

# University of California Education Abroad Program



The **University of California Education Abroad Program (UCEAP)** has served as the UC systemwide international exchange program since 1962. The program aims to equip students with the knowledge, understanding, and skills to succeed in a globally interdependent and culturally diverse world, and it supports the University of California's mission through academic instruction and exchange relationships around the globe.

The program is celebrating its 50th anniversary in 2012 with events in California and around the world. For more information on the celebration, and about the history of UCEAP, visit [eap.ucop.edu/50](http://eap.ucop.edu/50)

## About UCEAP

In the half-century since the first participants set out for Bordeaux in the south of France, UCEAP has grown to become a global leader in study abroad. The program, which serves all 10 University of California campuses, has enabled thousands of students to explore the world, expand their academic horizons, learn new languages and gain global perspectives that enrich their studies, their lives and their careers.

UCEAP now operates in 36 countries with 120 partner institutions, giving students affordable access to some of the world's finest universities. It offers diverse and comprehensive programs at both the undergraduate and graduate level. Participants can choose from year-long, semester and quarter immersion programs as well as summer programs and focus programs taught in English. More than 300 courses are available through UCEAP, encompassing engineering, the sciences, humanities, social sciences and art. The program also offers opportunities for students to participate in independent research projects, internships and community service.

Students studying abroad through UCEAP continue to be enrolled as UC students, giving them continued access to financial aid. They receive full UC credit for the coursework they complete while abroad. UCEAP offers a range of scholarships to enable students to participate in study abroad programs.

UCEAP also operates a reciprocal exchange program that brings students from around the world to study at UC campuses.

## Facts

- UCEAP operates in 36 countries on six continents, partnering with 120 institutions around the world
- UCEAP began in 1962, when 80 students traveled to Bordeaux in the south of France. Since then, 76,800 UC students have studied abroad through UCEAP
- During the last academic year (2010-2011), UCEAP sent 4,808 UC students abroad—the most ever—and 1,731 students from around the world came to UC campuses through the reciprocity program
- The vast majority of UCEAP participants (4,797 of the 4,808 participants in 2010-2011) are undergraduates—mostly juniors and seniors—making it the largest undergraduate exchange program in the United States
- The most common major among UCEAP participants, by far, is social science (1,350 of the 4,808 students—28 percent), followed by biological sciences (550) and interdisciplinary studies (487)
- The majority of UCEAP participants are female (3,257 out of 4,808 in 2010-2011)
- Of the 10 UC campuses, UC Santa Barbara sends the most students abroad through UCEAP (937 in 2010-2011), followed closely by UC Berkeley (924)
- The most popular destinations for studying abroad are in Western Europe (2,685 students in 2010-2011), followed by East Asia (1,006) and Central and South America/Latin America (450)
- The most popular location for UCEAP study is the United Kingdom (879 of the 4,808 students in 2010-2011), followed by Italy (482), Spain (461), France (413) and Korea (312)
- More than 500 UC faculty have served as UCEAP Study Center Directors, Visiting Professors, and program instructors.
- National leadership in the Health/Safety field.

## How we work

UCEAP is headquartered in Goleta, near the UC Santa Barbara campus, which now administers the program (until 2011, UCEAP operated as a unit of the UC Office of the President). It is headed by Associate Vice Provost and Executive Director Jean-Xavier Guinard. Faculty from throughout UC play a key role in the program, helping shape and develop programs and serving overseas as Study Center Directors and Visiting Professors.

In addition to the UCEAP headquarters in Goleta, the program has offices on all 10 UC campuses, and Study Centers in all the countries in which it operates. These centers, run by UC or local faculty and local staff, help students settle in and make the most of their time abroad.

Ensuring students' wellbeing while overseas is a key priority for UCEAP, and the organization is a national leader in health, safety and security management. UCEAP specialists in California and abroad

monitor conditions around the world and are available around-the-clock in the event of an emergency. They provide students and their families with reliable and timely information and act quickly, if necessary, to ensure students' health and safety.

## UCEAP alumni

More than 100,000 people have participated in UCEAP programs. Nearly 77,000 of them were UC students who studied abroad; the other 23,000 were students from other countries who came to UC as part of UCEAP's reciprocal exchange programs.

