



UNIVERSITY *of* CALIFORNIA

Education Abroad Program

Requested Study and Data on Independent Research Related Courses, Internships, & Scholarships

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

Contents

Introduction: Purpose of Study	3
Findings Brief	4
Discussion: Independent Research Related Courses	5
Table 1 – Headcount of Participants With or Without Research Related Coursework	5
Table 2 - Decision Tree Model of IRC Enrollment within Past Program Participants.....	6
Discussion: Internships	8
Table 3 – Count of Program Participants Enrolled in Internship Courses.....	8
Table 4 – Count of Participants with Internship Related Courses by Campus.....	9
Scholarships Discussion.....	10
Gilman Scholarship Program Discussion	11
Conclusion	14
Appendix I: Research Related Enrollment by Campus.	15
Appendix II: Request by UC Irvine’s Associate Director of Study Abroad.....	17
Appendix III: Internship Related Enrollment by Campus.	18
Appendix IV. UCEAP Scholarship Applicants & Awards, and Descriptors of Scholarship Awards.	19

Introduction: Purpose of Study

Our UC Irvine campus administrative director, Ms. Marcella Khelif, asked us to provide an assessment of independent research and internship course enrollment by campus. Additionally, Ms. Khelif asked that we include with that report the campus distribution of UCEAP specific scholarships.¹ As these two subjects indirectly reflect on two of the most significantly and commonly cited obstacles to participation, academic fit and affordability,² it is hoped that our findings assist UCEAP in its efforts to extend access and opportunities to all UC students.

In no way is this report a comprehensive analysis of academic research undertaken by UCEAP's participants. We stress the relevance of the word "independent." All UCEAP programs encourage academic research. But very few courses are participant specific or "independent."

Our assessment of independent research courses (IRCs) and internships is based upon participant enrollment for academic credit.³ By combining this data with participant demographic and program attribute data, we have constructed acute analyses and relatively precise descriptions of student demand for independent research and internship courses. Our recent focus group study provided insights on the utility for internship courses. As much as such courses must articulate to degrees and distinguish students (i.e., they can provide the high social rewards students need), a latent and essential characteristic for students is that these experiences be different from traditional or dominant models of academic instruction at home.⁴ To those ends, it is hard to miss the unique contributions independent studies and internships have made for our alumni.⁵

¹ The original request is available in appendix #2, below, and make reference to our most recent [Director's Annual Report](#) and statements regarding independent research and internship course (cf., at p. 15ff (<http://tinyurl.com/6m8rp3l>)).

² Affordability as compared to the UC off-campus median budget is addressed by this [tool](#) that requires the following userid (eapstaff) and password (10-11Year!). See the datapage entitled "Academic Year 2011-12 Student Budgets."

³ Within UCEAP, courses numbered 192 are entitled "Special Studies," 193s are "Advanced Special Studies" courses, and courses numbered 196 are designated or described as "Research" courses. Courses numbered 197 are "Internships" for which students received academic credit. There is no attempt to assess extracurricular or non-credit awarding internships.

⁴ Cf., <http://web1.eap.ucop.edu/staff/research/FocusGroupReport2011.pdf>, and especially pages 15ff. The closer a student is to graduation, the more interest they have in distinctions and components of program design that can add value to career interests. We provided many representative quotations of the aspirational, future directed, and personal enrichment students expect from study abroad at page 18 of our report.

⁵ In program evaluations: 75% of students report that they went abroad, in part, to pursue coursework – or distinguishing opportunities – unavailable at their UC campus. [Dr. Carol Greider's Nobel Prize](#) was related to telomeres, and as a UCEAP student she first observed telomeres. Video-recording (July 7, 2002) is available online of Ambassador Marc Grossman, currently the United States Special Envoy to Afghanistan and Pakistan, when serving as Under Secretary of State for Political Affairs: <http://tinyurl.com/6nz3lzt>. Other videos on the contributions of UCEAP to his career and on the value of student abroad in general are available.

UC students have challenged us to construct venues abroad for applying their knowledge and skills to academic, career, pre-professional, service learning and community interests. Independent IRCs and internships are a potential means of meeting this challenge while efficiently exporting the UC's mission of instruction, research and public service. They are a unique means of meeting student interests and to equip students "*for work and life in a globally interdependent and culturally diverse world.*" As such IRCs and internship courses are complex components of our market position that deserve special attention.

Findings Brief

- In recent years, enrollment in independent research related courses has declined.
- IRC enrollments are concentrated in a small number of programs.
- Though enrollment rates in IRCs vary by campus, other factors are statistical predictors of IRC enrollment. E.g., regardless of campus of origin, students of Immersion and UC Construct programs are 2.7 times more likely to enroll in IRCs than students in other types of programs. Some countries – such as Ghana – have even stronger associations with IRCs.
- To assist advisors (or others) – & to encourage students to pursue IRCs – we have made a [pilot database](#)⁶ of recent IRC enrollments available.
- In recent years, enrollment in internships has declined.
- To assist students with interests in internships, we have made available a [searchable database](#) for advisors, students, or others (e.g., administrators, parents...⁷.
- As with independent research course enrollments, internship demand does differ by campus of origin but is (statistically) predicted by other factors (e.g., Country of Destination).
- The analysis of other factors suggests market opportunities to build upon. E.g., extensions from the summer in Korea, new program designs or relationships.
- In 2011-12 the Gilman Scholarship Program awarded UC students over \$800K. This assistance effectually expands the UCEAP Student Aid pool by that amount, or what is approximately 36% of UCEAP's state support.
- As UCEAP students cannot use Federal Work Study support while abroad, the Gilman program deserves high level institutional attention and support.
- Lastly, the Gilman program requires "Follow-on" projects, which are a resource and means for UCEAP to demonstrate the value of study abroad to our audiences.⁸

⁶ User Name: eapstaff & Password: 10-11Year!

⁷ User Name: eapstaff & Password: 10-11Year!

Discussion: Independent Research Related Courses

In recent years, the number and percentage of program participants enrolled in independent research courses has declined (Cf., table below). With IRC enrollment far below 5% of returnees, there are relatively few alumni voices that can authenticate our statements promoting IRCs. This presents a challenging opportunity to UCEAP's program strategy, marketing, and academic integration efforts.

Table 1 – Headcount of Participants With or Without Research Related Coursework

Headcount of Participants (with Grades earned) With or Without Research Related Coursework:
Academic Year of Application 2008-09 Through 2010-11.

