</th>
<th>Variance</th>
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<tr>
<td>Surplus/Deficit</td>
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<td>$38,749,204</td>
<td>(1,484,926)</td>
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<tr>
<td>Revised Source of Funds</td>
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<tr>
<td>Use of Funds</td>
<td>$(36,025,459)</td>
<td>$(34,573,441)</td>
<td>(1,452,018)</td>
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<tr>
<td>Additional Uses (Scholarships &amp; Strategic Initiatives)</td>
<td>$(1,300,000)</td>
<td>$(1,558,921)</td>
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<tr>
<td><strong>Total Surplus/Deficit</strong></td>
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<td>$2,516,842</td>
<td>(2,778,023)</td>
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</table>

| Other                                         |         |          |           |
| Carry Forward                                 | $10,232,162 | $10,232,162 | -         |
| Transfer to Reserve                          | $(4,000,000) | $(4,000,000) | -         |
| **Total Other**                               | $6,232,162 | $6,232,162 | -         |
| **Total OPERATING POSITION**                 | $5,970,981 | $8,749,004 | (2,778,023) |

### Contingency Reserve

<table>
<thead>
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<th>Budget</th>
<th>Actuals</th>
<th>Variance</th>
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<tr>
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<td>$8,600,000</td>
<td>$8,600,000</td>
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### Enrollment

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<td>Participants</td>
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<td>5,275</td>
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### FTE:

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<td>Regular Academic Year</td>
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<td>PILP/ILP</td>
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| Reciprocal Students Inbound (FTE)            | 1,140  | 1,138   | 2        |

| UCEAP FTE (Staff and Faculty 1.5)            | 82     | 68      | (14)     |
| Ratio of Participants to UCEAP Staff FTE    | 63     | 73      | 14       |
Budget variance

- Enrollment increased by 3 FTE and 70 participants resulting in $367K more student fee income than budgeted.
- Budget adjustment to align FFE earnings with payout fiscal year.
- Student Services revenue and expenses are directly tied to enrollment and treated as pass through funds.
- Return to aid driven by student fee revenue and paid on a range of 30.09-33%; California Veteran Fee Waivers reduce revenue and corresponding RTA.
- Staffing turnover and time to fill generated budget savings across the systemwide office budget. Reduced staff led to optimizing efficiencies, revising project timelines and reduced expenses.
- Favorable exchange rates and proactive budget management led to $1M savings in International Office Academic/Instructional/Administrative Expenses.
- Reciprocal exchange imbalances decreased resulting in lower liability.
- Bill Allaway, Dan Wise and Linda Duttenhaver Scholarships represent development scholarship awards. Revenue generated from alumni engagement has been set aside for future scholarship awards.

Budget highlights for 2014-15

UCEAP allocated $600K towards strategic initiatives; including alumni engagement, scholarship oversight, ongoing 50th anniversary celebrations, faculty and staff site visits, academic integration grants, online chat customer service, campus revenue sharing and student ambassadors.

Other highlights from the UCEAP Budget and Finance Unit included:
- Produced 2015-16 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 $41.8M in financial aid awards, collected $23.5M in student payments, of which, $1.7M in non-resident tuition fees and $1.1M in campus fees were distributed back to campuses.
- Judge ruled in favor of UCEAP in a claim filed against the University. UCOP Risk Management Services advises UCEAP on the development and maintenance of the student agreement and statement of understanding; both legally binding documents signed by all students. As a result of collaborative efforts between UCEAP and UCOP, financial obligations are clearly defined within those contracts and UCEAP protected its assets from a frivolous lawsuit.
Overview

Human Resources (HR) activities and initiatives in the 2014-15 academic year included a significant number of recruitments, transitional support due to changes in personnel, and involvement in ongoing strategic plan development and implementation, with continued emphasis on enterprise resource management, space planning, and ongoing research and legal compliance projects for UC faculty and staff assignments abroad. Recruitments included the completion of two senior level UCEAP Systemwide Office searches: Director of Marketing and Communications and Director of Information Technology. Senior staff served in interim roles, in addition to their ongoing responsibilities, during these staffing transitions: Jessica Blazer, Interim Finance Director; Briana Sapp, Interim Director of Marketing and Communications; Bryna Bock, Interim IT Director; with vital management and support of ongoing projects and responsibilities through a team effort of staff members in each of the affected units. A more competitive job market was one factor in staffing changes and increased search activity, with the completion of 18 staff hires in 2014-15. Exit interviews cited either relocation or job change/career advancement as the most common reasons for leaving. UCEAP systemwide office staff FTE was 79, and faculty FTE 1.75, as of June 30, 2015.

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 served in a liaison role with Enterprise Technology Services (ETS), to keep the department apprised of developments with UCSB/UC enterprise system roll-outs and the ETS governance and support structures for same. UCEAP HR and ETS provided reciprocal support, through participation in recruitments of the technical positions of ETS IT Infrastructure Director, and UCEAP Director of IT, respectively.

Organizational Design

The restructuring program initiated in 2013-14 was successfully integrated, with Administrative Services now reporting into Human Resources. A new role was created through the introduction of an HR/Payroll Specialist position (50% time), held by Onella Gayraud, dedicated to support of Payroll/Personnel transactions through the UCSB Payroll Personnel System (PPS), Kronos timekeeping administration, and policy support for timekeeping and payroll issues. A cross-functional Human Resources Coordinator position, held by Alexandra Schoenwetter, supports UCEAP Systemwide Office recruitments and administration, while providing cross-functional support for Global HR recruitments, as well as assistance to the Human Resources Director for faculty recruitment activities. In 2015-16, additional support will be provided for legal registration record-keeping and administration through assistance to Global HR Principal Analyst, Debbie Pichla, by the Legal Support Specialist for contracts and agreements. The efficiency (turnaround time) and reliability of data for pre-hire references checks was improved by adopting the Skill Survey Pre-Hire 360 software used by UCOP.

Administrative Services-Lease Renewal/Space Planning/Renovation

The lease negotiation work of the space planning committee, which included Associate Vice Provost & Executive Director, HR Director, Facilities Operations & Administrative Services Manager, and representatives from UCSB Real Estate Services and Office of Budget and Planning, was concluded, and a
new lease was executed in late 2014. The new lease terms reflect an 18% savings in rental fees each month compared to the prior lease, due to a lower rental rate and a smaller space footprint. The new lease term is for five years with two options to extend for two years each. Tenant improvements provided by the lessor include: new carpet and custom paint throughout, separate UCEAP entrance, ADA accessible doors, and renovations for the reception area, large meeting space and other meeting rooms. Ninety percent (90%) of the tenant improvements were provided by the lessor, allowing UCEAP to install updated technology in all meeting rooms and incorporate some new furniture in meeting and work spaces. With the exception of heating and cooling system (HVAC) maintenance and repair, which is planned for fall 2015, all other tenant improvements and renovations were completed successfully with oversight and active project management by UCEAP’s Facilities Operations & Administrative Services Manager, Lance Heather.

Additionally, UCEAP was recognized by the UCSB Program for the Assessment and Certification of the Environment and Sustainability (PACES) for creating and maintaining a green office environment. Lance Heather led the Green Certification process and UCEAP received an award for the best plan in the past year.

Training and Development

The UCEAP systemwide office welcomed incoming faculty Study Center Directors and Visiting Professors with an orientation in April 2015. Sessions included an overview of Study Center Director and Visiting Professor responsibilities, with emphasis on academic procedures and operations responsibilities, as well as finance, human resources, technology and health, safety and emergency response briefings, followed by country-specific orientations.

The HR Director and Global HR Principal Analyst both attended the NACUBO Global Operations Forum in 2014 and engaged in additional professional development courses for their respective SPHR/GPHR/SHRM-SCP and GPHR/SHRM-SCP certifications. Eight staff members from the Finance unit took courses in the UCSB Financial Management Certificate Program and 56 staff members completed the Information Security Tutorial course. Additional UCSB training courses were also completed by UCEAP staff: Resource Management, Data Integrity and the Computing Environment, Pre-Employment Testing Guidelines for Hiring Managers, Hiring for Success, and Planning/Conducting Performance Evaluations. Two unit directors attended the UC Management Development Program hosted at UCSB. UCEAP supported manager attendance at the UC Management Skills Assessment Program and UCSB Gaucho University. Both group and individual retirement planning sessions were offered on-site, as well as a benefits open enrollment overview. The HR Director and Global HR Principal Analyst conducted performance management webinar sessions for Study Center staff.

Performance Management

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

GLOBAL HR ACTIVITIES AND ACCOMPLISHMENTS

Business Best Practices

UCEAP HR accomplished several key goals in 2014-2015 and continued to improve policies and procedures to align study center business practices with those of the systemwide office. The UCSB competency-based performance management program was rolled-out to global staff, including a training component through webinars hosted by UCEAP HR. Recruitment procedures were also improved by leveraging the Skill Survey Pre-Hire 360 software used by UCOP. This new automated tool expedites reference check turn-around times and has proven to be an efficient and useful aspect of the applicant evaluation process.
Increased participation of systemwide office staff in study center recruitments also provided an opportunity for additional valuable feedback from the systemwide perspective.

UCEAP HR planned for an upgrade to the HRIS system used to track international staff and affiliate information; however, there was a change of company ownership and product support was not offered beyond the contract expiration of April 1, 2015. As a result, a new vendor was selected and implementation of the new HRIS system began in June 2015. This is a project that will continue in the 2015-2016 fiscal year.

Global Tax

Tax compliance activities continued in 2014-2015. Where tax liability was previously identified, UCEAP HR continues to work with Grant Thornton and the impacted employees to submit required filings and ensure timely payment of taxes. With a new cohort of faculty starting assignments in early 2015-2016, tax liability reviews were conducted, taking into account each assignee’s unique situation. UCEAP HR continues to work closely with their contracted tax consultant to mitigate tax exposure wherever possible.

Employment

The UCEAP systemwide office HR unit worked closely with UCEAP regional leadership and study center faculty directors and administrators to provide guidance and support regarding compensation, staffing needs, employment relations issues, and compliance requirements. Overall, study center administrative staffing levels increased by 2.0 FTE to approximately 45 FTE. The UK study centers implemented a paid intern program, each offering one part-time paid internship to UCEAP returnees for up to one year. The program was successful and will serve as a model for other locations where possible. The Korea study center added a seasonal part-time assistant in the fall of 2014 to support an increase in the number of students participating in the program and Osaka University hired a part-time coordinator assigned to the UCEAP program.

Academic oversight increased by a net one position for a total of 39. The last of the special, commemorative Japan visiting professorships at International Christian University was completed in 2014-15, and a new summer visiting professorship was added at Osaka University.

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**Figure 12. UCEAP Overseas Academic Leadership Headcount Report Fiscal Year 2010-2011 through 2014-2015**

![Bar chart showing UCEAP Overseas Administrative Staff Headcount and FTE 2010-14](image)
UCEAP's strategic plan has exciting prospects for students, campuses, study centers and staff. Our priorities remain focused on growing partnerships while leveraging the collective work and expertise of staff alongside campus and international partners to grow 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 include:
- Enrollment Growth
- UC Stakeholder Collaboration
- Academic Excellence (added September 2015)
- 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 represented an 8% increase from the projected enrollment of 4,600 for 2013-14.

This goal was surpassed in 2014-15, with a total of 5,275 participants.