Our alumni include:

- **Jennifer Granholm:** Former Michigan governor (2003-2011) and attorney general (1999-2002), and member of President Obama's transition team.
- **Marc Grossman:** U.S. Special Envoy to Afghanistan and Pakistan; former U.S. Ambassador to Turkey (1994-1997), Assistant Secretary of State for European Affairs (1997-2000), and Under Secretary of State for Political Affairs (2001-2005).
- **Barbara Bodine:** Former U.S. Ambassador to The Republic of Yemen (1997–2001) and Dean of Professional Studies at the Department of State's Foreign Service Institute; UC Regent Emerita.
- **Kathryn Sullivan:** Former NASA astronaut and the first American woman to walk in space; now Assistant Secretary of Commerce for environmental observation and prediction at the National Oceanic and Atmospheric Administration.
- **Dan Gordon:** Co-founder of Gordon Biersch Brewery Restaurants.
- **Barbara Hambly:** Award-winning author of several dozen novels encompassing science fiction, fantasy and historical themes.
- **Leslie Tang Schilling:** UC Regent, business leader, and philanthropist.
- **Carol Chandler:** Former UC Regent (1997-1998), farmer and philanthropist.
- The late **Marco Antonio Firebaugh:** California State Assembly member.

## Testimonials

- Former Michigan Governor Jennifer Granholm:

*UCEAP was "a gift that Berkeley gave me." ... Her advice to all students is to study abroad, "build your confidence, open your mind to a wider world, and learn about your unique capabilities."*

- Linda L. Duttonhaver (Bordeaux, 1975–76), whose Duttonhaver Scholars Program has supported more than 300 students studying abroad on year-long UCEAP program:

*"My EAP experience changed my life. I left for France a timid girl afraid to step out of her comfort zone. I returned as a mature, confident woman with professional and personal skills that have served me well ever since: self-reliance, resilience in the face of adversity, and a global view of the world, not to mention fluency in the French language."*

- David Bustamante (Complutense University of Madrid, 1974-75):

*"My junior year in Spain was the first step on the road that has led me to my career in the press and cultural sector of the U.S. Foreign Service. I feel deeply indebted to the program director, the administrative and teaching staffs, and my fellow students for making the rest of the world so interesting for me."*

- Jean-Xavier Guinard, UCEAP Associate Vice Provost and Executive Director:

*"My continued participation in study abroad programs has been by far my greatest source of satisfaction and enjoyment as a faculty member."*

- Professor John Hall, former UCEAP Study Center Director:

*"I came to know students as people beyond the student-teacher roles we typically play out in relation to each other. That viewpoint has changed my engagement with students here since I returned."*

## **For more information**

eap.ucop.edu  
eap.ucop.edu/50  
twitter.com/UCEAP  
www.facebook.com/uceap  
www.flickr.com/photos/uceap

### **Media contact:**

Emilia Doerr, Director of Marketing and Communications  
edoerr@eap.ucop.edu  
(805) 893-2394