		Academic Year Of Application							
		2008-09		2009-10		2010-11		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Participant Had Research Related Course(s) or Not	No Research Related Coursework	4125	95.2%	4372	96.8%	4621	97.0%	13118	96.4%
	Had Research Related Coursework	210	4.8%	144	3.2%	141	3.0%	495	3.6%
	Total	4335	100.0%	4516	100.0%	4762	100.0%	13613	100.0%

Source: UCEAP, Research. MyEAP Grades Data. 11/30/2011 5:00:26 PM.

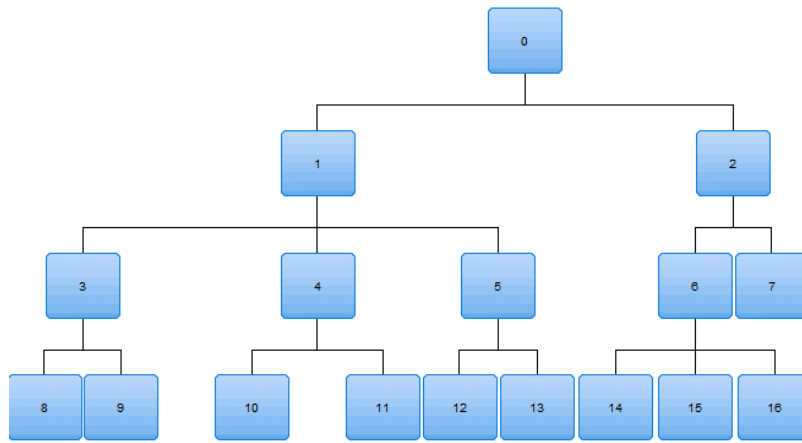
Coursework for AYA 2010-11 incomplete as not all students courses have been recorded at this time.

Though not a statistically significant relationship, the percent of participants who enroll in independent research related courses will vary by UC campus. For example, in recent years the percentage of UCB participants in IRCs has held steady at near 5%. Other campuses have recently seen some noticeable declines (e.g., the percent of UCSD's participants in IRCs has fallen from 6.5% to 1.2%; cf., appendix #1).

That said, even the least seasoned study abroad professional can suggest relationships between program structures or student characteristic(s) that might predict IRC enrollment. Obviously, we cannot control for every factor. However, classification models or “decision trees” can segment cases of data into groups or clusters for a “target” variable (e.g., “Enrollment in IRCs or Not”) from a long list of potential predictors (e.g., Campus, Program Type, CIP Group, Sex, Class Level, Pre-Departure GPA, Language of Instruction, Extension status, Time of Year or Term...). What is more, the results of these tools produce a relatively simple model that makes it easy to portray or suggest significant details of IRC enrollment.

⁸ More on The Benjamin A. Gilman Scholarship program and the Follow-on projects of scholarship alumni can be taken from their website: <http://www.iie.org/en/Programs/Gilman-Scholarship-Program/Alumni>.

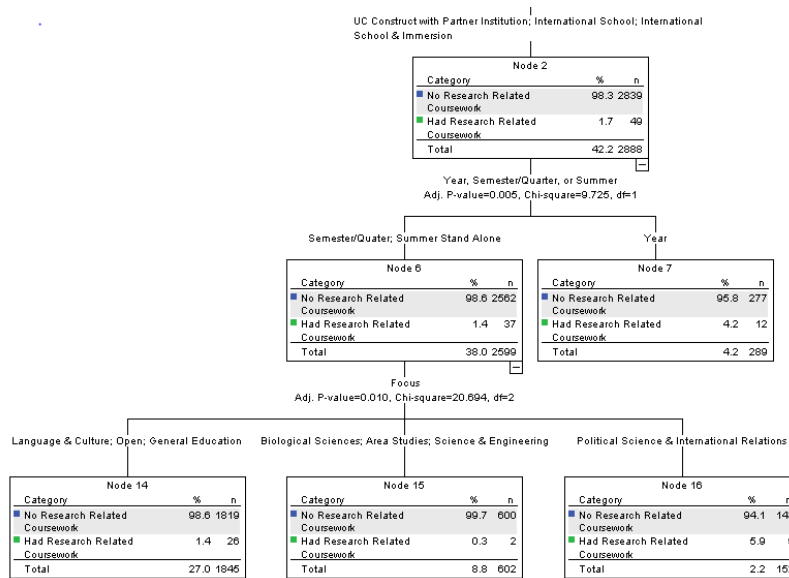
Table 2 - Decision Tree Model of IRC Enrollment within Past Program Participants



An efficient classification model or “tree”⁹ (see the diagram at left) suggests IRC enrollment is best predicted by the type of program the student chooses. At node #1 (to the left below node #0; cf., image above) 4.6% of participants included IRCs; on the right at node #2 only 1.7% of students

included IRC instruction. Though statistically significant, these differences are perhaps not so large, or enough to merit institutional attention. After all, the overall IRC enrollment participation rate is only 3.6%.

In general, participants of International School program have either had little



need, or insufficient resources, for IRC enrollment. These programs are all clustered within node #2 (with 1.7% enrolling in IRCs; cf., image below; note, there are very few programs that are UC Constructs with Partner Institutions). This result could help student advisors. As things are, students who are inclined to pursue an International School program, and who want

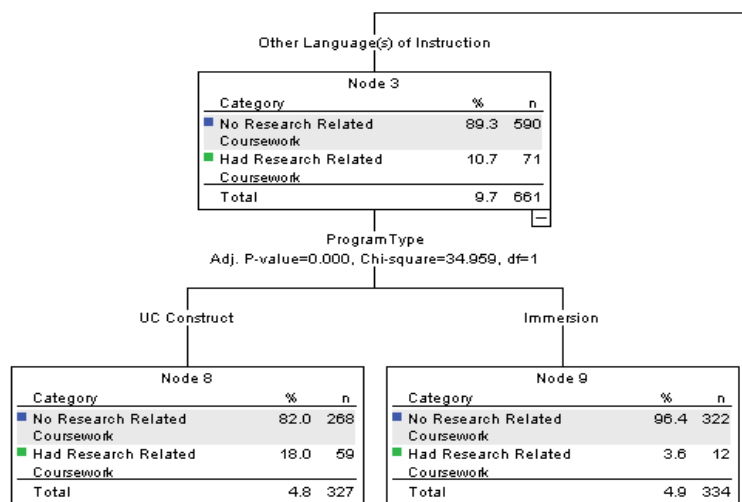
their curriculum to include independent research, should prepare carefully and maybe consider alternatives.