For 2015-16, UCEAP is committed to once again allocate at least $1.5 million to scholarships and $500,000 to the strategic initiatives outlined in this plan. We remain grateful for the partnerships we enjoy throughout this journey and invite the leadership, creativity, and expertise of our colleagues in advancing our joint mission to expand UC’s global reach.
Strategic Plan Overview

GOALS

Enrollment Growth

UC Stakeholder Collaboration

Academic Excellence

Technology & Enterprise Resource Management

INITIATIVES

Program Portfolio Management
Led by: Melody Knutson

Underrepresented Student Outreach
Led by: Stacey Lydon

Customer Relations & Student Outreach
Led by: Briana Sapp

Campus Staff
Led by: Barbara Tassell & Karen Mead

Faculty Engagement & Academic Integration
Led by: Hsiu-Zu Ho

Learning Outcomes Abroad
Led by: Mary McManus

Student Information Management System
Led by: Thomas Bunnell

Website
Led by: Myla Edmond

Business Model Optimization
Led by: Jessica Blazer
STRATEGIC INITIATIVES

ENROLLMENT GROWTH INITIATIVES

Program Portfolio Management

Accomplishments for 2014-15

• 8 new programs approved by UC Academic Senate Committee on International Education (UCIE)
• 8 new program options developed with existing partners
• 2 program suspensions and 2 program closures due to low enrollment
• Conducted a survey of the UCEAP campus advisers regarding student interest. Responses affirmed the findings of the student interest survey conducted in the previous year. Students seek programs taught in English with courses available in their major. There is strong interest from students in having internship options available. The survey also indicated interest in the following:
  • More variety of program offerings in Mexico
  • Options in East Asia for students with GPAs lower than 3.0
  • Summer options in Africa [a summer program in Ghana is being introduced for summer 2016]
  • More English-language program options in South America

Underrepresented Student Outreach

The Underrepresented Student Outreach Initiative spent 2014-15 expanding on previous work, collaborating with campus colleagues, and creating tools and resources for underrepresented students.

Latino Students, led by Adrian Ramos

In collaboration with Adrian and the Latino Students Outreach subgroup, UCEAP’s Marketing unit is preparing to launch a UCEAP Chicano/Latino Student Guide for 2015-16. The guide will be tailored to the needs and questions of Chicano/Latino students and their parents, and will be sent to campus offices and organizations, including Admissions, Educational Opportunity, clubs, Greek Life, major departments, and UCSB EAP. The content will focus on student and alumni voices, with a note to parents in English and Spanish. There will also be information on health and safety, which is an expressed priority for Latino parents, as well as profiles of alumni and details on the return on investment of time spent abroad.

Additionally, Marketing and the Latino Students Outreach subgroup created an interest card translated in Spanish for 2015-16. This printed card will be distributed to campus offices and organizations that work with Latino students, as well as at study abroad fairs.

Adrian Ramos, Lauren Nestler, and Stacey Lydon worked with the UCSB Admissions Office and Kate Kerish of UCSB EAP to present information about UCEAP to potential UCSB students through a College Week Live webinar in January 2015. The webinar provided a live, interactive environment for prospective students to learn about UCEAP and ask questions about study abroad.

Adrian Ramos and Emily Tom-Atzberger set up a meeting at UCSB with the campus EAP office, systemwide representatives, and campus student support services representatives (UCSB EOP, UCSB Admissions, UCSB EAO) to discuss outreach to Latino students. Outcomes include an invitation to engage with Latino high school students through the UCEAP EAO and Admissions offices, as well as a decision to continue College Week Live webinars through campus admissions offices. In addition, the meeting included early planning for an application, passport, and visa workshop held by UCSB EAP in collaboration with campus student support offices to ease confusion and anxiety for Latino students, many of whom have not traveled abroad before.
STEM Majors, led by Katie van Meeuwen

Katie and the STEM Outreach subgroup worked on engineering flyers that were distributed at study abroad fairs in fall 2014 and positively received. With help from the group and the Academic Specialists, the Engineering discipline webpage has been updated. It now includes detailed information on research and internships, scholarships, faculty quotes, and information on year-long study abroad. The page also features a new organization of programs: Immersion Universities in English, Immersion Universities in Host Language, and Special Focus Engineering programs. In addition, Katie has completed an update to the Engineering data to include information on 2013-14 student participation.

First Generation College Students, led by Stacey Lydon

Stacey chaired a panel at the 2015 Diversity Abroad Conference on first generation college students titled “First Generation 2.0: Lessons Learned, New Research, & Missing Populations.”

Stacey collaborated with Mona Syed from the University of Texas, Austin on a list of “10 things for advisers to know about 1st gen,” to be vetted through the Diversity Abroad Network, published on their site, and shared with campus colleagues. This was part of the Diversity Abroad national Task Force on First-Generation College Students, to inform best practices and contribute to creative solutions to barriers faced by first-generation students.

Honors Students, led by Lauren Nestler

Lauren curated a list of “Top/Suggested Programs” for honors students, which was posted on the extranet for advisers. It was well received at several campuses that have centralized honors programs. Lauren also planned new outreach efforts in collaboration with campus honors advisers. These efforts will include approaching Golden Key and other Honors clubs or societies on campuses to share materials and resources with students. Web site updates are ongoing, with content edited by Lauren and Adrienne Wheeler.

Newly Admitted Freshman, led by Melody Knutson

UC Berkeley Global Edge program for spring admit freshman in London will launch in summer/fall 2015.

Newly Admitted Transfer Students, led by Briana Sapp

UCSB staff and subgroup members recruited Santa Barbara City College students through tabling and events on campus.

UC Grants for Support of Underrepresented Student Cohorts in Study Abroad

In support of systemwide and campus initiatives to promote internationalization of UC campuses, UCEAP invited grant proposals from student support offices and UC academic departments to address barriers to study abroad and support underrepresented student cohorts. In June 2015, UCEAP announced the call for proposals. Ten grants of up to $5,000 each will be awarded in October 2015 to organizations, offices, and departments working to expand access to UCEAP programs for underrepresented students.

Goals for 2015-16

The subgroups continue to work on outreach and support projects to increase enrollment of underrepresented students on UCEAP programs. Upcoming projects for 2015-16 include:

• Spanish translation of major webpages and print materials;
• Collaboration with Diversity Abroad to implement best practices for outreach;
• Develop resource guides for advisers to address barriers faced by each cohort to study abroad; and
• UCSD will start a pilot project to create videos with Latino alumni and parents to build a video library; interviews will address barriers to participation and creative ways to overcome them, as well as discuss students' experience as Latino students abroad.

**Customer Relations & Student Outreach**

Under the enrollment growth goal, this initiative is tasked to identify and implement activities to (1) increase student outreach, (2) improve customer service, and (3) promote a culture of philanthropy.

**Financial Planning Guide for Students**

Thanks to the efforts of the Marketing and Finance teams, in March 2014 an 11-page integrated website portal was created to explain financial planning, budget and funding resources, and overall information necessary for students to prepare for UCEAP participation.

Based on research findings from student and adviser surveys as well as focus groups, and Finance staff input, the following pages were selected to make information easier to find and to answer the most pressing questions. The portal can be accessed by clicking on “Paying for UCEAP” in the website primary navigation or directly by [http://eap.ucop.edu/cost](http://eap.ucop.edu/cost).

• What Does Study Abroad Cost?
• What Our Prices Cover
• Find Fees for Your Program
• Program Budget Help
• Funding Your Study Abroad
• Make a Payment
• Managing Finances at Every Stage
• Strategies for Saving Money
• Top 10 Most Affordable Programs
• Contact Our Accountants
• FAQs

**Streamlining the Student Lifecycle**

At each stage of the UCEAP student lifecycle, the student interacts with a wide range of people and processes. In streamlining the student lifecycle, UCEAP will be in a position to examine and clarify its processes across all departments. What is learned in the effort will directly influence not only the website redesign, but also the Student Information Management System (SIMS), otherwise known as MyEAP.

As a first step, sub-initiative lead Virginia O'Connor a holding tank program and a special focus program in Australia. She interviewed stakeholders along the path, including UCSB campus advisers, the operations specialist for Australia, Academic specialists in the systemwide office and in Australia, program adviser, finance accountant, IT specialist for MyEAP and the research unit.

Preliminary recommendations based on feedback from the interviews includes: (1) clarifying and refining UCEAP’s internal processes and business goals, (2) gathering cross-organizational requirements, (3) identifying a content management system (CMS) and customer relationship management (CRM) tool to meet those organizational requirements, (4) resolving data structure issues with MyEAP, and (4) identifying each of the UCEAP communication points and timing.
**Live Chat**

Live Chat has been available on select UCEAP webpages since 2012, and provides additional customer service and contact with advisers directly via website. It is available during work days from 1-4pm and anytime via chat@eap.ucop.edu.

Continuing maintenance for Live Chat includes annual updates to adapt to program and country changes, training for new regional and finance staff, and updating intake survey questions as needed. Activity data for 2014-15 was reduced following a redesigned website homepage which inadvertently minimized the placement of the Live Chat button; however, it remained active on program pages and within MyEAP. Approximately 50% of chats were directed to the main email account chat@eap.ucop.edu which is managed by the receptionist. A majority of the questions pertain to operations topics in Region I and Region III, which include the majority of student participation.

Additional features and increased availability should be considered during the next website redesign, and may include: (1) expanding chat pop-ups beyond program and finance pages, (2) text mining transcripts for key words or common issues by Research unit, (3) desktop sharing between student and adviser, (4) promoting text chat to a VOIP (internet) call, and (5) bi-lingual support in Spanish.

**Student Ambassadors**

Following extensive input and discussions with campuses, UCEAP decided to adopt a customized approach for each campus based on needs and preferences. This approach also supports UCEAP's goal to collaborate more closely with the campuses and to support campus initiatives. All ambassadors managed by the Systemwide Office, by Briana Sapp, received a $3,000 scholarship for the academic year. Campuses that received direct funds chose to compensate students differently. Below is a brief overview of the configuration by campus.

**Managed by UCEAP systemwide office:**

- **UCB:** 2 ambassadors focused on video projects
  - Video contest (10 finalists on YouTube, November 2014)
  - Three-part series (spring 2015): 2-3 min videos
    - What do you wish you knew before you studied abroad?
    - Focus on finances & financial aid
    - Focus on academics and credit
- **UCD, UCLA, UCSD:** 3 ambassadors; min 9 outreach events; $3,000 scholarship

**Managed and supervised by campuses:**

- **UCI:** support for new Generation Study Abroad ambassador program; supervised by campus; 13 students selected receive up to $500
  - Funds sent to UCI: $10,000
- **UCM:** 2 peer advisers
  - Funds sent to UCM: $11,416
- **UCR:** support for GOAL program; 10 students receive $1,000
  - Funds sent to UCR: $10,000
- **UCSB:** 3 peer advisers
  - Funds sent to UCSB: $10,000
- **UCSC:** 2 peer advisers
  - Funds sent to UCSC: $9,120
These arrangements were agreed as pilot projects for the 2014-15 year and in the future may be changed or renewed based on evaluation by UCEAP and campuses. Any funds not used by campuses are to be returned at the end of 2014-15 fiscal year. Campuses were asked to report twice during the year, and send a final report by June 2015 including how funds were used and proposals for 2015-16.

*Study Abroad Crowd Funding*

Indiegogo was chosen as a vendor in summer 2014 with a soft launch at UCB, UCSB and UCSD in fall 2014. A dedicated page for UCEAP campaigns was created: [https://www.indiegogo.com/partners/uceap](https://www.indiegogo.com/partners/uceap). The sub-initiative workgroup consisting of UCEAP Director of Development and Alumni, as well as 3 campus advisers and two other systemwide staff developed a [handbook](https://www.indiegogo.com/partners/uceap) for students with examples and tips for successful campaigns. Flyers were distributed at study abroad fairs and information was integrated into the Financial Portal under [Funding Your Study Abroad](https://www.indiegogo.com/partners/uceap). As of June 2015, eight campaigns raised a total of $3,996. Unfortunately, only one of those campaigns reached its goal. The workgroup reconvened in May 2015 to determine ways to improve awareness of the crowdfunding opportunity as well as creating videos to help students use best practices when creating and promoting their campaigns through their social networks.