### **UCEAP Systemwide Office:**

6950 Hollister Avenue, Suite 200  
Goleta, CA 93117-5823  
Phone: (805) 893-4762  
Fax: (805) 893-2583

# **UCEAP Enrollment Figures**

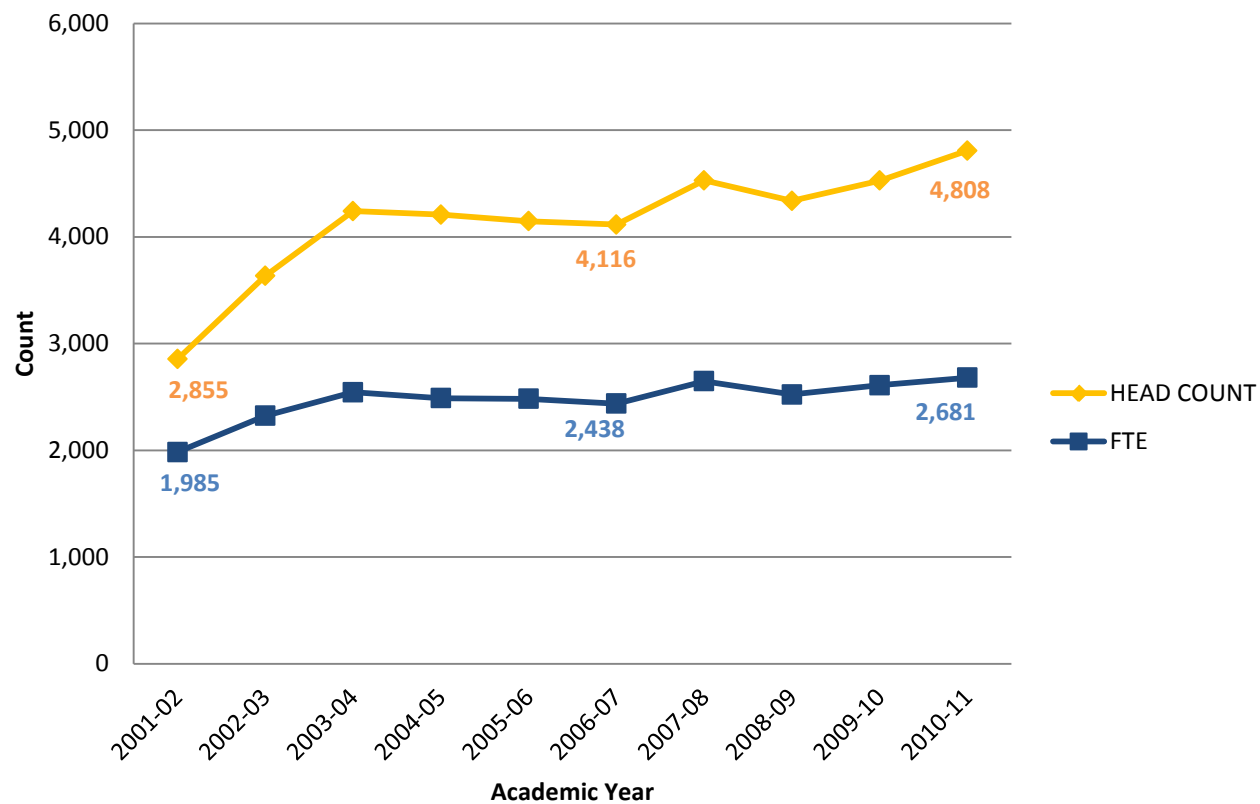
Please direct questions to the UCEAP Research Department:  
[research@eap.ucop.edu](mailto:research@eap.ucop.edu) or call (805) 893-4700

**UCEAP Systemwide Headcount:  
Academic Years 2001/02 to  
2010/11**

	HEAD COUNT	FTE
2001-02	2,855	1,985
2002-03	3,635	2,324
2003-04	4,241	2,545
2004-05	4,208	2,490
2005-06	4,147	2,483
2006-07	4,116	2,438
2007-08	4,529	2,648
2008-09	4,337	2,524
2009-10	4,528	2,610
2010-11	4,808	2,681
<b>Total</b>	<b>41,404</b>	<b>24,727</b>

Source: UCEAP Research, Dec. 2011.