Only in a small subset of International School programs have exhibited much demand for IRC enrollment: nodes #6 and #16. Approximately 4.2% of Year-long

⁹ Using CHAID, with Bonferroni adjusting significance, 50% of the sample for Training/Test, a 50 case minimum for the parent node & 23 case minimum for the child nodes; an overall prediction accuracy of 96.6% of cases. A [full portrait of the tree is available online](#).

International School participants pursued IRC's, and 5.9% of Summer or Semester length participants in in these programs with an emphasis (or what we classify internally as a "Focus") on Political Science & International Relations pursued IRCs. Again, in the cold eye of a computer a student's campus of origin is not a predictor of IRC enrollment (nor is a long list of other factors such as CIP (academic major discipline) Group, Ethnicity, Class Level, Sex, Language of Instruction, Pre-Departure GPA...).

On the other side of the model, or beneath node #1 are captured those students who enrolled in UC Construct or our Immersion programs. What most predicts their use for independent research courses is the variable or predictor, "Language of Instruction." Students who can pursue coursework entirely in a language(s) other than English are three times (3x) more likely to enroll in IRCs than the general participant populace (or 10.7% vs. 3.6%). The richest IRC cluster is found at node #8 where 18% of students have enrolled in IRCs (that is an overall gain or improvement of 500%; cf., image at left), or students enrolled in UC Constructs and who received all instruction in a language other than English.



Something about these programs and this language skill has encouraged their enrollment in IRCs. This [interactive online datpage](#) allows one to identify programs that have best served student demand for IRCs. Again, advisors might benefit from this tool as they work to guide students to a program that best meets their interests and needs.

Ultimately, IRCs enrollment has been concentrated in a few programs. In Academic Years 2009 & 2010 combined, 50% of IRC participants were enrolled in 5 of 144 programs (or 3.5% of programs)¹⁰. At that same time, 71 programs had no IRC activity. To suggest what an ideal distribution of IRC enrollment would look like is not the purpose of this study. But the finding should encourage UCEAP to consider independent research courses as it pursues its student-centric mission in a coherent program strategy.

¹⁰ Program is defined by Country, Partner, & Program names. Options (e.g., Fall, Spring, or Intensive Language + Fall, etc.) are not included.

Discussion: Internships

A survey of recent returnees suggests that very few UCEAP participants have intended to fulfill internships abroad as major or degree requirements (roughly 5% of 1,082 respondents). This finding encourages questions for both marketing & academic integration: how many UC programs or majors require internships? how large is that student population? can they reasonably articulate and fulfill internships requirements abroad? etc. Our focus groups conducted for strategic planning demonstrated that students have strong interests in these types of learning environments.¹¹ Not to make too fine a point of things, but participants have been as likely to identify as a primary goal for participation the choice “expanding career options” (44%) as they have been “to make progress in my major” (41%).

With the above as context and background, we see both in number and as percent a recent for internship enrollments (Cf., first table, below). Between the campuses there are – though not statistically significant – evident differences. A few campuses have done relatively well, maintaining a headcount of students enrolled in IRCs (though this is usually a decline in the percentage of campus participants, e.g., UCB, UCSB, UCSC). Other campuses, as the second table below demonstrates, have experienced noticeable declines (e.g., UCLA, UCSD).

Table 3 – Count of Program Participants Enrolled in Internship Courses

Count of Program Participants Enrolled in Internship Courses or Not By Academic Year: Academic Year of Application 2008-09 Through 2010-11.

		Academic Year							
		2008-09		2009-10		2010-11		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Participant Had Internship Related Course (s) or Not?	No Internship Related Coursework	4127	95.2%	4303	95.3%	4533	96.2%	13013	95.6%
	Had Internship Related Coursework	208	4.8%	213	4.7%	179	3.8%	600	4.4%
	Total	4335	100.0%	4516	100.0%	4762	100.0%	13613	100.0%

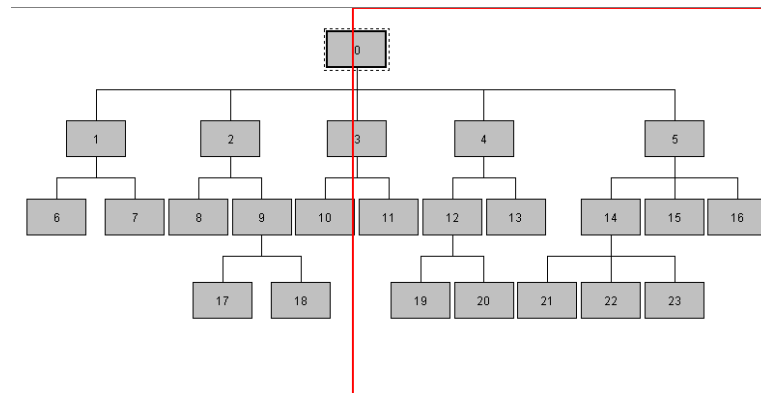
Source: UCEAP, Research.

¹¹ Cf., [Student Focus Groups in Support of Strategic Planning](http://tinyurl.com/blvwawv), p. 15ff. If the URL is not active, consider trying: <http://tinyurl.com/blvwawv>.

Table 4 – Count of Participants with Internship Related Courses by Campus
 Count of Participants with Internship Related Courses by Campus & Academic Year: Academic Year of Application 2008 Through 2010.

		Academic Year of Application							
		2008-09		2009-10		2010-11		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Campus	UCB	46	35.4%	40	30.8%	44	33.8%	130	100.0%
	UCD	21	35.0%	24	40.0%	15	25.0%	60	100.0%
	UCI	16	43.2%	11	29.7%	10	27.0%	37	100.0%
	UCLA	24	38.7%	27	43.5%	11	17.7%	62	100.0%
	UCM	0	.0%	3	100.0%	0	.0%	3	100.0%
	UCR	5	38.5%	4	30.8%	4	30.8%	13	100.0%
	UCSB	41	25.9%	60	38.0%	57	36.1%	158	100.0%
	UCSC	22	31.4%	20	28.6%	28	40.0%	70	100.0%
	UCSD	33	49.3%	24	35.8%	10	14.9%	67	100.0%
	Total	208	34.7%	213	35.5%	179	29.8%	600	100.0%

A model for predicting internship course enrollment (cf., below) produces more clusters than did the IRC model, and it suggests that Country of Destination is our most important predictor variable. Decision trees are never conclusive; they are limited by the variables at your disposal, etc., and so we want to



emphasize that this is just one way of looking through vast amounts of data.¹² Others can look at past internship enrollments using this [internships pilot database](#).