**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 3 of the strategic plan (2015-16).

During 2014-15, maintenance continued for the existing system, MyEAP. Visus LLC, a local consultant company, completed enhancement of password security and new password reset projects according to industry standards. Code cleanup and browser compatibility projects assigned to Visus were deferred due to demands on UCEAP staff time to initiate the projects, and are expected to resume in September 2015.

*Website*

The rollout of a new recruitment portal (homepage) and dynamic program search engine with campus specific information on application process and contact info occurred in mid-November 2014.
WELCOME TO YOUR GATEWAY TO UC'S GLOBAL CAMPUS

LET'S GET STARTED.

SEARCH
BUILD YOUR STUDY ABROAD

FINANCES
Investing in Your Future

ADMISSIONS
How to Apply

CONTACT
Connect with an Advisor

UCEAP BLOG

About Us

UCEAP COMMUNITY
UC Campus Study Abroad Offices
Student Ambassadors
Graduate & Professional Students
Transfer Students
UC Faculty Abroad
Diversity in UCEAP
Natural Reserve System (NRS)

EMERGENCY INFO
Worldwide Alerts
24-Hour Emergency Contacts

UCEAP STUDENTS
A-Z Countries
Study Abroad Builder
UCEAP Guide to Study Abroad
MyUCEAP Course Catalog
Pre-Departure Checklists
Program Calendars & Budgets

INTERNATIONAL STUDENTS
Study at the University of California
Discover UC Campuses
How to Apply
Pre-Arrival Instructions

MORE INFO
Give to UCEAP
Parents
Alumni
Faculty & Staff
Career Opportunities

GET CONNECTED
UCEAP Study Abroad Blog
Student Experiences
Newsroom

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Additional phases of website development were subsequently paused following the departure in February 2015 of the IT director who was the initiative lead. The focus for the rest of 2014-15 was redirected to minor adjustments and updates, while UCEAP engaged a consultant to assist the Marketing and IT units to restructure and upgrade the website, along with a new content management system (CMS). The project is scheduled to begin in mid-fall 2015.
Business Model Optimization

*Alight Database*

The development of the Alight budget, forecasting and reporting system was completed in 2015, using an agile, driver-based tool designed to manage multiple currencies, sync enrollment data from MyEAP, model various scenarios, and support a rolling budget. The upgrade has revolutionized UCEAP’s budget process. From break-even analysis on a program to analyzing UCEAP’s 5-year business model, data is available more quickly, with a focus on results to allow senior leadership to make informed decisions.

*Banking Relationships and Investment Strategy*

The Interim Director of Finance and AVP &ED explored options with UCOP banking and treasury to fix the rate of foreign exchange with the budget through hedging, forward options, and real time transfers. Exploration will continue into 2015-16 as more banks are screened and further research done on the process for UC to pursue Dodd Frank compliance.

Contingency reserve now invested in an FFE and TRIP to further diversify the investment strategy with potential to yield higher returns than STIP.

*Developed financial guidelines for MOU’s and Agreements*

The BMO work group established criteria to standardize the approach for a new or extension of existing MOU/Agreement from a financial perspective through fee discovery, evaluation of costs, budget and break-even analysis, and use of reciprocal exchange.
In 2014-15, UCEAP distributed scholarships to 670 students for a total of $1,195,599 in support. These awards were allocated through the UCEAP Promise Awards, the campus fund share of Promise Awards, Duttenhaver, Dan Wise, and Paul Duttenhaver Extension Scholarships, and the UCEAP Student Ambassadors program.

**UCEAP PROMISE AWARDS**

UCEAP received 2,235 applications for the UCEAP Promise Awards across three terms of summer, fall, and spring. After careful review by teams of faculty and staff, 406 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.

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 (Science, Technology, Engineering, Math) STEM majors.

UCEAP alumni, systemwide and campus staff, and faculty 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 Promise Award program is to support students currently underrepresented on our programs. The scholarship application allows for extra points to be given to students who self-identify as having financial need, or having the status of transfer, veteran, first-generation college student (neither parent has graduated from a 4-year college or university) or STEM major. UCEAP is proud to have awarded scholarships to these underrepresented student groups as follows:

<table>
<thead>
<tr>
<th>Underrepresented Groups Selected for Scholarship Outreach 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort</strong></td>
</tr>
<tr>
<td>Financial aid</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Veteran</td>
</tr>
<tr>
<td>First Generation</td>
</tr>
<tr>
<td>STEM</td>
</tr>
</tbody>
</table>

Table 7. 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 benefit students who might not benefit from other sources of UC financial aid. These awards are very helpful for middle class students with considerable student loan burdens who may not be eligible for Pell or other need-based awards.

Mexico Scholarships

As part of the UCEAP Promise Award review and selection process, 25 students studying in Mexico for a semester or year received an award of $2,000. These funds were set aside for students in Mexico in order to increase enrollment in those programs, and as a way to support the UC-Mexico Initiative.

Campus Fund Share of Promise Awards

UCEAP allotted $213,816 to the campus study abroad offices for scholarship distribution according to their own needs. This allowed for 208 students to receive scholarships ranging from $500 to $2,000.

Rome Correspondents Scholarship

UCEAP offered a scholarship in fall 2014 and spring 2015 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.

Israel Scholarships

Five students studying in Israel received scholarships of $1,000 each, funded by a donation from the Academic Affairs Department of the Consulate General of Israel in Los Angeles. These scholarships were designed to support study abroad in Israel by students who had not previously lived or traveled in the country, did not have extended family in the country, and who preferably came from a family that immigrated to the United States or spoke a language other than English or Hebrew at home.

Duttenhaver, Paul Duttenhaver Extension, & Dan Wise Scholarships

Thanks to the generosity of Linda Duttenhaver (UCEAP alumna, Bordeaux, 1975-76), UCEAP was able to award $195,000 in Duttenhaver, Paul Duttenhaver Extension, 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. Eight students received $5,000 awards to study abroad for a year in France as Dan Wise Scholars. Four students received $2,500 awards to extend their stay in their host country from a quarter or semester to a full academic year.

Student Ambassador Program

Eleven students from UC Berkeley, UC Davis, UCLA and UC San Diego received $33,000 in scholarships through the UCEAP Student Ambassador Program.
Challenges and Opportunities

A goal for the 2014-15 year was to use scholarships as a tool to engage alumni. The Alumni Volunteer Scholarship Reader Program started with the spring 2015 scholarship application review round in October 2014. Over 100 alumni signed up to read scholarships, and completed over 1,800 scholarship reviews. The feedback from alumni was overwhelmingly positive. The alumni appreciated hearing about different programs and remembering their time abroad. They also enjoyed learning about our current students and the challenges they face while preparing to go abroad.

Goals for 2015-16

The UCEAP Promise Award program will expand to $1.5 million in 2015-16, which will require more management of funds, applications, staff and alumni reviewers, and assignment of scholarships. Part of that expansion includes sharing $500,000 with campuses for scholarship distribution according to their campus-specific needs, which will again require more staff time and resources for management. The Scholarship Officer would like to keep the process as smooth and efficient as possible, and would like to increase the number of staff members participating in reviews in order to decrease or hold steady the number of reviews to be submitted by each reviewer.

ALUMNI ENGAGEMENT & DEVELOPMENT

The Alumni Engagement and Development unit continued to build on the growing foundation of UC, UCOP and UCEAP relationships to promote strategic collaboration vital to the success of its comprehensive alumni engagement and development programs. In addition to key stakeholder collaboration, a number of new programs and engagement opportunities were successfully launched during the fiscal year along with continued progress and stability in programs introduced in the prior year.

The mission of the Alumni Engagement & Development (AED) team is to support UCEAP’s strategic goals 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 fundraising initiatives.

Achievements for 2014-15 include:

- Continued implementation of Raiser’s Edge alumni donor database. Loading of first alumni records (15,000 from UCSB), implementation of event module for tracking of event registration (Hong Kong academic forum and gala), implemented data integrity services from Blackbaud (NCOA, deceased processing), and working with IT on MyEAP alumni report specs for student import file.

- Developed and implemented new alumni website using Blackbaud Net Community. Complete new site includes 3 templates (home page, landing pages, and detail pages). Created multiple pages and content for site, including how to give, donation forms, events, and ways to connect and get involved. Created pages for event registration, distinguished alumni award and memorial fund recognition and nomination, scholarship reader applications, alumni news blog, profiles and questionnaire.

- Implemented alumni email communication tool using Blackbaud Net Community. Sent email correspondence for Year End Appeal, call to action for scholarship readers, event invites and more.

- Continued progress on alumni engagement including Distinguished Alumni Awards and the Scholarship Reader Program. Presented distinguished alumni award to Dr. Kathryn D. Sullivan at a special event in Washington, D.C. and to Emerging Leader, Jessica Price Petrelli, at UCEAP annual conference.
• Hosted California event in celebration of Spain 50th Anniversary attended by over 150 students and alumni. Planned 5 day reunion event in Madrid for over 30 alumni, including academic forum and gala dinner event for 150 alumni and friends. Launched scholarship appeal in memory of Madrid UCEAP staff Carmen Usobiaga. Planned and hosted 50th anniversary event in Hong Kong with 75 participants. Planned and hosted regional event at UCDC with 40 participants.

• Continued to build on relationships with memorial stewardesses (family and relatives) in support of our stewardship goals and activities. New memorial fund established for Bill and Olivia Allaway. Memorial Scholarship Fund awarded three scholarships in recognition of John Marcum, Bill Allaway and Peter Wollitzer.

• Continued to build a pipeline of support from alumni and friends. Cultivation and stewardship of donors is ongoing with personalized communication and outreach. Increased overall giving by 8%, general scholarship fund donations by 65% and total donor count by 59%.

• Continued support of independent cohort alumni reunion events. Helped Gottingen, Padova, Bordeaux and Complutense Madrid alumni with event support, alumni communication and scholarship appeals.

• Attended Bbcon Blackbaud User conference, AFP lunches and webinars for professional development. Completed 8 online courses for Blackbaud Raiser’s Edge and NetCommunity products. Spring 2015 MSAP (Management Skills Assessment Program) participant. Launched UCSB MSAP alumni group.

Goals for 2015-16 include:

• Document all gift administration and gift processing procedures. Roll-out Raiser’s Edge alumni database training to other UCEAP staff. Train new Scholarship and Alumni Engagement Coordinator.

• Continue to import UCEAP historical alumni data into Raiser’s Edge. Work with campus partners and UC Data Managers on data transfer. Attend UC Data Managers meetings and phone conferences.

• Attend various International Education and Fundraising conferences (Bbcon, AFP, CIEE), webinars, research and database training. Identify potential collaborators for future presentations.

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

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

• Create a development advisory committee/council in support of the development goals of UCEAP.

• Identify funding options in addition to UCEAP alumni giving, including corporate and foundation gifts, and sponsorships.

• 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.

• Roll-out alumni Directory functionality on website. Create a campaign or event to attract alumni to website to register.
• Develop and execute a planned giving bequest appeal with supporting collateral and website materials.

• Continue to support independent alumni reunion plans in Lund, Padova and Bordeaux to build relationships and potential future donors.

**HEALTH, SAFETY AND EMERGENCY RESPONSE**

UCEAP is committed to health, safety, and emergency readiness and has a comprehensive approach to effective health and safety risk management. The UCEAP Health, Safety, and Emergency Response (HS&ER) unit is vigilant about assessing and improving UCEAP’s health and safety protocols, responding to student and regional incidents, maintaining adequate insurance coverage, and ensuring compliance with Federal and State laws, and UC and UCEAP policies.