**UCEAP Systemwide Headcount and FTE:  
Academic Years 2001/02 to 2010/11**



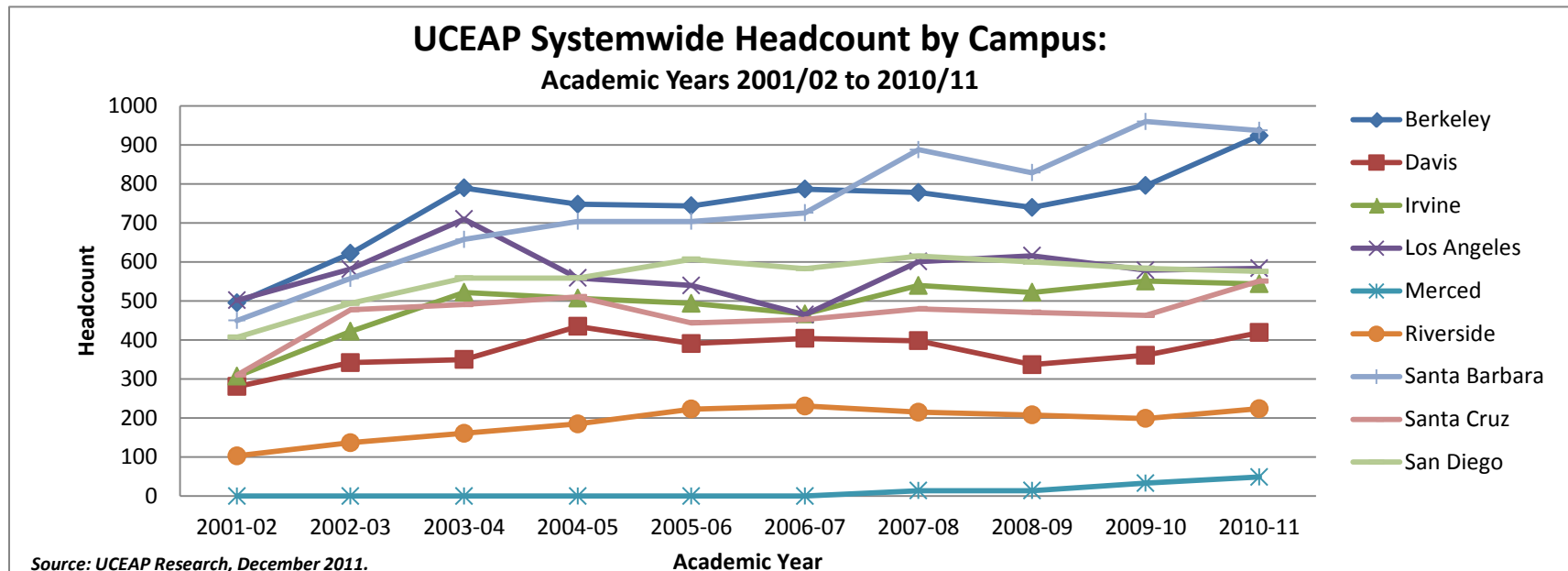
Source: UCEAP Research, December 2011.

## UCEAP Systemwide Headcount by Campus: Academic Years 2001/02 to 2010/11

CAMPUS	Academic Year										TOTAL	GROWTH RATE
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11		
Berkeley	495	622	790	748	744	787	778	740	796	924	7,424	9.6%
Davis	281	342	350	435	391	404	398	337	361	419	3,718	5.5%
Irvine	307	422	522	507	494	467	540	522	551	544	4,876	8.6%
Los Angeles	502	582	710	559	540	465	601	616	579	584	5,738	1.8%
Merced	—	—	—	—	—	—	14	14	33	49	110	—
Riverside	103	137	161	185	223	231	215	208	199	224	1,886	13.1%
Santa Barbara	450	558	658	704	704	726	888	829	960	937	7,414	12.0%
Santa Cruz	310	478	491	511	444	453	480	471	463	551	4,652	8.6%
San Diego	407	494	559	559	607	583	615	600	584	576	5,584	4.6%
San Francisco	—	—	—	—	—	—	—	—	2	—	2	—
<b>SystemwideTotal</b>	<b>2,855</b>	<b>3,635</b>	<b>4,241</b>	<b>4,208</b>	<b>4,147</b>	<b>4,116</b>	<b>4,529</b>	<b>4,337</b>	<b>4,528</b>	<b>4,808</b>	<b>41,404</b>	<b>7.6%</b>

Source: UCEAP Research, December 2011.

Note: UC San Francisco excluded from line chart Headcount total below.