Nodes #1 and #2 capture 80% of UCEAP's countries, or where less than 1% of participants have

successfully completed an internship for academic credit. Chile stands alone in node #3 with nearly 80% of students having enrolled in an internship opportunity. Hungary (no longer a destination for UCEAP), Italy, and Israel have had about 12% of past participants enroll in an internship (at node #4). Mexico, Korea, & Spain remain clustered together at node #5 with 5% of participants having enrolled in an internship.

At a deeper level in the model, Chile students are split between those who enrolled in internships (node #10) and those who enrolled in independent research courses. In effect, the model suggests that students are not likely to have enjoyed

¹² The same parameters were used in the Internship decision tree as the RRC tree; Cf., note #5, above. The overall prediction accuracy was slightly higher (97%).

the experience of both forms of independent instruction. This could reflect choices of the individual (perhaps they can't afford the academic or social costs of both an IRC & an internship), or maybe it reflects the design of programs.

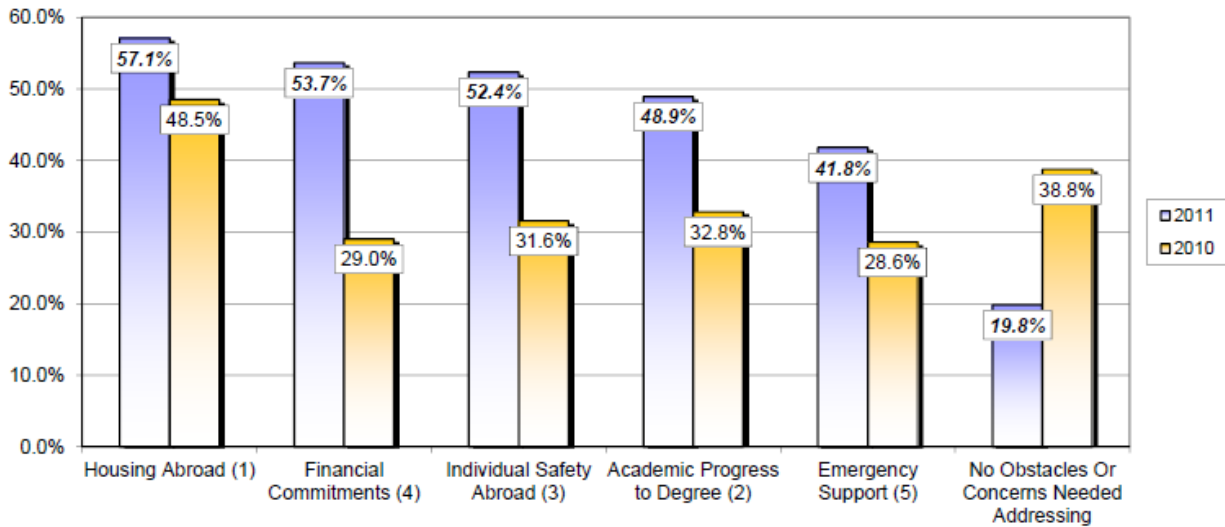
In regards to the model, the last node worth special attention is #22. It shows that about 16% of the Korea, Yonsei University Semester participants have enrolled in an internship. Coupled with the success this program has had with encouraging students to extend their time abroad, the Korea outreach message is perhaps ready for a "build your own program" campaign.

In the end, whether it is internships or independent research courses, students will need credit to apply for their degree and commonly for their academic major's requirements. In our survey of recent returnees, students who would not recommend UCEAP to their academic major peers most frequently related that it was the "difficulty" of integrating courses (finding courses, getting credit for courses, etc.) that put them off. Our focus group study returned at least one certain result: an academic program that fails to efficiently deliver credit to a degree is something students will avoid. Leveraging our relationships between faculty and institutions for arranged (and maybe even pre-arranged) independent study and internships might be a means of reducing the risks of credit in the major.

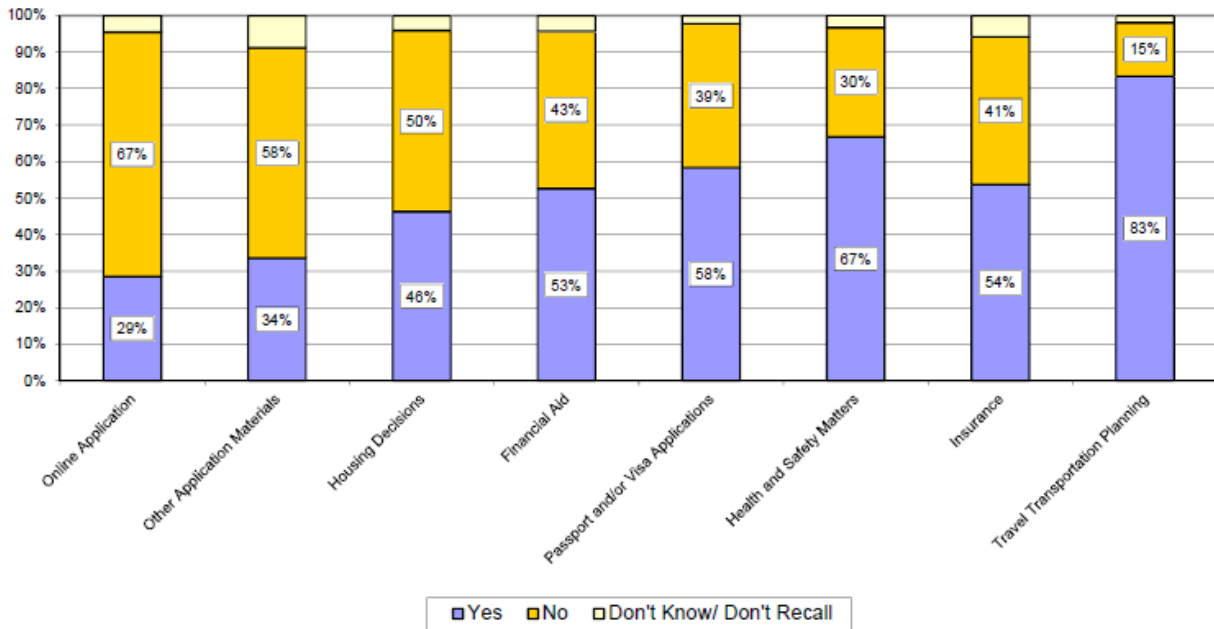
Scholarships Discussion

UCEAP scholarship data is presented in appendix #4. It allows the reader to assess the number of applicants and awards given by academic year, award name, and campus. It also includes descriptors (median, minimum, maximum & sum) of awards granted by academic year, award name, and campus. Institutionally, UCEAP values these and other outside awards as they help students and their families with the financial cost of study abroad. Surveys of parents have identified financial commitments and financial aid as an obstacle or a matter they help their student with. The following tables from parent surveys give some context and comparison to other obstacles or issues parents confront.

