

**UCEAP Executive Director's Report
For 2008-09 and 2009-10**

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1. Introduction and Budget

The two-year period covered by this report (July 1, 2008 through June 30, 2010) saw UCEAP responding creatively and effectively to a number of major fiscal challenges:

- The obligation to eliminate a \$2.6M deficit created in 2004-05 and 2005-06 as the result of a “perfect storm” that included the loss of the dollar’s value against European currencies.
- The loss of \$3.4M in General Fund revenue between 2007-08 and 2009-10 and the mandated removal of UCEAP’s remaining General Fund revenue (\$2.4M) over a three-year period from July 2010 to July 2013.
- The consequent reduction of UCEAP’s overall net revenue by \$6M (21%) between 2007-08 and 2009-10.
- A fundamental restructuring of UCEAP’s funding sources, effective July 1, 2009, from support relying primarily on General Funds to a funding model that will rely almost entirely on student fees.
- All of this in the midst of system-wide furloughs and hiring and salary freezes.

UCEAP’s response to these challenges over the past two years has taken six primary forms:

- Rapidly reducing expenditures for both its overseas and Goleta headquarters operations, primarily through the reduction of administrative and other staffing costs and through efficiencies gained by enhancement of IT capabilities.
- Relying on campus administrators to devote appropriate resources (resources derived from General Funds removed from UOEAP and allocated to the campuses) to the support of EAP by the campuses’ study abroad office operations and student scholarships.
- Ensuring that the fees UCEAP charges students are sufficient to cover UCEAP’s expenditures, build a contingency reserve and make possible carefully planned strategic investments in infrastructure and outreach, and at the same time keeping program costs affordable for students.
- Developing strategies to promote greater UC student participation in UCEAP programs, including steps to enhance both recruitment and retention.
- Strengthening collaborations between UCEAP, campuses, the Academic Senate, and the Office of the President on behalf of meeting the above challenges.
- Ensuring that these challenges have been met and strategies implemented in ways that preserve the high quality of UCEAP programs, its position as a

national leader in study abroad, and the access of its programs to a wide range of UC students.

Central to the generation of these strategies was UCEAP's development during the fall and early winter of 2008-09 of a new five-year [Strategic Plan and Business Model](#), published in February 2009. It provides the basic rationale and general guidelines for UCEAP's actions over the past two years. Because strategic plans are dynamic documents, specific elements of the UCEAP plan will continue to be refined and modified as circumstances and opportunities warrant. I will note some of those changes in the following report.

I particularly want to highlight the **Guiding Principles** outlined in the 2009 Strategic Plan. They have formed the bases of UCEAP planning and budgeting over the past year and a half. The principles specified that:

1. *EAP preserve its core strengths.*
2. *A robust structure of UC faculty oversight of EAP be maintained and enhanced, even if some of its features are altered from the existing arrangements.*
3. *The Academic Senate exercise oversight of all study abroad programs that UC students wish to use for UC credit.*
4. *Campus administrators ensure that their EAP offices and activities are adequately supported.*
5. *Access to EAP is preserved. In order to promote lower and middle-income students' access to EAP programs, EAP should keep operational cost and student fees as low as possible and campuses should as much as possible avoid imposing campus-specific fees on their students while participating in EAP programs.*
6. *UOEAP not place unnecessary eligibility or administrative barriers in the way of students' participation in EAP programs.*
7. *UOEAP bring its expertise more fully to the support of campus EAP operations.*
8. *UOEAP work more actively with campuses to ensure optimal coordination of EAP and campus study abroad programs and carefully considered alliances with non-UC providers, in the interest of promoting access to genuinely meaningful study abroad experiences for a greater number of UC undergraduates and graduate students.*
9. *UOEAP, the study centers, and campus EAP offices achieve greater efficiencies in their administrative operations to keep programs affordable.*
10. *EAP invest in the future (accessibility, alumni relations, fund-raising, etc.).*
11. *EAP make more efficient use of existing and new technologies and approaches at all EAP units.*

UCEAP's revenues and expenses for the past two years are summarized in the budget spreadsheet Appendix A. Through a combination of dramatic cost-cutting measures, management of continued UCEAP and systemwide cuts, and successful promotion of greater student participation in UCEAP's programs, we have been able to substantially reduce UCEAP's holdover deficit from

2005-06. We anticipate that, by the conclusion of 2010-11, we will not only have entirely eliminated that deficit but generated a modest surplus that will help ensure UCEAP's future health and value to the University.

2. UCEAP Program Portfolio, 2008-10

UCEAP’s programming has remained consistently strong over the past two years, and it is poised to grow and take advantage of continued institutional and student interest in study abroad. UCEAP programs continue to offer UC undergraduates access to affordable study abroad programs of the highest quality. We take seriously the Academic Senate’s charge that UCEAP remain of stellar academic quality while also operating under the Universitywide Provost’s instruction that the Program remain affordable to students and the University while achieving a balanced budget. As Executive Director, I have worked with the Academic Senate, the Governing Committee and UCEAP faculty and staff to maintain a diverse array of UCEAP program offerings that span a broad array of academic and geographical interests.