The unit regularly participates in program development, provides training and consultation 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.

**Key Operating Standards**


**Areas of Responsibility**

**Health:** Review of new UCEAP program locations. Pre-departure consultations with UC Counseling and Psychological Services (CAPS), and Students Health Services (SHS), particularly during health clearance process regarding at-risk and conditionally cleared students. Health plan reviews, health clearance policy updates using information and resources for students to facilitate a healthy experience abroad. Review of all health-related information in UCEAP contracts, agreements, and pre-departure student guides.

**Safety:** Risk assessments. Operating Standards. Review of UCEAP new program locations. Travel alerts. Information and resources for students to facilitate a safe experience abroad. Review of all safety-related information in UCEAP contracts, agreements, and pre-departure student guides.

**24/7 World Monitoring:** Monitoring of world events that could impact UCEAP operations. Emergency Response: Responding to student incidents abroad that are serious (Level 3) or severe (Level 4). Students with Disabilities: Information and resources for students and campuses. The HS&ER unit consults with UCEAP program specialists and campus disabilities advisers to facilitate successful program participation.

**Student Code of Conduct:** Close work with UCEAP Regional Director on individual/group violations of code of conduct and enforcement of UCEAP disciplinary process.

**Title IX:** Review of all agreements to comply with VAWA and Title IX requirements, responding to student complaints.
UCEAP Partners in Risk Management

In the face of life-threatening illnesses or injuries involving students, sometimes in remote or culturally challenging locations, the University of California is expected to facilitate immediate assistance. Having insurance partners that support the response has been critical.

Samples of incidents reported include:

- Illnesses contracted overseas (malaria, infectious diseases, etc.)
- Title IX complaints
- Surgeries (appendicitis, torn ligaments, etc.)
- On-going treatment for pre-existing conditions, including mental health conditions
- Personal and family problems and emergencies
- Mental health maintenance or decompensation
- First experience of an array of mental health issues
- Accidental injuries
- Minor injuries - requiring first aid
- Major injuries - resulting in hospitalization and/or medical evacuations
- Non-violent crimes against student property (theft, etc.)
- Threats to student safety (stalking, harassment, etc.)
- Violence against students (mugging, physical assaults, etc.)
- Environmental health (food/water borne diseases, air quality, etc.)
- Hazards (storms and floods)
- Sexual violence, including sexual harassment
- Student misconduct (alcohol/drug abuse; anger management; uncivil behavior)

See Appendix B for additional information about 2014-15 incidents reported including trend data.

2014-15 Travel Assistance Provider Change

The 2014-15 travel insurance policy included assistance charges based on high per-case fee once a defined threshold was reached. Europ Assistance changed their business model mid-way through the contract year. This change generated unreasonably high charges to UCOP and the need to switch providers. While the travel insurance policy and coverage terms remain unchanged, a new travel assistance provider, United Healthcare Global (UHCG), was engaged beginning June 1, 2015.

2014-15 Student Incidents and World Events

For the 2014-15 year, there were 712 student health and safety incidents reported ranging from minor to severe.

World events included the Israel Gaza Conflict, Ebola in West Africa, a military coup in Thailand, strikes and demonstrations in Turkey, and Charlie Hebdo, Paris, and Copenhagen terrorist attacks. ISIS threats in Europe continue. In the summer and fall of 2014, there was a significant uptick in politically motivated violence and terrorism, including the abduction and murder of three Israeli teens, the kidnapping and killing of a Palestinian youth, a terrorist attack on a synagogue, stabbings, vehicular attacks against pedestrians, and widespread clashes in Jerusalem. Global threats are closely monitored by the Health, Safety, and Emergency Response unit and by UCEAP local host country officials, iJET Intelligent Risk Systems, UHGC, and ACE-USA.
2014-15 Achievements

• Managed student health clearance of medium- to high-risk students requiring pre-departure consultation and close follow up while abroad to ensure compliance.

• Reached out to CIEE to coordinate and provide support to CIEE after the tragedy that impacted their Irish students after the fatal balcony collapse at UC Berkeley in June 2015.

• Changed travel assistance providers resulting in significant cost savings to UCOP.

• Co-developed an Online Travel Health Course (OTC) with UCOP. The new module is an enhanced version that includes specific safety information.

• Collaborated with UCOP Mental Health Program to produce mental health resources for students and staff, including a mental health video. This initiative was funded by the University of California Student Mental Health Initiative (SMHI) state grant.

• Successfully recruited and on-boarded a new fulltime HS&ER Analyst.

• Provided enhanced support and outreach to study centers and UCEAP students regarding Title IX, sexual assault, and sexual harassment medical and counseling resources abroad and in California.

• Facilitated direct working relationships between United HealthCare Global (UHCG) and specific medical centers and hospitals abroad to streamline student medical claims and processing procedures.

2015-16 Challenges

Enrollment Growth and Programmatic Changes

Challenges for the Health, Safety, and Emergency Responses unit continue to grow alongside UCEAP enrollment numbers as the HS&ER unit becomes increasingly aware of, and involved in, the pre-departure planning for students who disclose serious and complex medical conditions.

Student Incident Data

Business practices related to case management, data transmission, and data security have changed. Following the travel assistance provider change to UHCG, the unit’s ability to track student incidents through the assistance providers’ case reports disappeared due to the new assistance provider’s secure delivery systems with strict adherence to HIPAA. This has made it difficult for the unit to access student incident data when students call the assistance providers directly for help. The HS&ER unit will continue to work closely with UCEAP risk management partners and UHCG to refine policies and adjust business procedures to fit UCEAP’s business requirements concerning incident data.

As a result of this change, the unit plans to streamline incident tracking for incidents categorized at levels 3 and 4. A new process will need to be developed for the unit to continue to manage, report, and monitor trends related to health and safety at levels to which the campuses and study centers have become accustomed.
2015-16 Opportunities and Goals

Stakeholder Collaboration

The unit continues to enhance existing relationships with campus experts in Students Health Services (SHS), Counseling and Psychological Services (CAPS), and Disabled Student Offices (DSO) offices, UCEAP’s partners in risk management (iJET, ACE-USA, UHCG), campus study abroad offices, and UCEAP study centers to provide education and outreach on health and safety matters to reduce and smoothly manage student incidents abroad. The UCEAP 50th anniversary celebration in the UK will provide additional opportunities for systemwide and UCOP staff to train UCEAP staff abroad on important health and safety protocols, which may lead to other opportunities to provide training to UCEAP staff in other locations.

Best Practices for Students with Disabilities

UCEAP will continue to lead efforts to improve accessibility in partnering with campus Disability Services Offices (DSOs) on the campuses to design and implement UCEAP best practices. UCEAP is a member of the National Clearinghouse on Disability and Exchange (NCDE) Roundtable Advisory Consortium. NCDE counts on members for guidance and support to increase the number of people with disabilities involved in international exchange. Involvement in this area will continue to emphasize intricate pre-planning for accessible, safe, and successful participation in UCEAP.

Risk Management Integration

The unit will work toward consistent design of guidelines and site audits (virtual and in-person) to assess risks of required field trips, internships and experiential learning activities that are offered through UCEAP programs in different parts of the world.

Streamline Incident Tracking and Management

There are a variety of methods by which student incident data are obtained by UCEAP (students, peers, parents, campus advisers, in-country staff, or the assistance provider).

These data enable HS&ER to identify possible trends, monitor compliance with UCEAP policies and provide insights into new ways of reducing risks. Collecting accurate details, analyzing incidents and trends, and incorporating health and safety information are central to responsible UCEAP program development and management, policy articulation, adequate accident/illness insurance coverage, and good decision-making. Level 1 and 2 incidents (mild and moderate) will no longer be tracked and reported in the same way as level 3 and 4 incidents (serious and severe) due to changes in incident data accessibility and privacy controls used by the current insurance partners. Level 3 and 4 cases are considered serious to severe, and are significantly more resource-intensive for study centers and systemwide staff to manage, making it critical that these be tracked by the HS&ER unit.

Following the hire of a full-time analyst, it is anticipated the unit will be better positioned to redesign the process of collecting and analyzing student incident data.

Health and Safety Education and Outreach

In an effort to prevent and reduce the number of student incidents abroad, the unit will continue to provide updated health and safety resources and tools to support campuses and study centers to educate students and manage incidents.
With the addition of one staff person, the unit hopes to participate in various staff trainings on HS&ER topics by shifting and or redistributing unit tasks, active caseloads, and other responsibilities.

The unit will continue to enhance health and safety information delivered via the UCEAP website to create an easier way to share resources from the systemwide and campus offices.

The unit will be involved in a systemwide project to revise the current student health clearance protocols to ensure better compliance with stipulated health clearance deadlines, minimize potential complications for students while abroad, and reduce liability for the University.

**Compliance with Various State and Federal Laws**

Working with UCOP Legal Services, the HS&ER unit will continue to prioritize compliance-related tasks including the completion of an inventory of UCEAP geography in accordance with the Clery Act, and other changing laws at both the State and Federal levels.

**REGIONAL PROGRAMS**

**REGION I**

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

**Enrollment**

Region I saw an overall growth in enrollment in 2014-15 of 9.5%, from a headcount of 1,474 in 2013-14 to 1,631 in 2014-15. Denmark, Sweden and the Netherlands saw significant growth of 18%, 23% and 21% respectively, demonstrating the attractiveness of immersion study options in English. The spring quarter and semester multi-site European Transformation programs in Madrid/Rome also saw a growth of 28% year over year.
Overall, programs in Germany and Italy showed growth of 11% and 12% respectively, with the programs in Florence doing particularly well and participation in the Free University Berlin Summer School growing by 20%. Enrollment in the programs in St. Petersburg, Russia dropped 16%. Paris summer language and culture program enrollment grew 28% but overall France numbers declined 14%. Enrollment in the new English immersion track in Bordeaux helped mitigate what would have otherwise been a 38% drop in French immersion in Bordeaux. With 27 students enrolling in the English track, overall numbers in Bordeaux remained steady year over year. The Lyon immersion program saw a 21% drop in enrollment.

Program Development

New program options developed in the 2014-15 year include the Landscapes of Empire, Religion, and Culture summer program in Rome and Istanbul and a summer school at Technical University in Berlin which should help address the demand not yet met for the Munich summer engineering program. UCEAP has also agreed to facilitate an exchange with the University of Oslo for UCSD. All three programs will begin in summer 2016.

Recruitment

Recruitment for the new English track options in Lyon appears to have been successful in reversing the 2014-15 decline in enrollment with 59 students projected for fall/year 2015 compared to 48 in fall 2014. The new spring Global Studies program in Geneva has attracted a healthy 31 applicants for spring 2016. After attrition, we anticipate final numbers to be between 20-25 students. The new Maastricht Summer School in the Netherlands attracted 28 participants. Demand for non-language summer programs in Europe appears to be quite strong.

The delegation of campus advisers and one Region I staff member who visited UCEAP partners in the Netherlands in April 2015 produced an excellent PowerPoint presentation for use in recruitment and advising. Regional staff members implemented pre-departure housing and visa webinars for select programs and countries to help with retention and student preparation.

Administration

Exchange agreements were renewed with Dutch partners University College Utrecht, University College Maastricht, and the Maastricht University School of Business and Economics. The UC Study Center Directors in France and Germany concluded their two year terms on June 30, 2015. The Italy directorship has been reinstated and the new Director begins his term July 1, 2015.

2015-16 Goals

The region plans to explore expanding the exchange with Wageningen University in the Netherlands to all UC campuses. The program was initiated for the UC Davis College of Agriculture but with programs at the university colleges in Utrecht and Maastricht nearing capacity we are in need of an additional option and the strong curriculum in the sciences at Wageningen will complement existing offerings. Consideration will be given to revamping the Rome spring semester program which has seen a significant enrollment decline in the last 5 years. A different academic focus and inclusion of a winter quarter option will be explored. A new option under consideration is a summer program in peace and conflict studies in Sarajevo.