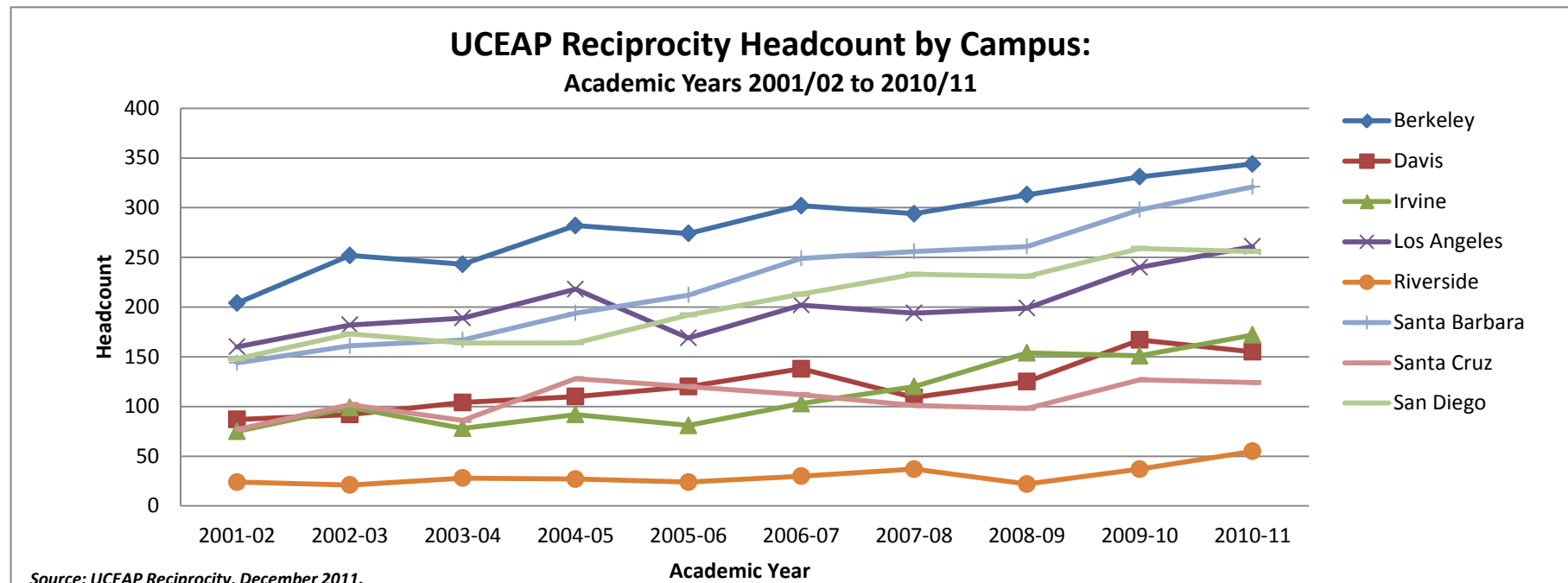


## UCEAP Reciprocity Headcount by Campus: Academic Years 2001/02 to 2010/11

CAMPUS	Academic Year										TOTAL
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
Berkeley	204	252	243	282	274	302	294	313	331	344	2,839
Davis	87	92	104	110	120	138	109	125	167	155	1,207
Irvine	75	99	78	92	81	103	120	154	151	172	1,125
Los Angeles	160	182	189	218	169	202	194	199	240	261	2,014
Riverside	24	21	28	27	24	30	37	22	37	55	305
Santa Barbara	144	161	167	194	212	249	256	261	298	321	2,263
Santa Cruz	77	102	86	128	120	112	101	98	127	124	1,075
San Diego	148	173	164	164	192	213	233	231	259	256	2,033
<b>Systemwide Total</b>	<b>919</b>	<b>1,082</b>	<b>1,059</b>	<b>1,215</b>	<b>1,192</b>	<b>1,349</b>	<b>1,344</b>	<b>1,403</b>	<b>1,610</b>	<b>1,688</b>	<b>12,861</b>

Source: UCEAP Reciprocity, December 2011.

Note: UC Merced and UC San Francisco removed from chart because reciprocity students were not enrolled at these campuses.



Source: UCEAP Reciprocity, December 2011.