2.1 Enrollment Trends

After reaching a high point in 2007-08, UCEAP enrollment declined during 2008-09 but recovered during 2009-10 and in fact exceeded 2007-08 enrollments. Declines in some programs’ enrollments were balanced by participation increases in other programs; and, thanks to efforts of staff at UCEAP central office and on the campus, enrollment no time fell to levels projected in the *Strategic Plan*.

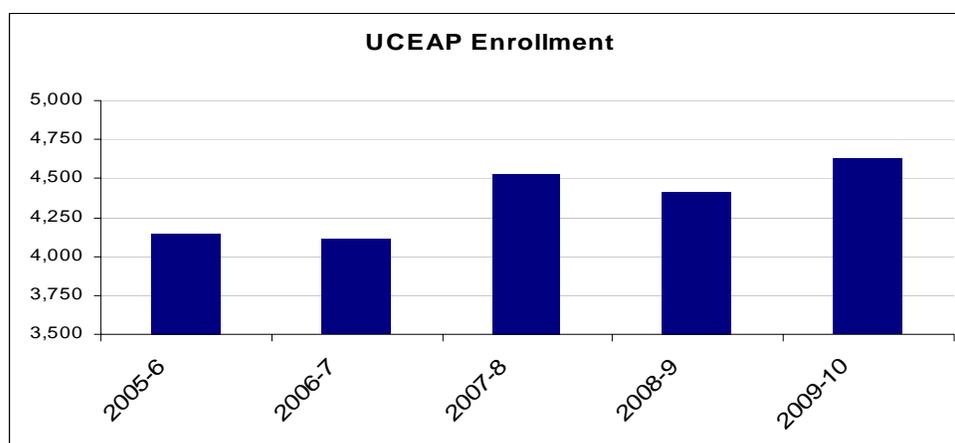
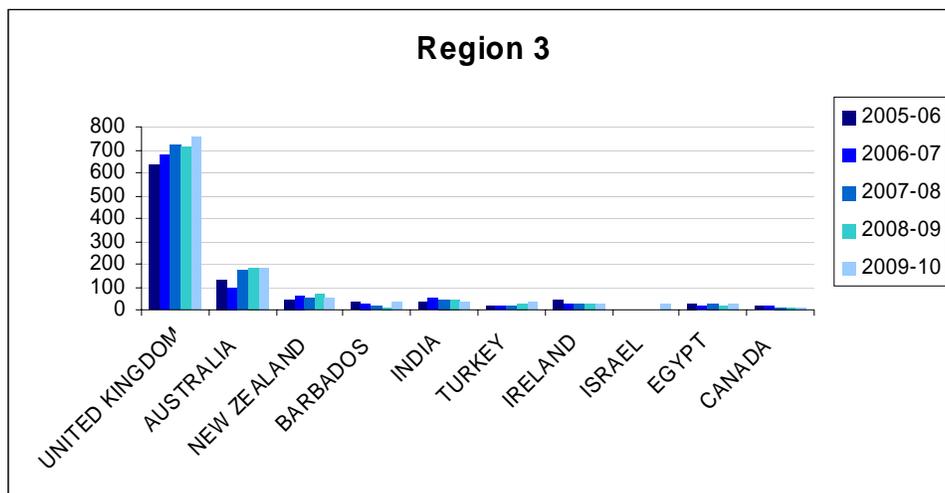
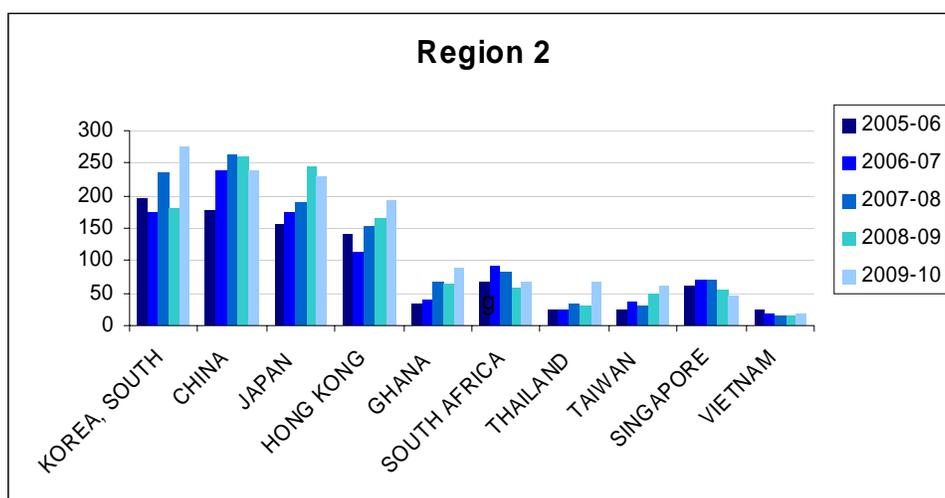
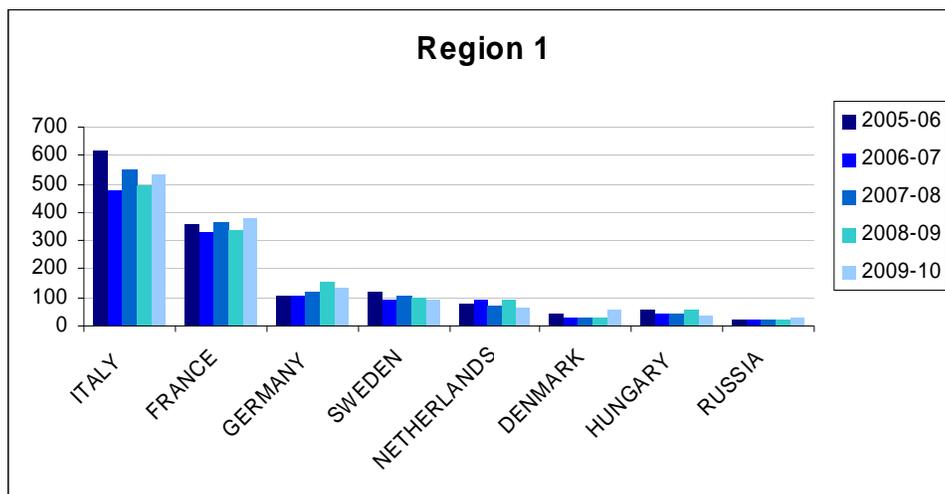