UCEAP programs in France and Russia were reviewed by the academic senate in 2014-15 and Region I looks forward to implementing the review recommendations in the coming year. In particular, concerted outreach efforts will be made to relevant departments and country-specific flyers will be developed to distribute in classes. Campus meetings with faculty not only from the humanities departments but from other disciplines will be undertaken to inform faculty and advising staff about the current program offerings and opportunities for their students.
Regional staff members are expanding their use of social media to connect students going on the same program pre-departure to promote interaction and information sharing and hopefully improve retention of participants. They also plan to expand the number of pre-departure orientation webinars offered.

**REGION II**

Region II programs encompass the continents of Asia and Africa, and include programs in Botswana, China, Ghana, Hong Kong, India, Indonesia, Japan, Korea, Senegal, Singapore, South Africa, Taiwan, Tanzania, Thailand and Vietnam.

**Enrollment**

Region II sought to bounce back from lower enrollment in 2013-14, and succeeded, reaching the highest regional enrollment in the last four years. Increases of note include Hong Kong, Japan, Korea, Singapore, South Africa, Taiwan and Thailand, while enrollment challenges in China and Ghana.

**Program Development**

Region II continued strongly with program development and consolidation in line with UCEAP strategic interests to provide STEM study abroad options, make available terms abroad of shorter duration, increase opportunities of interest (special focus or internships) to UC students, and work with campus strategic interests. Actions included:

- The suspension of two programs which failed to sustain adequate student interest to meet program/country costs for summer/fall 2015 (Indonesia and Vietnam);
- New programs approved and currently in final stages of development -- a fall semester internship option in Mumbai, Delhi; a fall semester engineering study exchange option with University of Michigan-Shanghai Jiao Tong University in Shanghai, China; a summer term with the University of Ghana; and spring semester term with existing partner, Hitotsubashi University in Tokyo, Japan;
- Six new options for summer 2015 were promoted and achieved sufficient enrollment to meet program costs (two in Hong Kong; one at Osaka University, Japan; one in Delhi, India; one in Shanghai, China; one in Bangkok, Thailand);
- The dissolution of the Japan immersion “holding tank,” which as a venue did not provide sufficient information for prospective students to educate and encourage them to make the best choices for semester or year-long study; as noted above, the Region also added a spring semester Japan immersion option that differs from the existing spring options;
- At the request of several UC campus administrative offices, campus exchange programs with UCEAP partner universities have or are in the process of being folded under the UCEAP exchange umbrella.

**Research and Recruitment**

Region II continues to build relationships with UC campus faculty and departmental advisers to encourage their recommendation of UCEAP programs to UC students. This is done through faculty advisory committees, consultations with specific faculty or departmental groups, and the provision of regional flyers to highlight lesser-known UCEAP opportunities.
Adjustments of pre-departure language requirements, GPA requirements, and calendars continue to be made in several locations to provide access for a greater number of UC students. New programs are being developed with a lower GPA requirement to provide broader access for UC study abroad.

Two site visits took place this year for Region II: one to Ghana to familiarize campus and departmental (from Environmental Studies at UCSB and Public Health at UC Irvine) advisers with independent research, internship and course opportunities at the University of Ghana. A second site visit included three campus advisers associated with the celebration of the Hong Kong 50th exchange anniversary. Consults and visits were made with all three Hong Kong partner universities and the new summer programs ideas were shared.

A faculty seminar visit for a UC faculty member to the Senegal program site was co-sponsored with CIEE.

**Academic Integration**

Supporting the initiative to increase STEM study abroad, Region II currently has over 30% of its regional enrollment majoring in STEM disciplines, continuing to increase each year over for the last ten years. Region II also has several countries within the top ten of those providing UCEAP programs for engineers overall. Hong Kong, Japan, Korea and China all serve as top destinations for engineering majors.

However, STEM majors may not be engaged in STEM coursework in all instances; often they may be meeting language, general education requirements, or pursuing personal interests.

The opportunity to engage in hands-on research or community engagement remains of strong interest among UC students. Region II has found success in providing opportunities for summer laboratory research or internship placements in Asia. In the first summer of enrollment, new 2015 research opportunities at Osaka University and the Chinese University of Hong Kong brought in 17 and 12 students respectively. A new program on community public health in Thailand, with the focus on border health and population migration, ran with 20 UC students. All were highly rated in the subsequent participant survey. A hands-on summer opportunity in Ghana is under development and will run in summer 2016.

**Administration**

UCEAP continues to work closely with partner Osaka University on several initiatives. In fall 2014, a UC/UCEAP office was opened at Osaka University, with a staff member hired to assist exchange activities with UC. A UC Visiting Professor for Osaka University was also recruited, along with two other UC faculty who are visiting Osaka as part of Osaka's new global initiative. UCEAP and various campus study abroad offices hosted visiting Osaka students who came to California to explore opportunities within the UC system and learn about international exchange. UCEAP deeply appreciates Osaka's continued support and engagement. Region II hired and is in the process of training a new Resident Director for UCEAP Beijing operations, following the unexpected departure of a recent hire. UCEAP will transition to a new Liaison Professor at Yonsei University at the end of summer 2015.

**2015-16 Goals**

- Continue enrollment growth by increasing participants by 100 students for 2015-16;

- Explore possible partner programs in Asia, for either multi-site options, programs with internships or discipline focused programs of UC student interest; and

- Continue efforts to build relationships with UC faculty with research and professional interests in Southeast Asia to rebuild programs and promote student interests in Indonesia or Vietnam.
Activities and Accomplishments of Region II Personnel

The Region II team continued work with the UC campuses to bring UCEAP staff to study abroad fairs and train new campus advisers, provided webinar pre-departure orientations for students for the majority of Region II programs, monitored individual or group emergency health or safety situations (threat of Ebola in West Africa, Hong Kong street demonstrations, MERS outbreak in Korea, etc.), served as UCEAP liaison with CIEE, continued work with the California State University systemwide study abroad in Ghana and Taiwan, and won the top honors for unit participation in reviewing applicants for UCEAP scholarships.

REGION III

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

Program Participation (Enrollments)

The percent of total FTE provided by Region III has steadily increased over the past several years. In 2007-08, Region III represented just 21% of total FTE but by the end of 2014-15 the region was contributing 9% more of total UCEAP FTE.

In terms of year over year growth in FTE and headcount, Region III has done particularly well over the past three years. In 2014-15, participant FTE increased 19.2% and headcount increased 23.6% over the previous year. This compares to increases in organization’s growth as a whole of 8.6% in FTE and 14% in Headcount in the same year.

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<tr>
<th>Region III Y/Y Growth, FTE &amp; Headcount, Last 3 Years</th>
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<td><img src="image" alt="Graph showing Region III growth over last 3 years" /></td>
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Table 8. Region III growth over last 3 years
To an extent, the Region rode the growth wave that brought record enrollments to the organization as a whole, but key strategic decisions laid the groundwork that facilitated those over and above increases. Most important of those were:

1. Offering semester/quarter-long university exchanges in highly attractive locations where previously only year-long participation had been allowed.

2. Offering UC STEM course sequences (mostly lower division requirements) in partnership with institutions abroad during summer. Key to the success of this strategy is for course development to occur simultaneously with academic integration (course articulation). Table 9 below plots the growth in this area.

3. Providing access to prestigious institutions (i.e., Cambridge, London School of Economics). Table 10 below demonstrates that y/y growth of these “Prestige Summer” programs did not decline between 2010-2014, when two consecutive mid-year UC tuition increases negatively impacted UCEAP enrollments overall. This suggests that even in a period of economic uncertainty, students (and their parents) are willing to subsidize their education if they perceive concrete value to the program.

![Chart 1. STEM Summer Participation (HC)](image)

Table 9. Growth in Region III summer STEM programs over last 3 years
Table 10. Growth in Region III “Summer Prestige” programs over last 3 years

Program Development, Academic Year programs

- **The Arts.** UCEAP has added access to the Edinburgh College of Art to its University of Edinburgh agreement as well as exchanges with four constituent colleges with new partner, the University of the Arts London. These two partners, as well as the recent expansion of opportunities at Massey University in Wellington’s art college in New Zealand have expanded student access to courses in studio art, design, performing arts, film/media studies and gaming design.

- **Health/Social Science Field Research.** UCEAP developed a global environmental and community health multi-site program with an Australian partner, University of Queensland in the Solomon Islands. Students will receive training in research methods and will partner with local students from the Solomon Islands University to examine local approaches to sustainability.

- **STEM.** UCEAP is launching a winter-spring program at the Israel Institute of Technology (Technion) in three areas: engineering, innovation and entrepreneurship, and pre-medical training. Participants will begin with either lab research with a Technion professor or an internship with a high-tech company.

Program Development, Summer STEM

- **Summer 2015:** launched an upper division computer science sequence at Dublin with small numbers. Positive student feedback suggests future program growth.

- **Summer 2015:** Inaugurated a pre-med sequence, human anatomy and genetics, at the University of Glasgow. Student feedback has been very positive.

Program Development, Campus Partnership Programs

- At the request of UCSB Math department UCEAP developed a Linear Algebra/Differential Equations sequence that will satisfy a two-course requirement for multiple STEM majors. The course will run in summer 2016 at the University of Glasgow.
In collaboration with UC Berkeley and with logistical assistance from ACCENT Intl, UCEAP co-developed a new fall semester program for entering freshman called Berkeley Global Edge, to be launched in London in August 2015. By giving the campus the ability to enroll selected cohorts of entering freshmen abroad for their first semester with Berkeley, this program will allow Berkeley to move away from their spring admission practice. Fifty-seven students have been placed in the first cohort.

Study Center Administration

UCEAP inaugurated two 6-month UK study center internship positions (one in London, the other in Edinburgh) dedicated to social media marketing & communication and event planning open to UCEAP alumni. Both interns performed above expectations and were renewed for a second (and final) term. New interns begin their term in August 2015. The success of those positions has influenced the creation of a 6-month internship for a Sussex Summer alumnus who is a recent UC graduate. The position is devoted to student outreach in the pre-arrival period and to social communication during the summer program preparation and sessions (April to September, 2015). That position is funded by the University of Sussex.

2015-16 Goals

- Summer 2016: offer a physics sequence for engineers at the University of Glasgow. This sequence has been pre-approved by UCLA, UCI and UCSB. Also in summer 2016 there will be a math sequence requested by UCSB (see Campus Partnerships above).

- Focus on finding or developing course sequences that add unique breadth or depth to students' majors or training that builds their resumes and facilitates the transition from UC to students’ careers.

- Reach out to other UC campuses that might be interested in offering freshmen programs abroad, especially for the first term (fall), either as a way to regulate enrollment or as a tool for recruiting specific cohorts of students.

Activities and Accomplishments of Region III Personnel

- Service to UCEAP: Members of the regional team served on UCEAP Strategic Initiatives, served on the Systemwide Emergency Response Team, read UCEAP scholarship applications, delivered pre-departure webinars, participated in the Internship Awards process, attended campus study abroad fairs and pre-departure orientations, served on the Annual Conference Committee, and completed agreement renewals with multiple university exchange partners.

- Professional Development: Members of the regional team attended the California Study Abroad Town Hall and led segments of the Region III Business Meeting at Annual Conference. One member, a former Gilman Scholar, was invited to participate in the Gilman Scholarship selection process in Texas.