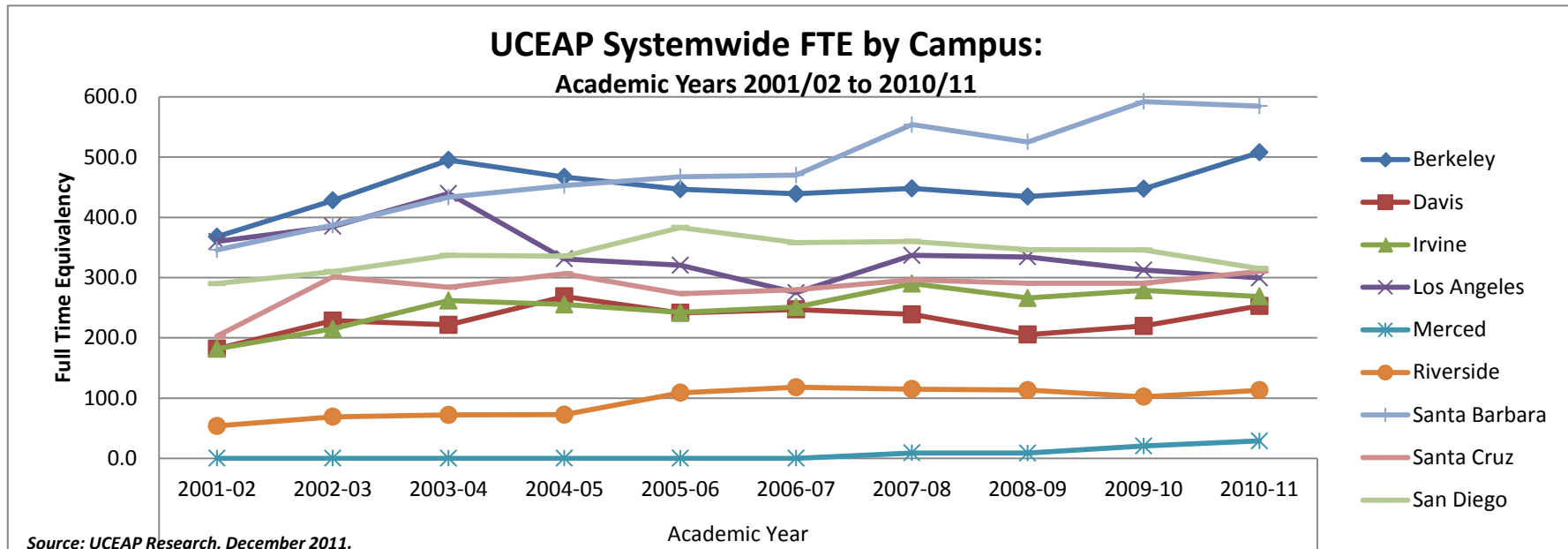


## UCEAP Systemwide FTE by Campus: Academic Years 2001/02 to 2010/11

CAMPUS	Academic Year										Total
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
Berkeley	367.8	428.0	495.1	467.0	446.6	439.0	448.0	434.4	447.4	507.7	4,481
Davis	182.0	228.6	221.6	268.8	241.4	247.1	239.0	205.4	219.6	252.9	2,306
Irvine	182.0	215.0	262.0	255.3	242.3	251.0	290.0	266.1	278.9	268.8	2,511
Los Angeles	359.9	384.9	439.6	331.0	320.4	275.0	337.0	334.3	312.5	299.3	3,394
Merced	—	—	—	—	—	—	9.0	8.9	20.6	29.0	67
Riverside	53.8	69.0	72.0	72.5	108.9	118.0	115.0	113.3	102.3	113.0	938
Santa Barbara	346.0	387.1	433.4	452.7	467.1	470.0	554.0	525.1	592.2	584.5	4,812
Santa Cruz	203.0	301.2	284.0	306.5	273.3	280.0	296.0	290.5	290.7	310.5	2,836
San Diego	290.0	310.0	337.0	335.8	383.1	358.0	360.0	346.3	345.8	315.2	3,381
San Francisco	—	—	—	—	—	—	—	—	0.5	—	0.5
<b>Systemwide Total</b>	<b>1,985</b>	<b>2,324</b>	<b>2,545</b>	<b>2,490</b>	<b>2,483</b>	<b>2,438</b>	<b>2,648</b>	<b>2,524</b>	<b>2,610</b>	<b>2,681</b>	<b>24,727</b>

Source: UCEAP Research, December 2011.