Figure 2.1 UCEAP Enrollments 2005-2010

Overall enrollment growth was most notable in Asia, the Middle East, and some English-speaking countries. Enrollments in European, African, and Latin American programs remained generally strong.

The following graphs show enrollment over the past five years by country. Additional graphs, sorted by geographical region, campus of student origin, and program type, can be found on the UCEAP [Research](#) webpage.



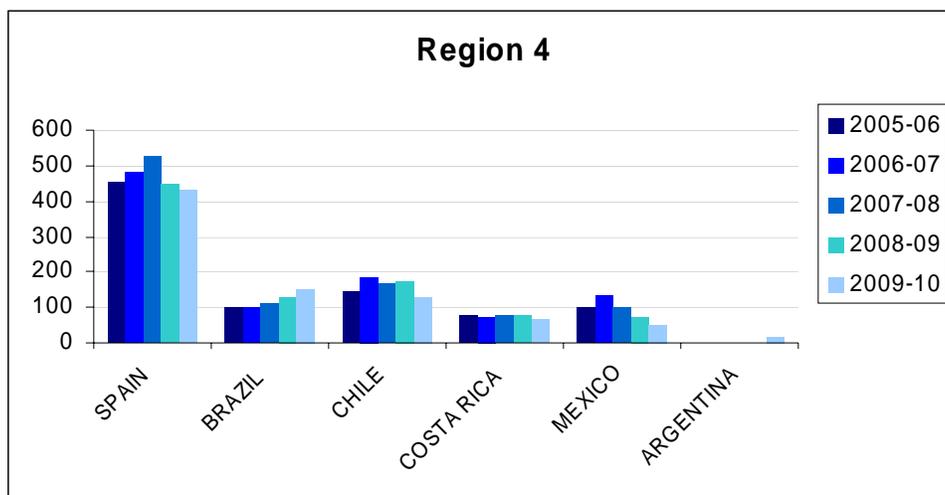


Figure 2.2 UCEAP Enrollment 2005-2010 by country

UCEAP enrollment trends during 2008-09 and 2009-10 generally followed national study-abroad trends, but with some significant variations:

- **Year-long enrollment in UCEAP continued to decline** following the national trend, but that participation rate as a percent of overall UCEAP participation was **still considerably higher than the national average** for major public universities. According to IIE Open Doors data, national participation in year-long program declined from 4.4% of the total study abroad participation in 2007 to 4.2% in 2008. In contrast, 15% of UCEAP's students participated in year-long participants during 2008-09 and 12% in 2009-10. Five UC campuses—UCB, UCD, UCI, UCLA, and UCSD—retained a spot in IIE Open Door's report of top 20 doctoral institutions sending students on year-long programs.
- Participation in UCEAP's **shorter term summer programming increased** during these two years, reflecting the national trend of summer programming. However, most other institutions' summer programs were typically 2-4 weeks in duration, whereas UCEAP's summer programs typically ran at least 8 weeks.
- Participation in **semester-long UCEAP programs increased slightly** during this period.
- Interest in **semester-long special focus programs taught in English**, particularly in programs in Asia, **remained consistently strong**.
- Over **two thirds of all EAP students enhanced their competence in a non-English language while abroad**, about 40% by participating in one of EAP's Language and Culture programs, and over 25% by attending universities in which all instruction was in a language other than English.

Changes to Program Portfolio

UCEAP presently offers over three hundred program options in over 35 countries and exchange agreements with over 120 partner universities. Over the past two years, after careful analysis and in consultation with the Academic Senate’s Committee on International Education (UCIE), UCEAP has closed a few programs that were not attracting sufficient student enrollments or were not operationally or financially viable—less than two percent of its total portfolio. A key consideration in closing a program in a particular country has been whether a similar UCEAP program exists in that country or linguistically related country that can accommodate all interested UC students.