Indicate if any of the following common obstacles...: Top five items in order of descending frequency as a percent of respondents with concerns in Year 2011 (with 2010 position in parentheses).



Students solicited parent/family support with the following application or pre-departure matters:



Gilman Scholarship Program Discussion

The Gilman Scholarships are defined, in part, by the following characteristics:

- They are U.S. State Department funded
- Students must be Pell Grant eligible

- Programs must be for 4-weeks of duration or longer
- Additional stipends are awarded for studies in languages the State Department determines of critical national interest
- All recipients must include a proposal and complete a “follow-on” project
- Roughly 1 in three applicants to fall & spring term awards are given an award; approximately 1 in five applicants to summer term awards are given an award

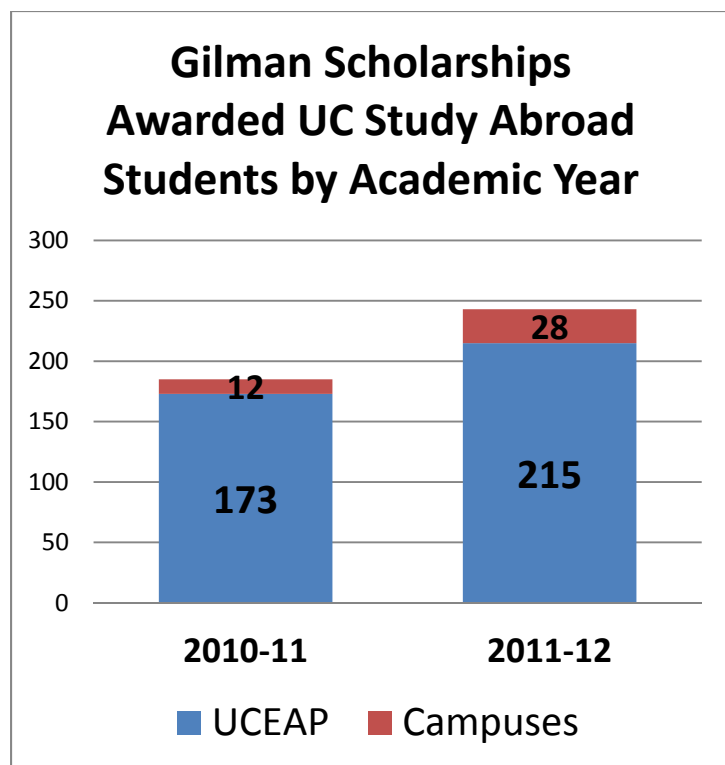
In recent years, the competition for Gilman Scholarships has substantially increased. In the past, Pell Grants were an indicator of lower economic status. Today, Pell Grant qualification includes the overall cost of attending an institution. This means that Pell Grants and Gilman Scholarships assist a broader segment of society than merely the students of relatively lower economic status. This year’s awards were given a greater reach or market penetration by reducing the required time abroad to 4 weeks.¹³

By default, any UC student with a Pell Grant is also a recipient of UC Scholarships or Grant that has been funded by the UC Student Aid Pool (USAP). Thus, every Gilman Scholarship dollar extends the UC USAP funds by one dollar.¹⁴ Overall, in 2011-12 UCEAP students were awarded by the Gilman Scholarship program (and expanded the UC Student Aid Pool) by over \$800,000 dollars. A campus breakdown of these scholarships is in Appendix IV. Since UCEAP students cannot use federal Work Study awards during their time abroad, the Gilman Scholarships program can help students reduce the amount of money they might otherwise have to borrow.

Lastly, the Gilman Scholarship program requires that all recipients propose and complete a follow-on project for the purpose of advancing interest in study abroad. These returnees are a potential resource for UCEAP marketing, office internships, and peer advising interests. What is more, their successes can be documented and in turn used as evidence for the value of study abroad in ways that numbers and less personal statements can ever achieve. UCEAP could potentially help scholarship applications by working with applicants on forming specific, intentional, and achievable follow-on project initiatives and proposals. Below are some additional details relating to Gilman award and the UC system.

¹³For more on the Gilman Scholarship, cf., Frequently Asked Questions on the Gilman Scholarship Website. <http://www.iie.org/Programs/Gilman-Scholarship-Program/Apply>: “What are my chances of winning a Gilman Scholarship.” January, 2012.

¹⁴ Though UCEAP and the UC cannot budget for outside revenues, the Business Model –something more than budget exercise – must now begin to reflect external contributions and other factors that are a systemwide return on General Fund allocations or taxpayer investment (currently \$2.2M and falling to \$1M).



- This year's UCEAP participants received 42 more Gilman Scholarships (n = 215) than last year; that is an increase of 24.3%. This occurred in a year when enrollment has declined slightly (by about 100 or 150 students, or 3%).
- Last year, 3.6% (=173/4,808) of UCEAP's participants received a Gilman Scholarship. With an enrollment projection of 4,640 students, 4.6% of UCEAP's program participants received a Gilman scholarship in AY 2011-12.¹⁵
- UCEAP students were 8.8% of all Gilman Scholarships awarded in AY 2011-12 (vs., 8.7% in AY 2010-11).
- In AY 2010-11, UCEAP Gilman Scholars received 8.5% of the total amount of money distributed or awarded Gilman Scholars nationally. This year, UCEAP participants accounted for 8.8% of the dollars the Gilman Scholarships distributed nationally.
- In 2011-12 UCEAP Gilman Scholars received 18.4% more money than they did in AY 2010-11 (an increase of \$125,000).
- Nationally, the Gilman Scholarship committee gave out 14.1% more money than the year before (or an increase of \$1,124,960 more than the year before).