- Study Center Activities: The Edinburgh Sr. Program Officer, the UCEAP Regional Director and a counterpart at the University of Glasgow presented a panel discussion on increasing access to study abroad at the BUTEX conference in East Anglia in July 2014. The regional team hosted a visit by the New Zealand Academic Liaison in early fall 2014.
REGION IV

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

Enrollment

Overall, Region IV enrollments remained stable from 2013-14 to 2014-15. However, in contrast to last year, there was 9.3% growth in Latin American headcounts (though FTE remained flat) while Spain numbers declined by 6.7%. Growth in Latin America is at least partially attributable to the addition of two new countries, though both have modest numbers. Still, for the first time ever, Latin America hosted more participants than Spain—by a margin of one, though Spain FTE is still higher than those of Latin America.

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<tr>
<th>COMPARE 2013-14 TO 2014-15</th>
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<tbody>
<tr>
<td>1314</td>
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<tr>
<td>1415</td>
</tr>
<tr>
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<tr>
<td>SPAIN</td>
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<tr>
<td>FTE 224.7</td>
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<td>HEADCOUNT 368</td>
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Table 11. Region IV Enrollment 2013-14 vs 2014-15

New Programs

Region IV assumed the management of UCEAP’s longstanding program at the University of West Indies in Barbados, previously managed in a different region. Communication has improved a great deal, and many administrative problems have been resolved as a result of the Regional Director's visit to UWI, a visit to the systemwide and several campuses by staff from UWI, and the willingness of both parties to re-engage to replenish the numbers of students. In addition to doubling the numbers of UC students going to Barbados (from 9 to 18 in the fall semester and an additional handful for the spring semester), a small scholarship has been revived to encourage UWI students to come to UC. Evidence from the past suggests that the presence of the Barbadians on campus encourages interest in the island.

The Region also worked to transition its Intensive Spanish Language program in Buenos Aires from one institution to another, the Universidad Torcuato Di Tella. This was accomplished with the assistance of Expanish and the Chile/Argentina Study Center Director, Luis Martin-Cabrera. The new university should provide a better program and should be more interesting to UC faculty around the system.

Much of 2014-15 was devoted to the operationalization of new programs to run for the first time in 2015-16. Preliminary review of the applications—especially those students who applied to more than one program—suggests that the new Human Rights and Cultural Memory multi-site program in Argentina and Chile has actually pulled more students from Argentina than from Chile. It is conceivable that this can be explained at least in part by the fact that the vast majority of student applicants entered the system through Argentina channels rather than Chile. It is also true, however, that the decline in enrollments for Chile immersion continues. Discussions have begun with the Catholic University, the partner that feels the decline most keenly; to consider a UC program that would include their campus in Villarica to attract a new cohort of students, probably to English language instruction.
The impact of the new English-taught *Contemporary Spain* program is also difficult to evaluate. A preliminary scan of those students placed in the program who had started more than one application suggests that only a handful considered any programs with Spanish language as the language of instruction or the language to be learned. Most were trying to decide between this one and other programs, mostly in Europe, with English as the language of instruction (including the Mediterranean Food and Culture Program.) And yet, the numbers for both traditional Madrid institutions, the Complutense and Carlos III Hispanic Studies, are down significantly. While UCEAP is accustomed to the decline in immersion program participants, in the case of Madrid, the only program that shows an increase for the coming year is the immersion semester at Carlos III, composed primarily by students from UC Berkeley and UC Santa Barbara, neither of which campus sent very many students to the Complutense.

Other programs ready to launch in 2015-16 include the Contemporary Mexico Summer Program, the Mediterranean Food and Culture Multi-site Program, a new quarter-length option in Córdoba, and the UC Natural Reserve System Program, for which UCEAP is acting as administrator.

**Special Events**

The 50th Anniversary Celebration in Spain also included a staff site visit. Included were three campus advisers and two Region IV specialists who were also able to visit the Córdoba and Granada sites and meet with the students from those two programs. Hopefully the site visits will produce increased enrollments in 2016-17, and especially spring programs.

**Administration**

Among the host of partner institution agreements that were renewed in 2014-15, two particularly difficult negotiations were completed:

- In Madrid, the renewal of the Convenio with the Complutense involved a Study Center move from the Facultad de Ciencias Sociales in Somosaguas to the Facultad de Filosofía in Moncloa. This new location is more convenient for staff and students, and as well as having a positive impact on enrollments.

- In Barcelona, the tripartite Convenio with the University of Barcelona, UCEAP, and the University of Illinois was also brought to a conclusion with a new element of reciprocal exchange with UC and a hard fought reduction in the originally announced price of tuition at the UB.

- Staffing issues both in the systemwide office and Study Centers in Barcelona and Rio de Janeiro have required time and ongoing training to manage. In Rio, the process of onboarding new staff has also provided an opportunity to re-cement excellent relations with our partner, the Pontificia Universidade Católica de Rio de Janeiro.

**Program Development**

Given the developments of the prior year, proposals for additional new programs were fewer during 2014-15. A new summer term will open at the Autonomous University of Barcelona in 2016. A new Global Leadership Program was approved to connect UNAM and UC Sacramento Center for students with an interest in Latino media and politics, also to begin in 2016-17. This latter program is a very exciting option that UCEAP hopes will increase enrollments at UNAM but also draw the attention of Latino students more generally to the opportunities offered by UCEAP.

Going forward, proposals to UCIE during the 2015-16 year will include a Public Health Program in Mexico, and a Portuguese Language Program in Sao Paulo, Brazil.
Undergraduate Student Placements and Retention

While the majority of students (96%) were placed at their 1st, 2nd or 3rd campus choice, due to high student demand for Berkeley (52%), Los Angeles (23%), San Diego (10%) and Santa Barbara (9%), 64 students (representing 4% of the cohort) were placed at a campus they had not chosen at application time. These numbers are consistent with placements for 2013-14.

Academic Year 2014-15 attrition rate was 5% overall down from 9% in the last year. Staff dedicates considerable time and attention to proper placement with consideration to college/departmental outbound data, course impaction and good academic fit for students' proposed coursework. Staff is committed to student retention by educating partner university liaisons and students about UC campus-wide education and opportunities. Staff has been keeping attrition rates consistently below 10%. The increase in attrition rate, compared to a lower one in the previous two years, may be attributed to the higher number of students from specific majors, such as business administration, economics, engineering, political science and psychology, who require redirection to a UC campus not of their choice to avoid course impaction.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2014-15 Attrition</th>
<th>Placed</th>
<th>Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Merced</td>
<td>25%</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>12%</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>7%</td>
<td>167</td>
<td>13</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>7%</td>
<td>300</td>
<td>21</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>5%</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>UC Davis</td>
<td>5%</td>
<td>124</td>
<td>7</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>5%</td>
<td>202</td>
<td>12</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>3%</td>
<td>207</td>
<td>7</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>1%</td>
<td>361</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 12. UC Reciprocity 2014-15 student attrition by campus

Figure 14. Frequency of UC campus as “First Choice” in application 2014-15
Reciprocity Student Profile

The high level of student satisfaction expressed in the annual survey suggests that that exchange remains a success and a desirable option for students and the home universities. Survey highlights include:

- **Response rate:** 44% (682 of a cohort of 1,526)

- 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. (Unchanged from 2013-14)

- 89% 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, 73% indicated that they would receive home university degree credit for the unique UC academic experiences (e.g., coursework or other academic opportunities).

- Students’ interactions with UCEAP and other UC offices were most often rated as excellent or good, and very helpful or helpful. The offices with which students noted having the most interaction were the Office of International Students and Campus study abroad offices. (Note: it is often difficult for students to distinguish between these, and indeed on some campuses they are combined. Since students could choose more than one answer, they often choose both.)

- 66% of students rated their housing experience as excellent or good, with another 21% rating it as satisfactory.

- 40% of Reciprocity students live in a UC-owned apartment or residence hall, while 43% chose to live in a shared apartment/house in the community. This is fairly consistent with last year’s cohort where 36% lived in UC owned housing and 44% lived in the community.
• 60% indicated their study experience at UC influenced their interest in future graduate studies at UC.

• 89% of all respondents said they would recommend their UC experience to others.

Activities and Accomplishments for 2014-15

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

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

• Collaborated with UCB and UCSD international offices on pre-arrival webinar presentations.

• Reciprocity Facebook page now exceeds 6,700 members and is linked to individual campus groups as well as all UCEAP pages for outbound students.

• Twitter (447 followers) and Pinterest (134 followers) activity has more than doubled in the past year.

• Developed and implemented reciprocity student social media internship. Internship projects included: cataloging contest submissions, Facebook and Instagram postings, student testimonials, stories, photos, and videos for information and promotion of the UC exchange experience.

• Participation in UCEAP 50th anniversary events for Spain (UC Irvine and Madrid).

• Campus visits by reciprocity staff in conjunction with study abroad fairs (fall 2014).

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

• Staff participation in working groups for New Program Development, Web group, Business Model Optimization.

• Staff participation in internships award committee. Reciprocal exchange students made up approximately 40% of internship award submissions.

• The unit achieved 100% staff participation as readers of UCEAP scholarship applications. Reciprocity ranked 3rd for highest number of applications reviewed.

• Staff participation in diversity education with Diversity Abroad Conference.

• Representation of UCEAP at systemwide Registrar's and International Students and Scholars meetings.

• National conference participation NAFSA, Region XII NAFSA, Diversity Abroad and the Forum on Education Abroad.

• All Reciprocity staff completed Mental Health First Aid certification.
Goals for 2015-16

- Development of more robust welcome and informational materials about UC.
- Further development of online orientation products for students and staff abroad.
- Highlight internship and research opportunities.
- Define expected learning outcomes and determine assessment tools.
- Continue focus on the website development and social media.
- Continue to hold reciprocity stakeholders meetings (in person or by teleconference) at campuses.

MARKETING & COMMUNICATIONS

Activities & Accomplishments for 2014-15

Following the departure of the Director of Marketing and Communications in July 2015, Briana Sapp took on interim leadership in addition to her role as Deputy to the Associate Vice Provost and Executive Director. In fall 2015, the unit focused on final production and distribution of new publications for 2015-16 recruitment to the campuses, which was slightly delayed due to unit personnel changes, including the departure of a multimedia designer, and final design requirements for the new website homepage and search engine launch in November. Additionally, the Marketing unit designed and produced various handouts, posters and giveaways for the study abroad fairs on each campus in October and November.

In December, a content strategist/copy writer was hired as a new position to support the redesign of the UCEAP website as well as to support content updates to the existing website, blog and other communications. In March, a new multimedia designer was hired to support the senior artist in time for pre-production of annual publications and campaigns.

In spring 2014, the Marketing unit conducted one-on-one meetings with each campus and key units in the systemwide office to evaluate the effectiveness of materials produced in 2013-14 and to evaluate requests and needs to be considered for the 2014-15/2015-16 Marketing Plan. A draft of the plan was circulated back to the campuses and senior leadership, and was met with positive feedback. A final draft of the plan will be published following the hire of a permanent Director of Marketing and Communications in July 2015. In April 2015, the unit managed the first-ever student t-shirt design contest to support the annual t-shirt production for departing UCEAP participants. Over 30 designs were submitted by UCEAP participants from nearly all campuses, and the final design was selected following more than 1,100 student votes. The winning student designer was awarded an Amazon gift card for $75. In order to increase visibility for UCEAP and to encourage students to wear the t-shirts regularly, the budget was increased to allow for higher-quality material with the popular “vintage”, softer style.