At the same time, UCEAP, with the approval of UCIE, has opened a few additional program options that have been able to demonstrate not only high academic quality but sufficient student interest and low enough administrative overhead to make them fiscally viable.

The following chart summarizes the programs opened and closed during 2008-09 and 2009-10.

UCIE Approved Changes to UCEAP Program Portfolio 2008-2010	
Programs Approved	Programs Closed
International Liberal Studies, Waseda University, Japan	Central European Studies Program, Budapest, Hungary
St. Petersburg, Russia (CIEE)	International University in Moscow, Russia
University of Botswana, Botswana (CIEE)	UC Language and Culture Program, Siena, Italy
University of Dar es Salaam, Tanzania (CIEE)	University of Costa Rica, Costa Rica
UC Language and Culture Program, Florence, Italy	University of Grenoble, France
Boğaziçi University, Turkey (Summer Program)	University of Leiden, Netherlands
	University of London, Royal Holloway, England
	University of Tasmania, Australia

Figure 2.3 Major Changes to UCEAP Program Portfolio 2008-2010

Additional information about these actions can be found on the Academic Senate's website:

<http://www.universityofcalifornia.edu/senate/committees/ucie/previous.htm>

Only one program, Hungary, was closed despite the fact that a UCEAP alternative does not currently exist for UC students in that country. UCEAP continues to explore other more viable options for students in the region, but it was imperative that immediate corrective action be taken in this instance. Enrollment in the Hungary fall and spring semester programs continued to decline significantly in 2009-10. In an effort to reverse the trend, UCEAP conducted an extensive outreach and recruitment effort in fall 2009 and signed an MOU with Rutgers University in the hope their Hungarian Studies program would generate participants for the spring program. Despite contacting almost forty UC faculty and doing special outreach to sociology, anthropology, history and political science departments, the fall 2010 program generated even fewer applications than the previous year. The potential collaboration with Rutgers also did not materialize. The continuing downward trend in UC student interest over a number of years and a general lack of support among UC faculty and departments for the program made it difficult and prohibitively expensive to sustain a program of our own construct, and reluctantly we closed the program at the end of the 2009-10 academic year.

2.2 Reciprocal Exchange

The reciprocal exchange of EAP students remains the principal currency and driver of UC's immersion programming. EAP exchange programs enable UC to partner with top tier universities abroad that would not otherwise be cost effective study abroad options for UC students. **Eighty percent of UCEAP's agreements include an exchange component.** The vast majority of Reciprocity Exchange students from these partner universities are undergraduates. Strong, motivated students, they earn GPAs equivalent to degree-seeking UC undergraduates and bring a significant international presence that enriches the academic and cultural life of UC students and their campuses. UCEAP will continue to work with the UC campuses to make reciprocity students more visible, since exchange arrangements provide UC students low cost access to study abroad, and are an avenue to internationalization and diversity on the campuses. UC's hosting of Reciprocity students is not in conflict with the University's efforts to recruit an increased number of international degree candidates. It is unlikely that degree-seeking international students can add the same overall value to all UC campuses as do the Reciprocity student cohort since most international students opt to attend only UC's best known campuses.

In 2009-10, 1610 EAP Reciprocity students studied at all UC campuses, an increase of 201 (14.3%) over the number at UC campuses in 2008-09. The most significant growth came in students from East Asian universities: from 351 (25% of all Reciprocity students) in 2008-09 to 519 (32%) in 2009-10—a trend consistent with

the EAP destinations of UC students. Although the number of students from European universities increased from 620 to 673, their percentage declined slightly from 44% to 42%. The number of students from Australia and New Zealand, the Middle East, Africa, Southeast Asia, and Canada remained fairly constant. Latin America witnessed a potentially significant decline.

Full-year participation by Reciprocity students has decreased steadily to between 50-60% annually—still a remarkably high figure in comparison to exchange figures at other major US universities. This increase in short-term study is no doubt influenced in part by the transition to three-year degrees under the Bologna Plan in Europe and the increased modularization abroad of year-long courses that enable students to spend less than a year away from their home universities.

UCEAP Reciprocity Enrollment by Campus									
2009-10	UCB	UCD	UCI	UCLA	UCR	UCSB	UCSC	UCSD	Grand Total
Graduates	9	3	4	3	0	10	3	5	37
Undergrad	322	164	147	237	37	288	124	254	1573
Summer	31	0	0	0	0	0	0	0	31
Visiting Scholars	2	0	0	6	1	1	0	3	13
Total Participants	364	167	151	246	38	299	127	262	1654
2008-09	UCB	UCD	UCI	UCLA	UCR	UCSB	UCSC	UCSD	Grand Total
Graduates	9	1	9	5	1	5	0	4	34
Undergrad	307	124	145	195	22	257	98	227	1375
Summer	32	0	0	6	0	0	0	0	38
Visiting Scholars	5	2	0	3	2	2	0	1	15
Total Participants	353	127	154	209	25	264	98	232	1462

Figure 2.4 UCEAP Reciprocity Enrollment by Campus

While there is considerable overlap in the top five major groups for the inbound and outbound UCEAP students—economics, political science/international or global studies, English, psychology and history— Reciprocity students in engineering and computer science fields participate in UCEAP exchanges in much greater numbers than do UC students in these fields.