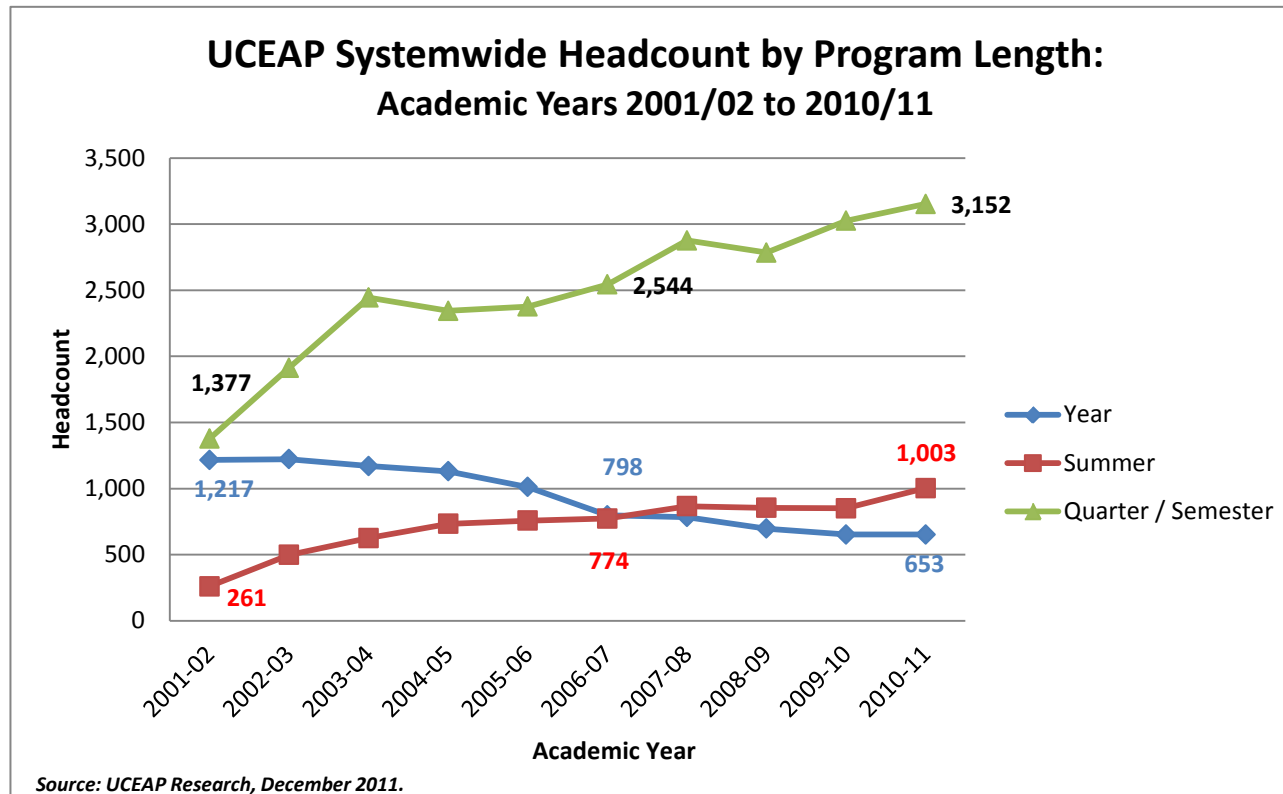
Note: UC San Francisco excluded from line chart FTE total below.



## Systemwide UCEAP Participation by Program Length: Academic Years 2001/02 to 2010/11

LENGTH	Academic Year										TOTAL
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
Year	1,217	1,222	1,170	1,130	1,012	798	785	697	652	653	9,336
Summer	261	499	626	734	758	774	867	855	851	1,003	7,228
Quarter / Semester	1,377	1,914	2,445	2,344	2,377	2,544	2,877	2,785	3,025	3,152	24,840
Systemwide Total	2,855	3,635	4,241	4,208	4,147	4,116	4,529	4,337	4,528	4,808	41,404

Source: UCEAP Research, December 2011.





UNIVERSITY *of* CALIFORNIA

# Education Abroad Program

## **University of California Education Abroad Program's Student Focus Groups in Support of Strategic Planning**

*August 2011*

Gordon Schaeffer, Sr. Research Analyst  
Emily Neumann, Research Analyst

Kelsey South, Program Advisor & Note Taker  
Kristin Maryott, Program Advisor & Moderator  
Stacey Lydon, Operations Specialist & Moderator  
May Pothongsunun, Operations Specialist & Note Taker  
Jean-Xavier Guinard, Associate Vice Provost & Executive Director

For Further Information Contact Research at:

E-mail: [Research@eap.ucop.edu](mailto:Research@eap.ucop.edu)

Tel: (805)-893-4700

University of California Education Abroad Program  
6950 Hollister Avenue, Suite 200  
Goleta, California, 93117-5823

## **Introduction: Purpose of Study**

In 2010-11 the University of California Education Abroad Program (UCEAP) announced a broad strategic planning exercise in support its vision of:

1. Study Abroad for All
2. Academic Excellence, &
3. Best Business Practices

As an academic program designed to impart international education to UC students, it was determined that UC students should inform the strategic plan's initiatives or tactics so as to optimally pursue this vision for UC students. To this end, focus groups were organized at four UC campuses representing a cross-section of institutional perspectives within our student population (UC Davis, UC Los Angeles, UC San Diego, & UC Santa Barbara). Multiple 90 minute sessions were held at each institution with students who were predominantly:

1. Upper-class in academic standing and who had a familiarity with UCEAP -- by fact of their having initiated an application to UCEAP -- but who had not participated in study abroad with UCEAP, and
2. Lower-class in academic standing and who had not previously initiated an application to UCEAP

In all, 62 students participated in the focus groups, 36 who had initiated a UCEAP application, and 26 who had not. These students were largely recruited by the UC campus offices for study abroad, and focus group subjects were given a modest incentive for their participation.