In June 2015, as a product of nearly two years of discussion, design and consideration, the Marketing unit launched the official UCEAP Branding Guidelines which includes visual representation (e.g. logotype, typography, photography, color palette, etc.), a message platform (e.g. key messages, tagline, official designations, etc.), an editorial style guide, examples of how to execute the new UCEAP brand, and links to download identity assets including logotypes, photography, and templates for presentations, reports and business cards. The Branding Guidelines will be used to standardize the look and feel of the new UCEAP website in 2015-16 as well as other UCEAP materials and documents.
Finally, in late June 2015, the senior artist retired after 28 years at UC. Luckily, a strong candidate from the March multimedia designer recruitment was able to be engaged quickly to ensure that annual publications produced over the summer were not delayed.
Activities in 2014-15 were impacted by the departure of UCEAP’s IT Director, Shawn Hicks, due to a family relocation out of the Santa Barbara area in February 2015. A transition plan was implemented during the recruitment for a new IT Director; the search was completed and a new IT Director will join UCEAP in September 2015.

Interim leadership was provided by Human Resources Director Bryna Bock to carry out a transition plan with the IT Team. Daily IT management, decision making, recommendations and ongoing meetings were assigned to Samantha Straede, IT Project Manager, Dmitriy Shtyrkov, Sr. Network Administrator, and Cristina Rumph, MyEAP (student information system) Business Systems Support Analyst. Oversight for project plans and maintenance, customer prioritization, budget, purchasing and vendor management was carried out by this team. Transitional management focused on critical changes in MyEAP, resolving emergent issues, building a sustainable software development foundation, continuing network and security infrastructure projects, and moving forward with business continuity and secure transmissions projects.

A new request ticketing system, Fogbugz, replaced iSURF and was implemented within the Web Team to streamline request processing, provide transparency into workload, effectively communicate request status and track service metrics. Based on its success, Fogbugz was expanded to include MyEAP tasks, and database and reporting projects. Its continued use in IT help desk functions will further enable the department to provide effective, efficient and timely assistance, as well as create a baseline for service levels and continuous improvement efforts.

The IT team engaged in a high-impact project for secure document transmission between the UCEAP systemwide office, UC campuses, UCEAP study centers, and host institution affiliates abroad. UCEAP is continuing progress on measures to enhance data security as a best practice, and to comply with the UC Electronic Communications Policy, along with UCEAP’s Privacy Statement and Student Privacy Policy, with a particular focus on protecting restricted and sensitive data. Secure e-mail accounts were deployed to study centers and affiliates. A thorough analysis of stakeholder needs was completed and translated into technical specifications for a secure document management/exchange process. The project is in the solution design phase, where technical options are being evaluated for best fit.

A critical business continuity planning project, in collaboration with UCSB Emergency Management Services, was initiated and is led by Lance Heather, UCEAP Administrative Services Manager, in partnership with Samantha Straede, IT Project Manager. The impetus for this project is twofold: compliance with the Financial Services audit, and enhancement of the existing business continuity practices to meet the changing demands of customers and technology.

Using formal project management methodologies, a structured approach to gathering business requirements was developed. Currently, business impact analysis is taking place to determine critical business unit resources and acceptable time frames for recovery of services. The projected completion of this project is December 2015.

**MyEAP Student Information System**

MyEAP Helpdesk maintenance continued, with timely responses to user e-mails. 2015-16 and 2016-17 program changes are on track to be completed for the respective recruitment cycles. Additionally, due to issues with the UCSB financial system transition, there are ongoing account issues and post-disbursement corrections and adjustments that were processed, with continuing support as necessary. Once fully staffed, the Business Analysis team will continue to focus on constructing formal scope/requirement documents to fulfill the need for formal requirements/documentation. Constraints on MyEAP software development continue to have a direct impact on MyEAP support.
Website

Current website maintenance has stabilized over the past year, offering the Web Team the opportunity to provide value in other areas of IT. Team members’ skillsets are being utilized to enhance:

- Helpdesk coverage
- Technical project support
- Software testing
- Project and quality management
- The Web Team has engaged in a number of professional development activities to adapt to changing technology practices and incorporate new concepts into IT solutions.

**HIGHLIGHTS OF TRAINING FOR 2014-15**

- Information Technology Management
- Six Sigma Quality Management
- Communication & Conflict Resolution
- Time Management
- Web Technologies: UX, CSS, JSON, jQuery, Mobile Design
- Software Development Technologies: SQL Server, Team Foundation Server

Networking, Security, Infrastructure & User Support

The network function is carried out by Dmitriy Shtyrkov, Sr. Network Administrator and Jason Brown, Network Administrator with full-service user and desktop support provided by Mark McCann, Network Help Desk Technician. In addition to the ongoing maintenance of UCEAP’s network, there were numerous maintenance projects completed by the team. Key activities include:

- Over 200 virtual servers and workstations hosted by UCEAP
- Staging network infrastructure increased over 200% from last year. Over 80 test virtual servers and workstations hosted on UCEAP servers
- Full-scale e-mail system rollout for study centers
- File system access for study centers for UCEAP --- Study centers secure data exchange
- Virtual computer access for study centers expanded to 60 virtual computers
- Remote LogMeIn support expanded to over 65 physical study center computers
- UCEAP core switch 10 GB upgrades and new Cisco router
- Migration from HDD to SSD upgrades to HV-5 host server
- Management server replacement
- Dell MD 3060 storage upgrade
- F and Z drive migration to new Windows server 2012 R2 platform
- Multiple server upgrades to Windows 2012 R2, end of life upgrades for 2003 servers
- Hardware failure support and troubleshooting (nine incidents)
- Building UPS maintenance
- Deployed e-docs domain and new apps server for new web folder projects and UCSD secure document transfer
- Setup and implementation of FogBugz server
- Setup of Team Foundation Server
- Design and setup of two additional staging networks for MyEAP testing/development support
- New conference rooms hardware initial setup, configuration/maintenance
• Printer relocations and setup  
• New UPS installation  
• New tape library and a backup system.  
• SPSS clients upgrade.  
• Annual conference technical organization and support  
• Kronos/JAVA upgrades, testing, and support  
• Building renovation IT support: equipment moves, setups, temp office space creation, and piggyback network installation  
• IT support for renovation and ergonomic upgrades  
• Laptop research and demonstration, evaluation and selection of new portable devices (laptops)  
• Training for tablets, Skype, and conference rooms  
• Implementation of new Data Warehouse and Procurement Gateway technologies  
• Deployment of new desktop monitors and other workstations

Challenges, Problems, Resolution, & Opportunities

Staffing resources remain a critical challenge. A lead developer position is open, with an active search in progress. Completion of this hire is impacted, in part, by a competitive market. This position will cross-functionally expand the scope of development, to flexibly complete projects as needed. An additional challenge is the vacancy of the Business Systems Support Analyst position. These staffing shortages have created additional work that directly impacts MyEAP support and development. Visus LLC continues to provide some relief from the developer shortage but their effectiveness is limited to time-consuming projects, which require advance preparation by UCEAP IT staff. To address a backlog in business analysis and documentation, UCEAP will hire temporary staffing, following the hire of the Business Systems Support Analyst. The addition of the new IT Director in September 2015, is expected to move the critical student information system initiative in 2015-16.

Plans for 2015-2016

The primary goals for Information Technology in 2015-2016 are to support the integration of the incoming IT Director, who will provide oversight and direction for the completion a business process analysis and development of business requirements for the student information system, as this work was interrupted in 2014-15, primarily due to the priority of web-related projects and the departure of UCEAP’s IT Director in February 2015. This includes completing 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. Additionally, IT will partner closely with Marketing on the web upgrade, restructuring and CMS project.

Software Development will focus on building a proper foundation to cover all stages of the software development lifecycle. IT will continue to focus on security student and business information and supporting a networking infrastructure that minimizes international hardware support issues and maximizes flexibility through hardware virtualization.

The business continuity plan and secure transmission project are on schedule, with anticipated completion in the coming year.
Three main initiatives were undertaken this year to promote the integration of study abroad programs and coursework into the departmental curricula with the overall goal to make study abroad an integral and accessible part of every undergraduate’s academic experience. These three academic integration (AI) initiatives are described below.

**Academic Integration Grants**

With a goal to increase collaboration between department faculty and staff advisers in academic integration efforts, a call for Departmental Grants for Academic Integration (AI) was sent to campuses the last week of September 2014 with a submission deadline of November 21, 2014. The AI initiative aimed to give 10 awards of $5,000 to academic departments across the UC system.

Given its first year of the AI grant initiative, UCEAP was pleased to have received 16 proposals from 7 different campuses: 4 from Berkeley; 3 from Davis; 2 Irvine; 1 Riverside, 2 Santa Barbara; 2 Santa Cruz; and 2 from San Diego. The proposals were innovative and varied across major disciplines. A few were interdisciplinary (e.g., German and Engineering from UCI; Language and Literature departments and programs across ten majors from UC Davis) and one was from a UC undergraduate college (UCSD’s Sixth College).

The grant review committee comprised of seven members; six internal reviewers from the systemwide office and an external reviewer was recruited from one of the campuses who did not submit a grant—in this case a member from the UCLA study abroad office. Reviewers were asked to rate the proposals in terms of overall quality, relevancy to academic integration, and potential impact. Because one of the 10 grants that we recommended for funding requested only $3,500 of the maximum $5,000, we were able to award an 11th grant proposal for $1,500. The grant awardees were:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Discipline/Department</th>
<th>Faculty PI</th>
<th>Primary Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB</td>
<td>Psychology</td>
<td>Frederik Theunissen</td>
<td>Jane Singh</td>
</tr>
<tr>
<td>UCB</td>
<td>History</td>
<td>John Connelly</td>
<td>Kira Blaisdell-Sloan</td>
</tr>
<tr>
<td>UCB</td>
<td>Peace &amp; Conflict Studies</td>
<td>Khatharya Um</td>
<td>Susan Joerling, Saba Sohail, Victoria Barone, Alan Karras, Max Auffhammer, Joan Kask</td>
</tr>
<tr>
<td>UCD</td>
<td>Languages and Literatures</td>
<td>Cristina Martinez-Carazo</td>
<td>Laura Barrera, Amy Lowrey, Jill Bonner</td>
</tr>
<tr>
<td>UCD</td>
<td>Animal Science</td>
<td>Edward DePeters</td>
<td>Kathryn Jackson</td>
</tr>
<tr>
<td>UCI</td>
<td>Interdisciplinary: German Program &amp; Engineering</td>
<td>Anke Biendarra, John LaRue, John H. Smith</td>
<td>Robin Jeffers, Christy King, Raschel Greenberg, Liz Sanchez</td>
</tr>
<tr>
<td>UCI</td>
<td>Public Health</td>
<td>Miryha Runnerstrom, Zuzana Bic</td>
<td>Stephanie Leonard</td>
</tr>
<tr>
<td>UCR</td>
<td>Chemistry</td>
<td>Jingsong Zhang</td>
<td>Jaime Matute, Karen Mitchell</td>
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<tr>
<td>UCSD</td>
<td>Sixth College</td>
<td>Diane Forbes Berthoud</td>
<td>Team of faculty, staff TBA</td>
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<tr>
<td>UCSB</td>
<td>MCDB</td>
<td>William Smith</td>
<td>Advisor TBA</td>
</tr>
<tr>
<td>UCSC</td>
<td>Film &amp; Digital Media</td>
<td>Peter Limbrick</td>
<td>Tamra Schmidt</td>
</tr>
</tbody>
</table>

Table 13. AI grant recipients by campus
For each project, department faculty and staff advisers along with their study abroad office are expected to collaborate in the AI work and the UCEAP office would be available to provide guidance and assistance during the project. Projects began in January 2015 and are expected to end with a report of activities and deliverables due on September 30, 2015.

**Registrars' Data Project**

Because receiving academic credit towards their major is a primary concern of students who study abroad, UCEAP initiated an AI project requesting collaboration from the UC Registrars Council to address this issue. UCEAP Associate Dean attended the UC Registrars' Council Meeting in December 2014 to demonstrate the type of data needed and how it would be used. Each of the campuses' Registrar team was asked to merge data from two of their systems (i.e., the student information system and degree audit system) for courses that UCEAP students took abroad. This would provide valuable information across departments and campuses regarding the types of academic credit students received for courses they took abroad.