¹⁵ This enrollment estimate was made in December of 2011. We have many programs still to depart for programs, and it is intended to be a conservative estimate. The actual enrollment should be slightly higher, but probably by no more than 1% or 50 students more.

Conclusion

Independent research courses (IRCs) are a potentially valuable component of UCEAP's program strategy. They can promote student program demand, extend curriculum flexibility and academic integration, promote relationships between the UC and partner institutions, and influence long term alumni support. What is more, with new communication tools (internets) independent courses might provide an innovation lab as we look for ways to bring the world to the UC through UCEAP.

As much as internships can help UCEAP meet a wide range of student interests and aspirations (academic, career & pre-professional, community & service learning) they should be institutionally valued. Along the lines of IRCs, internships are opportunities students hope to integrate with degree requirements (credit) and objectives. Opportunities that UCEAP has offered are not always taken, (e.g., the London Study Center), and so the investment needs to be carefully administered and made a coherent part of program strategy.

Admittedly, scholarships are immediately rewarding the recipient. But recognizing the social or institutional benefits of scholarships, and documenting these, is a new method of advancing the greater interests of UCEAP and study abroad. The Gilman Scholarship is but one example of these programs. Ultimately, outside funding needs to be a noted element of our annual financial reports and statements of contribution to the greater UC.

Appendix I: Research Related Enrollment by Campus.

UCEAP Participation Headcount as Enrolled in Research Related Coursework or Not by Campus & Academic Year: Academic Year of Application 2008-09 Through 2010-11.

		Academic Year Of Application							
		2008-09		2009-10		2010-11		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
NUC	No Research Related Coursework	17	100.0%	3	75.0%	0	.0%	20	95.2%
	Had Research Related Coursework	0	.0%	1	25.0%	0	.0%	1	4.8%
	Total	17	100.0%	4	100.0%	0	.0%	21	100.0%
UCB	No Research Related Coursework	699	94.7%	755	94.8%	874	95.2%	2328	94.9%
	Had Research Related Coursework	39	5.3%	41	5.2%	44	4.8%	124	5.1%
	Total	738	100.0%	796	100.0%	918	100.0%	2452	100.0%
UCD	No Research Related Coursework	321	95.8%	343	95.3%	408	98.1%	1072	96.5%
	Had Research Related Coursework	14	4.2%	17	4.7%	8	1.9%	39	3.5%
	Total	335	100.0%	360	100.0%	416	100.0%	1111	100.0%
UCI	No Research Related Coursework	507	97.7%	539	97.8%	528	98.0%	1574	97.8%
	Had Research Related Coursework	12	2.3%	12	2.2%	11	2.0%	35	2.2%
	Total	519	100.0%	551	100.0%	539	100.0%	1609	100.0%
UCLA	No Research Related Coursework	586	95.3%	560	97.6%	567	97.4%	1713	96.7%
	Had Research Related Coursework	29	4.7%	14	2.4%	15	2.6%	58	3.3%
	Total	615	100.0%	574	100.0%	582	100.0%	1771	100.0%
UCM	No Research Related Coursework	13	92.9%	32	100.0%	47	97.9%	92	97.9%
	Had Research Related Coursework	1	7.1%	0	.0%	1	2.1%	2	2.1%
	Total	14	100.0%	32	100.0%	48	100.0%	94	100.0%

UCR	No Research Related Coursework	201	97.6%	196	99.5%	220	98.7%	617	98.6%
	Had Research Related Coursework	5	2.4%	1	.5%	3	1.3%	9	1.4%
	Total	206	100.0%	197	100.0%	223	100.0%	626	100.0%
UCSB	No Research Related Coursework	783	95.0%	933	97.4%	883	96.2%	2599	96.3%
	Had Research Related Coursework	41	5.0%	25	2.6%	35	3.8%	101	3.7%
	Total	824	100.0%	958	100.0%	918	100.0%	2700	100.0%
UCSC	No Research Related Coursework	439	93.6%	441	95.7%	529	96.9%	1409	95.5%
	Had Research Related Coursework	30	6.4%	20	4.3%	17	3.1%	67	4.5%
	Total	469	100.0%	461	100.0%	546	100.0%	1476	100.0%
UCSD	No Research Related Coursework	559	93.5%	568	97.8%	565	98.8%	1692	96.6%
	Had Research Related Coursework	39	6.5%	13	2.2%	7	1.2%	59	3.4%
	Total	598	100.0%	581	100.0%	572	100.0%	1751	100.0%
UCSF	No Research Related Coursework	0	.0%	2	100.0%	0	.0%	2	100.0%
	Had Research Related Coursework	0	.0%	0	.0%	0	.0%	0	.0%
	Total	0	.0%	2	100.0%	0	.0%	2	100.0%
Total	No Research Related Coursework	4125	95.2%	4372	96.8%	4621	97.0%	13118	96.4%
	Had Research Related Coursework	210	4.8%	144	3.2%	141	3.0%	495	3.6%
	Total	4335	100.0%	4516	100.0%	4762	100.0%	13613	100.0%

Source: UCEAP, Research. 12/8/2011

Appendix II: Request by UC Irvine's Associate Director of Study Abroad

Dear Gordon,

I don't know if you have time to pull this data together, but if possible, here's what I'm interested in. In the Director's Annual Report for 2010-11, there is a section (4.3 starting on page 15) about Undergraduate Research and Internships. It states that, "Nearly 150 independent and research projects were arranged for academic credit." Would it be possible to get a break-out of those by the student's home UC campus? What I'm trying to find out is, how many of those 150 are Irvine students, and how does that compare with other campuses? Does participation in research cluster in certain campuses, or is it evenly distributed?

In the same vein, if you have such data regarding internships, I would be interested in that as well.

Finally, I'm interested in similar data regarding scholarships. Gilman, if you have it. For each of the UCEAP scholarships - Duttonhaver, Dan Wise, Jahanshahi, and the EAP Spring scholarship - I would be interested to know both the number of applicants by campus and the number of awardees by campus.

Thanks for any of this, if you can provide it.

Marcella

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Appendix III: Internship Related Enrollment by Campus.

Internship Course Enrollment by Campus and Academic Year: Academic Year of Application
2008-09 Through 2010-11.