2.3 Health Safety and Security Affairs

Given the often rapidly changing environment in which UCEAP operates, health, safety and security management is not optional. The UC Education Abroad Program is committed to promoting a safe environment for students, faculty, and staff, and to offering reliable information to all UCEAP constituents (staff, faculty, and students and their parents) regarding relevant health precautions and potential risks. An important objective in this area is to enable students, faculty and staff in the Education Abroad Program to respond to safety, security or health emergencies

using protocols established by UC to maximize duty of care and minimize UC liability. UCEAP, as an organization and through the efforts of the Health Safety and Security Affairs Analyst Ines DeRomana and the Regional Teams, is a national leader in establishing and following best practices on an on-going basis and has achieved a national reputation in this area.

UCEAP's Health, Safety, and Security Affairs is an extraordinarily complex aspect of our organization that includes a wide area of responsibilities from risk assessment and management to crisis response.

In 2009-10 major health, safety, and security events that impacted UCEAP operations included:

- WHO declaration of a influenza H1N1 pandemic on June 11
- Chilean 8.8 earthquake on February 27, 2010
- Eruption of Iceland's Eyafjajokull volcano April 14, 2010
- Major flooding in Ireland in November and December 2009
- Border conflict between North and South Korea continues
- Ongoing cartel violence in Mexico and the U.S. Department of State issued Travel Warning on March 14, 2010
- Increasing political violence in Thailand
- U.S. Embassy Warden Message and the U.S. Department of State Travel Alert in Turkey.

In addition, UCEAP managed 118 individual students' health, safety, and security incidents during 2009-10, among them:

- Illnesses contracted overseas (H1N1, hepatitis, mono, malaria, etc.)
- Pre-existing medical conditions (students on U.S. prescribed meds that are not legal abroad and/or conditions that needed monitoring by a physician or that caused student to decompensate)
- Pre-departure change in health / life history
- Personal and family problems
- Mental health
- Accidental injuries
 - Minor injuries - requiring first aid
 - Major injuries - resulting in hospitalization and/or medical evacuations
- Non-violent crimes against student property (robbery/theft, etc.)
- Threats to student safety (stalking, discrimination, racism/harassment, etc.)
- Violence against students (muggings, assault with deadly weapon, physical assault, sexual assault, etc.)
- Students missing or reported missing
- Environmental health (food/water borne diseases, etc.)
- Hazards (natural disasters (earthquake); CO2 poisoning, etc.)

- Intentional misbehavior by students (alcohol/drug abuse; anger management; uncivil behavior)

In dealing with these and other routine responsibilities, UCEAP worked closely during the year with UCOP's Risk Services, Office of the General Counsel, iJET Intelligent Risk Systems, U.S. Diplomatic Security, US Consular Affairs, (presenter at OSAC's College and University Health, Safety, and Security Seminar), CDC, InterAction, UC campuses directors: Student Health Centers, Counseling and Psychological Services, Students with Disabilities.

2.4 Undergraduate Research and Internships

UCEAP believes that hands-on academic and intern experiences both broaden students' general education and enrich their understanding of their academic disciplines. Opportunities for independent research projects, internships, and community service are available to students in most UCEAP locations. Examples of such opportunities are illustrated by the 2009 UCEAP Undergraduate Research Award winners.

The winners of the UCEAP Undergraduate Research Awards for 2009-10 were:

- Corey Heimlich (UC Santa Cruz Literature major), whose research focused on the role that the memorization of poetry has played in official pedagogies during different eras in Soviet and Russian history. Heimlich produced a short film.
- Nha Khanh Truong (UC San Diego Biochem/Cell Bio major), who studied in the Engineering & Science in English Program at Tohoku University in Japan where she constructed experiments with the various types of receptors and molecular mechanisms that are crucial to an understanding of the functioning of innate immunity.

Honorable Mentions went to:

- Kelsey Brannan (UC Santa Barbara Media Studies major), who enrolled in the Australia Immersion program at La Trobe University and undertook research on environmental art to better understand indigenous attitudes toward and treatments of landscape.
- Stefano Iantorno (UC Berkeley Integrative Biology major), who spent a semester in the Tropical Biology and Conservation program in Monteverde, Costa Rica, during which he conducted observational field research to document variation in a passerine bird, the White Ruffed Manakin.

In 2009 a UCEAP student was named a winner of the Forum's Undergraduate Research Award. This prestigious competitive award is an honor that "showcases the most rigorous and significant undergraduate research that occurs as part of

education abroad programs.”¹ In the six years since the award was established, UCEAP students have been named winners in four of those years.



School of Medicine.