UCEAP first piloted the project with the UCSB Registrar team for degree audit information on courses that UCEAP students took for the last three academic years (2011-2014). Using this data, the UCEAP research team developed a user-friendly online module so that the user (i.e., faculty, UC academic advisers, and study abroad staff) can easily search through country, partner institution, major, and degree audit fields (see Figure 16 below). Subsequent to the search, the user would be able to see the type(s) of credit (major, elective, GE, etc.) already given to a particular course taken abroad at a particular partner institution (see Figure 17). It is important to note that no information regarding student identification or grades is provided to the user.

So far, UCEAP has received data from UCI, UCSB, and UCSC and will work to obtain data from the remaining UC campuses in 2015-16 with the exception of UCD and UCR who are undergoing SIS transitions. UCEAP hopes to eventually obtain such data from all UC undergraduate campuses and plans to then provide multi-campus course credit information back to each of the campuses. In this way, each campus can learn and benefit from one another.

In terms of understanding the utility of UCEAP courses abroad, the Caspio environment has been extended this year to combine [UC Campus Registrar Degree Audit data with UCEAP Program Participation data](#). This allows users to know if courses have been articulated for major credit or other degree requirements at a campus. In time, UCEAP will be able to use this data to assess the strength of programs and partner institutions and it should help to understand where and how to best focus Academic Integration efforts. Perhaps more importantly, this tool should be of great assistance for campus advisers and others making decisions about program choices and for sharing information between the campuses (i.e., learning that UCB has awarded major credit for a course might help facilitate a similar decision by a department adviser in another campus).
Figure 16. Screenshot of search fields for UCSB registrar and course articulation data

Figure 17. Partial screenshot of search results of UCSB registrar and course articulation data
Engineering Pre-Conference Workshop

During the Annual Conference in June, UCEAP Associate Dean and Academic Data Coordinator hosted an Academic Integration Workshop focused on engineering. The aim of the workshop was to provide insight into AI efforts for engineering students, challenges, and best practices across the UC campuses. The workshop also highlighted examples from the two AI initiatives described above relevant to engineering; that is, the new Program in International Engineering at UC Irvine and the Registrars’ Data Project as it pertains to engineering majors and coursework.

Over 80 individuals participated in the workshop and among them were UCEAP and campus study abroad staff, UC faculty, faculty from abroad, 11 engineering academic advisers from 6 UC campuses, and 5 UCEAP student returnees from UCSB’s College of Engineering. The workshop featured presentations from a variety of speakers including students, advisers, and faculty from both UC and abroad. Topics included: challenges and best-practices for advising engineers to study abroad; current UCEAP data and trends for engineers going abroad; engineering student reflections- a panel of student returnees; aspects of current AI initiatives as they relate to engineering; and the introduction of a new UCEAP program at the University of Michigan-Shanghai Jiao Tong University Joint Institute.

A number of insights were shared during the workshop about the benefits of study abroad for engineers and how to increase participation of this underrepresented group in education abroad. Student returnees shared that study abroad helped them to become better communicators, more open-minded, more confident, and to critically apply what they learned in the classroom to real-world experiences. The most notable recommendation echoed across speakers was for students to engage in early academic planning with an adviser to integrate study abroad into their highly structured degree plans. Results of a conference survey indicated a most successful workshop—one that was perceived as highly organized and informative in addressing ways to improve quality and excellence in study abroad.

Academic Oversight– Grades and Petitions

No changes in academic policy were put forward in 2014-15. In terms of retroactive petitions, nearly all of the final campus outcomes are consistent with the recommendations of the study center office as well as the systemwide office. The total number of post-departure withdrawals for 2014-15 is 67, which comprises 1.27% of total participation. While it is not the major underlying cause, there appears to be a trend of increasing mental health issues associated with withdrawals. Lastly, it can be noted that the issue of variable unit option that had been considered (yet tabled) in prior years, may be revisited in the upcoming year.

RESEARCH UNIT

Among the Research unit’s principal duties is the collection and dissemination of student program evaluations and their results. This year the unit processed over 300 program evaluations to 5,275 program participants and have had an 82% response rate. The real-time data and reports are of use to program managers and others who must monitor circumstances for students academically and socially (e.g., UCIE program reviews also include elements of these results, the Finance team uses student estimates for expenses with budgeting exercises, etc.). With a multiple year data set the unit has been able to demonstrate trends and correlation with enrollment (e.g., programs with low ratings in critical areas have lower number of applications) and have now positioned program evaluation summary data online for students and parents making decisions about programs. This resource is consistently among UCEAP’s top 20 popular webpages.
Table 15. Example of Program Evaluation Results

<table>
<thead>
<tr>
<th>Did your experiences abroad with UCEAP increase your interest in pursuing further graduate studies? Survey Year 2015 (Multiple Response).</th>
<th>Count</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, with the UC</td>
<td>131</td>
<td>22.4%</td>
</tr>
<tr>
<td>Yes, with another US institution</td>
<td>146</td>
<td>25.0%</td>
</tr>
<tr>
<td>Yes, with my UCEAP program’s partner institution</td>
<td>106</td>
<td>18.1%</td>
</tr>
<tr>
<td>Yes, with other international institution</td>
<td>156</td>
<td>26.7%</td>
</tr>
<tr>
<td>No</td>
<td>170</td>
<td>29.1%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>107</td>
<td>18.3%</td>
</tr>
<tr>
<td>Would rather not say</td>
<td>5</td>
<td>.9%</td>
</tr>
<tr>
<td>Total</td>
<td>821</td>
<td>140.3%</td>
</tr>
</tbody>
</table>

Source: UCEAP Research, August 2015. N = 587 Respondents

In support of program development, marketing, and other units of the organization, Research has developed a robust set of surveys to help the organization collect data and to pursue where applicable data driven decisions. This year the unit completed the 7th iteration of the Reciprocity Student Survey, giving UCEAP a fairly replete longitudinal dataset of UC experiences. Similarly, the unit completed the 5th iteration of the Parents’ Survey assessing their interests and needs regarding obstacles to study abroad, health & safety, etc.

The Incomplete Applicants survey was repeated as were the Academic Outcomes surveys. The Incomplete Applicants survey informs why students abandoned their application, their interests, and also if UCEAP might be able to recruit them in the future; the Academic Outcomes survey allows UCEAP to consider the successes of participants in terms of intentions and successes with UC units across a wide range of degree requirements, research events, and the influence of UCEAP in their future academic pursuits (e.g., increased interest in graduate school in the UC and abroad, etc.). Additionally, the unit conducted Perceptions surveys of students who are largely about to depart, and a Campus Advisers survey which complements a Student Interest survey. Lastly, the unit conducted Study Center Reviews which allow study center directors and liaisons to provide a perspective on academic and social opportunities for the UC and UCEAP in locations of their familiarity and expertise.

This year the unit has been largely focused on constructing business intelligence from the above resources and from its monitoring of enrollment and application activity in UCEAP’s student information system (MyEAP). The unit’s aim has been to improve access to information. Towards this end Research has constructed several databases that can be queried by students and stakeholders of UCEAP. Notable among the Tableau environment is the program participant report which allows users to know the headcount and FTE value associated with each country, partner, program and option of UCEAPs portfolio for Academic Years 2007-08 through 2015-16 and to filter by sex, ethnicity, campus, academic discipline, etc. This is complemented by the exchange balance report, which details both reciprocity students and UC students or the interests of the reciprocal exchanges. Additionally, the environment allows UCEAP to showcase student courses and to look at UC opportunities for study abroad as products of UCEAP and campus programs, or the history of UCEAP program participation.
Using the Caspio environment, Research has been able to create for program advisers and others a program cost calculator that details UCEAP budgets with Campus Specific Miscellaneous Fees and allows users to look for programs that are less expensive than staying at home. As much as cost is an obstacle to study abroad, credit or time to degree is a leading obstacle for students and their families considering study abroad. To help with this matter the unit created a report that details the credits/units attempted and pre- and post-program median GPAs for past participants.

Much of the above is the result of UCEAP’s support for the Research unit to benefit from relations and access to ideas from beyond UCEAP. E.g., the unit has been partnering with the Center for Studies in Higher Education (CSHE at UCB Berkeley) and the Student Experience in the Research University (SERU) or UCUES (UC Undergraduate Experience Survey) project. Having had the opportunity to attend the California Association for Institutional Research conference in November was instrumental in encouraging Research to create a business card that holds most of UCEAP’s “essential statistics”, to explore Tableau, and to think anew about Career Outcomes and to then partner with the UCOP Institutional Research unit.

Additionally unit members attended the Forum on Education Abroad conference and the California Study Abroad Town Hall where they were able to showcase some of the Caspio and Tableau resources.

In the course of the year, the unit has created many reports to support the strategic initiatives of UCEAP, as Research participates on the Business Model Optimization, Customer Service, Program Portfolio, and Website Design strategic initiative workgroups. To support other interests, Research has created a number of “Pocket Reports” that summarize relevant data (e.g., Japan) or program suggestions (e.g., Food Science Option) which essentially draw on enrollment trends, applications data, survey results, etc. Having gone through much of the above allowed, the unit very recently to realize a means of aligning, for the first time at UCEAP, the program participant and financial aid data. This will prove critical to understanding UCEAP’s business model efficiency, the viability of the business plan, and future directions in UCEAP’s operations as the organization comes to better know how it is students pay for study abroad. Knowing that roughly 70% of UCEAP participants had some form of financial aid is important; knowing how many were Pell Grant recipients (a measure of access or those from low-income standing) or how many borrowed money, etc., is important to planning and uses of limited scholarship funds.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Column N %</td>
<td>Count</td>
<td>Column N %</td>
<td>Count</td>
</tr>
<tr>
<td>Did Not Have Financial Aid</td>
<td>1710</td>
<td>35.5%</td>
<td>1468</td>
<td>31.3%</td>
<td>1378</td>
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<tr>
<td>Had Financial Aid</td>
<td>4191</td>
<td>64.5%</td>
<td>3216</td>
<td>68.7%</td>
<td>3190</td>
</tr>
<tr>
<td>Total</td>
<td>4811</td>
<td>100.0%</td>
<td>4684</td>
<td>100.0%</td>
<td>4478</td>
</tr>
</tbody>
</table>

Table 16. Example of report on UCEAP participants receiving financial aid
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.
APPENDIX B

The UCEAP systemwide office Health, Safety & Emergency Response unit tracks student incidents that are reported to the systemwide office. The number of incidents reported decreased in 2014-15 due in part to a change in protocols related to guarantees of payment facilitated by the travel assistance provider. Whereas these payment guarantees were once encouraged as a way to facilitate student health, the cost became unsustainable once the per-case fee was established, and their use had to be discontinued in most cases. This, in addition to other factors such as changes in the number of UCEAP participants, affects incident trends.

2014-15 Incidents Reported by Type

- 68.3%
- Mental: 13.3%
- 7.0%
- 5.8%
- 2.7%
- 2.9%

n = 712

4-Year Trend (2011-2015)

- # Incidents Reported
- # Participants
The UCEAP systemwide office Health, Safety & Emergency Response unit tracks student incidents that are reported to the systemwide office. The number of incidents reported decreased in 2014-15 due in part to a change in protocols related to guarantees of payment facilitated by the travel assistance provider. Whereas these payment guarantees were once encouraged as a way to facilitate student health, the cost became unsustainable once the per-case fee was established, and their use had to be discontinued in most cases. This, in addition to other factors such as changes in the number of UCEAP participants, affects incident trends.