		Academic Year Of Application							
		2008-09		2009-10		2010-11		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
NUC	No Internship Related Coursework	17	100.0%	4	100.0%	0	.0%	21	100.0%
	Had Research Related Coursework	0	.0%	0	.0%	0	.0%	0	.0%
	Total	17	100.0%	4	100.0%	0	.0%	21	100.0%
UCB	No Internship Related Coursework	692	93.8%	756	95.0%	874	95.2%	2322	94.7%
	Had Research Related Coursework	46	6.2%	40	5.0%	44	4.8%	130	5.3%
	Total	738	100.0%	796	100.0%	918	100.0%	2452	100.0%
UCD	No Internship Related Coursework	314	93.7%	336	93.3%	401	96.4%	1051	94.6%
	Had Research Related Coursework	21	6.3%	24	6.7%	15	3.6%	60	5.4%
	Total	335	100.0%	360	100.0%	416	100.0%	1111	100.0%
UCI	No Internship Related Coursework	503	96.9%	540	98.0%	529	98.1%	1572	97.7%
	Had Research Related Coursework	16	3.1%	11	2.0%	10	1.9%	37	2.3%
	Total	519	100.0%	551	100.0%	539	100.0%	1609	100.0%
UCLA	No Internship Related Coursework	591	96.1%	547	95.3%	571	98.1%	1709	96.5%
	Had Research Related Coursework	24	3.9%	27	4.7%	11	1.9%	62	3.5%
	Total	615	100.0%	574	100.0%	582	100.0%	1771	100.0%
UCM	No Internship Related Coursework	14	100.0%	29	90.6%	48	100.0%	91	96.8%
	Had Research Related Coursework	0	.0%	3	9.4%	0	.0%	3	3.2%
	Total	14	100.0%	32	100.0%	48	100.0%	94	100.0%
UCR	No Internship Related Coursework	201	97.6%	193	98.0%	219	98.2%	613	97.9%
	Had Research Related Coursework	5	2.4%	4	2.0%	4	1.8%	13	2.1%
	Total	206	100.0%	197	100.0%	223	100.0%	626	100.0%
UCSB	No Internship Related Coursework	783	95.0%	898	93.7%	861	93.8%	2542	94.1%
	Had Research Related Coursework	41	5.0%	60	6.3%	57	6.2%	158	5.9%
	Total	824	100.0%	958	100.0%	918	100.0%	2700	100.0%
UCSC	No Internship Related Coursework	447	95.3%	441	95.7%	518	94.9%	1406	95.3%
	Had Research Related Coursework	22	4.7%	20	4.3%	28	5.1%	70	4.7%
	Total	469	100.0%	461	100.0%	546	100.0%	1476	100.0%
UCSD	No Internship Related Coursework	565	94.5%	557	95.9%	562	98.3%	1684	96.2%
	Had Research Related Coursework	33	5.5%	24	4.1%	10	1.7%	67	3.8%
	Total	598	100.0%	581	100.0%	572	100.0%	1751	100.0%
UCSF	No Internship Related Coursework	0	.0%	2	100.0%	0	.0%	2	100.0%
	Had Research Related Coursework	0	.0%	0	.0%	0	.0%	0	.0%
	Total	0	.0%	2	100.0%	0	.0%	2	100.0%
Total	No Internship Related Coursework	4127	95.2%	4303	95.3%	4583	96.2%	13013	95.6%
	Had Research Related Coursework	208	4.8%	213	4.7%	179	3.8%	600	4.4%
	Total	4335	100.0%	4516	100.0%	4762	100.0%	13613	100.0%

Source: UCEAP, Research.12/9/2011

Appendix IV. UCEAP Scholarship Applicants & Awards, and Descriptors of Scholarship Awards.

Count of UCEAP Scholarship Applicants by Academic Year, Scholarship Program Name, Campus, and Award Status: Academic Years 2010-11 & 2011-12.

			Award Status (Received Award or Not)			
			No		Yes	
			Count	Row N %	Count	Row N %
2010-11	Dan Wise	UC Berkeley	0	.0%	6	100.0%
		UC Davis	0	.0%	2	100.0%
		UC Irvine	1	100.0%	0	.0%
		UC Los Angeles	0	.0%	2	100.0%
		UC Riverside	1	50.0%	1	50.0%
		UC San Diego	0	.0%	3	100.0%
		UC Santa Barbara	0	.0%	7	100.0%
		Total	2	8.7%	21	91.3%
	Duttenhaver	UC Berkeley	3	42.9%	4	57.1%
		UC Davis	3	60.0%	2	40.0%
		UC Irvine	2	40.0%	3	60.0%
		UC Los Angeles	2	40.0%	3	60.0%
		UC Merced	1	33.3%	2	66.7%
		UC Riverside	3	60.0%	2	40.0%
		UC San Diego	2	33.3%	4	66.7%
		UC Santa Barbara	3	42.9%	4	57.1%
		UC Santa Cruz	2	40.0%	3	60.0%
		Total	21	43.8%	27	56.3%
		2011-12	Dan Wise	UC Berkeley	1	25.0%
UC Davis	1			33.3%	2	66.7%
UC Irvine	4			66.7%	2	33.3%
UC San Diego	0			.0%	1	100.0%
UC Santa Barbara	3			75.0%	1	25.0%
UC Santa Cruz	0			.0%	1	100.0%
Total	9			47.4%	10	52.6%

	Duttenhaver	UC Berkeley	2	25.0%	6	75.0%
		UC Davis	3	60.0%	2	40.0%
		UC Irvine	1	16.7%	5	83.3%
		UC Los Angeles	1	16.7%	5	83.3%
		UC Merced	3	60.0%	2	40.0%
		UC Riverside	3	60.0%	2	40.0%
		UC San Diego	1	12.5%	7	87.5%
		UC Santa Barbara	4	36.4%	7	63.6%
		UC Santa Cruz	3	42.9%	4	57.1%
		Total	21	34.4%	40	65.6%
	Jahanshahi	UC Berkeley	10	76.9%	3	23.1%
		UC Davis	5	71.4%	2	28.6%
		UC Irvine	11	84.6%	2	15.4%
		UC Los Angeles	11	78.6%	3	21.4%
		UC Merced	2	66.7%	1	33.3%
		UC Riverside	8	88.9%	1	11.1%
		UC San Diego	23	92.0%	2	8.0%
		UC Santa Barbara	32	91.4%	3	8.6%
		UC Santa Cruz	10	83.3%	2	16.7%
		Total	112	85.5%	19	14.5%

Descriptors of UCEAP Scholarship Awards By Academic Year, Scholarship Name, Campus, and Amount: Academic Years 2010-11 & 2011-12.