UCEAP student Kenneth Wong (UCSD) is pictured at the 6th Annual Forum on Education Abroad Conference in April 2009. Kenneth’s award-winning research paper highlighted his investigation, through interviews with Ghanaian family members and medical practitioners and a review of relevant scientific and medical literature, of malaria in Ghana as an epidemic devastating impoverished families, rather than as merely a biological affliction of individual children. Kenneth is presently attending the Yale University

UCEAP students also undertake internships for organizations as varied as the World Wildlife Fund, CyWorld, and the US Embassy, either for academic credit and/or resume enhancement. Many examples can be found on the UCEAP website. UCEAP students may engage in service to the local community through committed volunteer activities in schools, health and human service agencies, international and local non-governmental organizations, and other group service projects.

- In Brazil, through the special relationship maintained by PUC-Rio, EAP students have volunteered their time in social welfare projects in the favela of Rocinha.
- In Vietnam, UCEAP students volunteer for the Blue Dragon Children’s Foundation, focused on helping street kids.
- In South Africa, a student-based organization SHAWCO facilitates community service in education and healthcare delivery in the Cape Town community.

2.5 Scholarships

UCEAP, with generous donor assistance, has been able to continue to financially support many students with financial need who wish to pursue study in UCEAP academic-year long programs. Over the past two years, more than 120 students demonstrating financial needs and outstanding academic achievement have been awarded UCEAP Dan Wise and Duttenhaver Scholarships.

Our students have also been successful in identifying and competing for many other sources of funding for their study abroad program, both at their home campuses and from external organizations.

- 117 students UCEAP students received [Gilman](#) awards for their planned study on UCEAP programs beginning the summer and fall of 2010. UCEAP

¹ <http://forumea.org/research-awards.htm>

students made up 10.3 percent of all awards distributed nationally in 2010, receiving over \$471,000.

- Four of these students were among a group of 30 nationally who received the maximum award of \$8,000, as they also received an additional \$3000 Critical Need Language Supplement.

The Gilman Scholarship program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, focuses on applicants who are:

- Pell Grant recipients
- Studying abroad for at least four weeks in one country
- Considering programs in "non-traditional countries" and/or programs that promote nationally recognized critical languages

UCEAP is proud that our efforts, and those of our students, continue to receive Universitywide and national recognition.

3. Administrative Support Structures for UCEAP's Programs

The close collaboration of the three sectors of UCEAP's tripartite administrative support structure—the campus study abroad offices, the offices overseas, and UCEAP's headquarters in Goleta—has continued to ensure that both UC students participating in UCEAP programs and the exchange students brought to UC campus via UCEAP have memorable academic and cultural experiences befitting UC's high standards.

The summary of this structure in the 2009 *Strategic Plan* remains a useful overview:

“To varying degrees EAP staff in all three major EAP units are required to help students decide whether to participate in an EAP (or other study abroad) program; generate and process students’ applications to EAP; place them in specific programs; prepare them to participate effectively in those programs; help them deal with financial aid and a variety of pre-departure logistical matters (health insurance, visas, budget planning, etc.); offer them comprehensive orientations both before they leave California and after they arrive in their host country; assist them in course selection and registration; deal with their questions as they arise in the course of their time abroad; deal with specific problems, including emergencies; ensure that students’ course work is appropriately graded by the partner institutions and the UC grades and units for these courses are recorded accurately by students’ campuses; and ensure that students have an opportunity to formally evaluate (by on-line questionnaire) all aspects of their experience and of the administrative processes related to that experience.”

All three sectors have had to cope with budget cuts over the past two years and, in the process, have had to wrestle with modifying their processes and their respective roles and relationships in order to ensure that they continue to use their resources effectively to promote meaningful study abroad experiences.

3.1 Campus Offices

The variously named campus study abroad offices are to a large extent independent of UCEAP's administrative structure. They report directly to senior campus administrators, and their staff members are campus appointments. Each campus determines the organization and mission of its office. A number of the offices undertake major programmatic responsibilities in addition to serving UCEAP students, e.g., promoting and facilitating short-term campus-based faculty-led study/travel programs and contracting independently with third party providers to

offer opportunities not available through UCEAP. Beginning in 2009-10, as a result of the new funding model mandated for UCEAP by the Office of the President, campus offices receive all of their funding from their campuses. Although the General Funds removed from UCEAP and transferred to the campuses were intended by UCEAP to support campus office operations, the uncertainties attending these shifting campus-funding arrangements proved a source of considerable anxiety to a number of campus offices. To the extent that campus offices support UCEAP, they do so because such support meets campus priorities and student need. At several campuses, that support has become more difficult because of staffing cuts.

It is a measure of the talent, dedication, and resourcefulness of campus office staff that those offices, even in these painful economic times, have continued to effectively promote UCEAP programs—looking for new ways to reach out to students, streamlining application review and advising processes when possible, making creative use of their office’s website, and taking thoughtful advantage of UCEAP’s research, promotional materials, and other resources.