This report interprets the collection of focus group data, rather than presenting a mere sequence of conversations. As well as any conversation or focus group is moderated, statements by subjects and conversations between subjects will naturally include reflections upon previous statements of the group. The interpretation of themes as trends and commonalities within and across groups reduces redundancy and allows us to efficiently portray the range of ideas and opinions of our subjects or, when practical, a simple representation of the clear majority. What is more, this approach allows us to incorporate information from other resources -- namely program evaluations and surveys of UCEAP's applicants, participants, and parents of participants -- and to effectively continue the process of refining the results as future evidence comes forward from the research that all UCEAP staff members contribute to as part of their daily pursuit of excellence at UCEAP.

## Findings Brief

### *Program Essentials:*

It is essential that UCEAP prove to UC students that it truly is an academic program by producing units that fulfill their immediate academic major(s), minor(s), or other degree requirements. Anything less is a waste of their time, their money, and their energy that could be spent in other worthy opportunities that vigorously compete for their attention. These sentiments are informed by parents, who largely fund their student's education and critically impact participation decisions.

- Our UC students maintain that Summer, or Summer and Fall terms, are the optimal periods to pursue study abroad
- They prefer other forms of instruction over on-line learning
- Students demand other returns for their investment in study abroad, namely cultural acquisition in the form of language skills, & social prestige through other distinct achievements abroad that can have potential career benefit.

### *Program Choices:*

For their time invested in study abroad, UC Students know that there are many options available to them within the UC system. But they are not necessarily clear about what these choices are or what the differences are between these programs. Although the UC brand brings to UCEAP a certain credibility that has value, UC students are not hesitant to give their investment in study abroad to other providers, including non-UC providers, if their personal agenda for study abroad gives this option more value.

- Our market position is unclear to UC students
- Even program participants are uncertain as to the financial value of UCEAP programs
- In the eyes of our students, UCEAP does not currently have programs for all UC students
- Choices about programs are strongly influenced by the student's network of peers, friends, past participants, UC staff, and parents. Not all influencers' opinions are necessarily valued equally at different decision or choice moments

### *Learning about Programs:*

As students develop knowledge about study abroad programs, they begin to have motives for different types of information about programs. Some communication tools are better at delivering institutional knowledge and require institutional ownership. Other tools are for non-institutional content and require only an institutional support and carefully balanced participation.

- “Technical” & “legitimate” are words students commonly use to describe what they want the UCEAP institutional resources and staff to deliver by print, website, and in any other official presentation
- Social media such as Facebook is currently the arena students prefer for connecting and sharing with one another
- When administrators do participate in Facebook they need to balance their presence against the subject under discussion and the amount of institutional presence students will tolerate
- UCEAP’s new website design is appealing to students, though some elements could be confusing and will require monitoring for effectiveness, and there are student interests in having tools added to the website that will make it easier for them to understand the process to participation

#### *Making Decisions About Programs:*

At most critical decision points, students are confronting academic and financial obstacles. Through their personal networks students are usually partially informed of UCEAP or study abroad opportunities in matters academic or financial. Sometimes they are working from intuitive ideas about the cost of travel and education. Students also have a wide array of personal obstacles they need to overcome in order to participate in study abroad and look to UCEAP or any provider to make the process to participation easier for them.

- Financial obstacles are as significant as academic demands
- UC students are aware that not all Financial Aid is equal and do not want to be encumbered with debt that results from irresponsible decisions
- Fears of isolation, home-sickness, reverse culture shock, selecting the right program, and adjustment to a foreign institution and culture are sensitive subjects with UC students, common if not widespread among applicants, and though difficult to address present an opportunity for UCEAP to serve students
- Other logistical and practical concerns can become obstacles to participation – matters of housing, transportation, visas, application requirements, and the need to maintain their immediate academic arena as they prepare for another – and can reduce the best intended applicant’s chances of participation to nothing.

# 50<sup>th</sup> Anniversary Calendar: 2012