			Count	Median	Maximum	Minimum	Sum
2010-11	Dan Wise	UC Berkeley	6	\$5,000	\$5,000	\$5,000	\$25,000
		UC Davis	2	\$3,750	\$5,000	\$2,500	\$7,500
		UC Los Angeles	2	\$.	\$.	\$.	\$.
		UC Riverside	1	\$5,000	\$5,000	\$5,000	\$5,000
		UC San Diego	3	\$5,000	\$5,000	\$5,000	\$15,000
		UC Santa Barbara	7	\$5,000	\$5,000	\$2,000	\$32,000
		Total	21	\$5,000	\$5,000	\$2,000	\$84,500
	Duttenhaver	UC Berkeley	4	\$5,000	\$5,000	\$5,000	\$20,000
		UC Davis	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC Irvine	3	\$5,000	\$5,000	\$5,000	\$15,000

2011-12		UC Los Angeles	3	\$5,000	\$5,000	\$5,000	\$15,000
		UC Merced	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC Riverside	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC San Diego	4	\$5,000	\$5,000	\$5,000	\$20,000
		UC Santa Barbara	4	\$5,000	\$5,000	\$5,000	\$20,000
		UC Santa Cruz	3	\$5,000	\$5,000	\$5,000	\$15,000
		Total	27	\$5,000	\$5,000	\$5,000	\$135,000
	Dan Wise	UC Berkeley	3	\$5,000	\$5,000	\$5,000	\$15,000
		UC Davis	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC Irvine	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC San Diego	1	\$5,000	\$5,000	\$5,000	\$5,000
		UC Santa Barbara	1	\$2,500	\$2,500	\$2,500	\$2,500
		UC Santa Cruz	1	\$5,000	\$5,000	\$5,000	\$5,000
		Total	10	\$5,000	\$5,000	\$2,500	\$47,500
	Duttenhaver	UC Berkeley	6	\$3,500	\$5,000	\$2,000	\$21,000
		UC Davis	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC Irvine	5	\$5,000	\$5,000	\$5,000	\$25,000
		UC Los Angeles	5	\$5,000	\$5,000	\$2,000	\$22,000
		UC Merced	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC Riverside	2	\$5,000	\$5,000	\$5,000	\$10,000
		UC San Diego	7	\$5,000	\$5,000	\$2,000	\$29,000
		UC Santa Barbara	7	\$5,000	\$5,000	\$2,000	\$29,000
		UC Santa Cruz	4	\$3,500	\$5,000	\$2,000	\$14,000
		Total	40	\$5,000	\$5,000	\$2,000	\$170,000
	Jahanshahi	UC Berkeley	3	\$1,500	\$2,500	\$1,000	\$5,000
		UC Davis	2	\$1,000	\$1,000	\$1,000	\$2,000
		UC Irvine	2	\$1,000	\$1,000	\$1,000	\$2,000
UC Los Angeles		3	\$1,000	\$1,000	\$1,000	\$3,000	
UC Merced		1	\$.	\$.	\$.	\$.	
UC Riverside		1	\$500	\$500	\$500	\$500	
UC San Diego		2	\$1,250	\$1,500	\$1,000	\$2,500	
UC Santa Barbara		3	\$1,000	\$1,000	\$1,000	\$3,000	
UC Santa Cruz		2	\$1,500	\$2,500	\$500	\$3,000	
Total		19	\$1,000	\$2,500	\$500	\$21,000	

**Descriptives of UC Gilman Scholarship Awards by Academic Year, Campus and UCEAP Participation Status:
Academic Years 2010-11 and 2011-12.**

		UCEAP Participant Status								
		No			Yes			Total		
		Count, Median, & Sum			Count, Median, & Sum			Count, Median, & Sum		
		Count	Median	Sum	Count	Median	Sum	Count	Median	Sum
2010 -11	University of California, Berkeley	1	\$3,000	\$3,000	61	\$4,000	\$254,500	62	\$4,000	\$257,500
	University of California, Davis	1	\$3,000	\$3,000	10	\$4,000	\$40,000	11	\$3,500	\$43,000
	University of California, Irvine	0	.	.	9	\$4,500	\$38,000	9	\$4,500	\$38,000
	University of California, Los Angeles	3	\$4,500	\$16,000	22	\$3,750	\$92,000	25	\$4,000	\$108,000
	University of California, Merced	0	.	.	1	\$2,500	\$2,500	1	\$2,500	\$2,500
	University of California, Riverside	3	\$5,000	\$17,000	18	\$3,500	\$63,500	21	\$4,000	\$80,500
	University of California, San Diego	2	\$3,000	\$6,000	19	\$3,500	\$68,000	21	\$3,000	\$74,000
	University of California, Santa Barbara	2	\$6,500	\$13,000	23	\$3,500	\$84,000	25	\$3,500	\$97,000
	University of California, Santa Cruz	0	.	.	10	\$3,750	\$38,500	10	\$3,750	\$38,500
	Total	12	\$4,250	\$58,000	173	\$4,000	\$681,000	185	\$4,000	\$739,000
2011 -12	University of California, Berkeley	2	\$3,000	\$6,000	84	\$3,500	\$300,000	86	\$3,500	\$306,000
	University of California, Davis	1	\$1,000	\$1,000	0	.	.	1	\$1,000	\$1,000
	University of California, Irvine	0	.	.	11	\$3,000	\$39,000	11	\$3,000	\$39,000
	University of California, Los Angeles	9	\$3,500	\$38,500	8	\$3,500	\$30,000	17	\$3,500	\$68,500
	University of California, Merced	1	\$5,000	\$5,000	6	\$3,250	\$21,500	7	\$3,500	\$26,500
	University of California, Riverside	3	\$3,000	\$9,000	19	\$4,000	\$73,500	22	\$4,000	\$82,500
	University of California, San Diego	9	\$3,000	\$30,000	21	\$4,000	\$82,000	30	\$4,000	\$112,000
	University of California, Santa Barbara	0	.	.	51	\$4,500	\$207,500	51	\$4,500	\$207,500
	University of California, Santa Cruz	3	\$1,500	\$5,000	15	\$3,000	\$52,500	18	\$3,000	\$57,500
	Total	28	\$3,000	\$94,500	215	\$4,000	\$806,000	243	\$3,500	\$900,500

Source: UCEAP, Research. December, 2011.