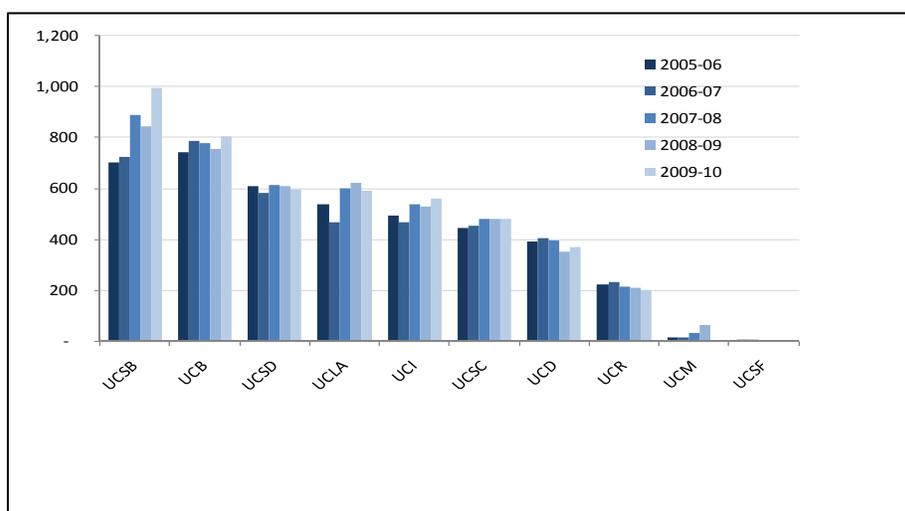


Figure 3.1: UCEAP Enrollment 2005-2010 by UC Campus

Two long-standing inter-segmental consultative structures—the Campus Administrative Directors (CAD) and the Council of Campus [Faculty] Directors (CCD)—have proven important collaborative resources during this period of budgetary uncertainty. Monthly teleconferences and an annual face-to-face conference of each group have proven valuable venues for sharing information and perspectives and debating issues, as has the Executive Director’s visits to campus study abroad offices and other campus administrators during the past two years.

Such interactions among campus offices and between those offices at the UCEAP headquarters have traditionally been supplemented by annual two-day conferences that bring together campus and Goleta headquarters staff. The summer 2009

conference focused specifically on recruitment goals and strategies, as well as offering updates on UCEAP programs to campus advisers. In deference to tight budgets and the anticipated transition to a new Executive Director, a spring/summer conference was not held during 2010. However, UCEAP Regional Directors and other Goleta office personnel held program-specific conference calls and traveled to a number of campuses during 2009-10 to discuss program developments with campus office staff and to listen to campus concerns. Those campus visits proved useful to both parties and will be continued and augmented during 2010-11.

3.2 UCEAP Study Centers / Overseas Offices

As noted earlier, UCEAP countries are divided for administrative purposes into four “regions” overseen at UCEAP’s headquarters in Goleta by regional teams led by four highly able Regional Directors. The variously called UCEAP Study Centers or local offices employ staff located in 33 countries, which are hired through branches or host institutions, subject to 16 collective bargaining agreements. Thirteen branches are registered as legal entities, with five legal registrations pending. Such legalization is essential to enable UCEAP to conduct business efficiently in these countries. UCEAP employs a variety of local administrative models overseas.

Significant administrative and programmatic changes have taken place over the past five years, particularly in Europe but also in other regions, as UCEAP has reduced the cost of its operations. The overriding priority has been to reduce administrative costs and keep costs low for UC students while preserving the quality and diversity of the EAP study abroad opportunities.

- At the start of Fiscal Year 2008-09, the aggregated study center FTE, including faculty Study Center Directors, had decreased by 8% or 7.48 FTE, from 94.43 FTE in 2007-08 to 86.95 FTE.
- In 2009-10, there were additional study center staff reductions of 14.66 FTE or 16%, including faculty Study Center Directors, as compared with 2008-09 levels. On site staffing levels, including faculty Study Center Directors (excluding UC Faculty Consultants) at the end of Fiscal Year 2009-10 was 72.26 FTE.

One of the most painful cost-cutting decisions I and my predecessors have had to make over the past six years has been to reduce the number of UC faculty serving as full-time in-resident Study Center Directors and to replace them with other administrative arrangements. Unfortunately, it has cost UCEAP an average of approximately \$120,000 annually in salary and benefits to support a Study Center Director and her or his family. These costs do not include the administrative costs

to UC campuses and UOEAP involved in recruiting and selecting Study Center Directors. Therefore, whenever UCEAP can achieve strong administrative oversight of its overseas centers through other means such as local faculty directors, expert local staff and UC “Faculty Consultants” who serve UCEAP in part-time capacities, we have moved in that direction. At the same time, we are regularly and carefully evaluating these new administrative arrangements to ensure that the high quality of our programs is maintained. UCEAP’s five-year *Strategic Plan* anticipates our maintaining six or seven UC faculty Study Center Directors in critical locations where they will be of greatest value.

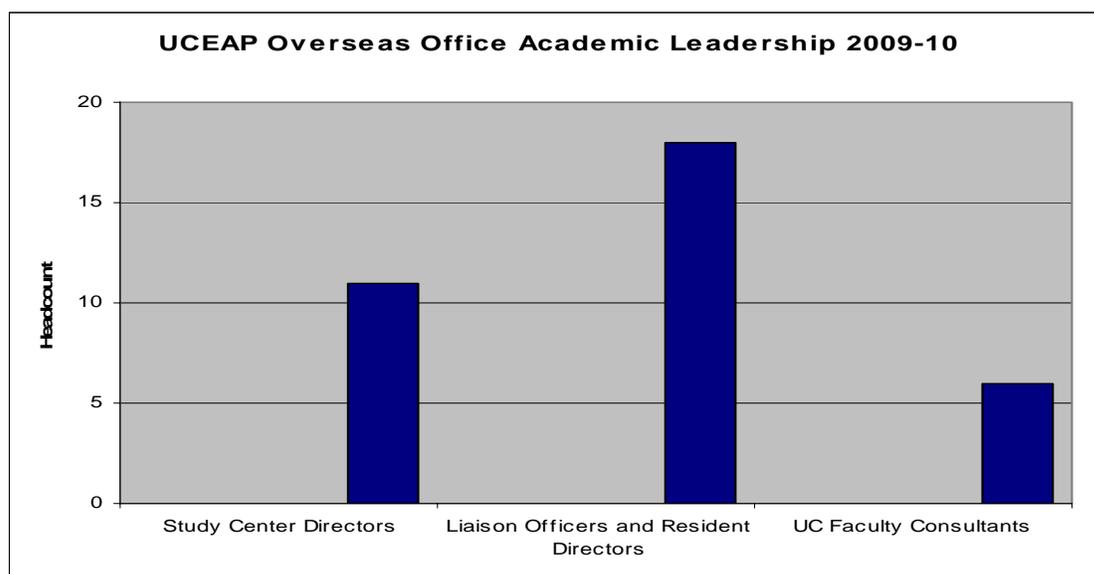


Figure 3.2 UCEAP Overseas Office Academic Leadership 2009-10

3.3 UCEAP Systemwide Office

Between 2007-08 and the end of 2009-10, UCEAP’s Systemwide Office in Goleta absorbed a \$1.2M (15%) reduction in its operating expenses (from \$7.9M to \$6.7M). Central to this cut was a 30% reduction in staff FTE, but the office significantly reduced non-staffing expenses as well in several key areas.

UCEAP Student Participation and UCEAP Systemwide Office Staffing						
	2007/2008		2008/09		2009/10	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Student Participation	4,529	2,648	4,337	2,526	4,630	2,611
UOEAP Staff FTE		102		82		73

Figure 3.3 UCEAP Systemwide Office Staffing

These reductions impacted every unit within the office and required a variety of major structural adjustments and revamping of processes. Particularly notable was the elimination of several senior management positions, the resulting devolution of authority and responsibility in several key areas to unit managers, the reorganizing of several units, the more systematic coordination of functions across units through cross-unit work groups and other means, and enhanced cross-training. All Goleta's units displayed highly commendable resourcefulness as they found creative ways to absorb staffing and other budgetary cuts while preserving a high quality of service.

The office has focused in particular on the expansion of services and business processes that can be performed electronically, increasing operational efficiencies while delivering better customer service. Many of these innovations have achieved significant economies of scale.

I offer below a partial sampling of major innovations that have both saved money and increased efficiency and effectiveness, derived primarily from ideas contributed by staff throughout the organization:

- Two **major re-organizations within the Goleta office**, which included restructuring positions to make them less segmented and more cross-functional in order to consolidate work processes within the units, while deploying resources where gaps existed for critical job functions.
- Continuing evaluation and **improved consistency and efficiency of processes** that were cumbersome or involved duplication of efforts in different departments, and streamlining overly-elaborate decision making processes.
- Implementing a rigorous **internal vacancy control** and staff requisitioning process and complying with all additional UCOP policies and procedures.

- Streamlined all **supply inventories** to reduce costs and maintenance requirements.
- Moving from printed materials to **online availability of information** when appropriate, and strategically using hard copy brochures, guides, and flyers, etc. on a more limited basis.
- Reducing the **costs and administrative overhead for outgoing mail** through electronic distribution of documents and by limiting domestic and international FEDEX/DHL shipments.

- Completing **QuickBooks implementation in the Goleta headquarters and**

throughout our administrative offices overseas. The introduction of this software greatly facilitated the timely and more accurate recording of accounting activity. It also enabled UCEAP to develop and utilize comprehensive, electronically transmitted budgets in UCEAP's financial planning.

- Implementing **remote depositing**. This electronic processing and transmitting of EAP's daily check deposit activity eliminated the need for armed courier service which in turn reduced bank processing fees.
- Implementing **"E-check" and credit card processing**. Designed to convert paper based payments to electronic processing, this process improves payment options to students, reduces cost, improves cash availability, and automates the recordation of activity. At the end of 2009, the "take rate" for the year was approximately 53% (4,000 items). I would expect this to increase to over 60% in 2010 given current trends.
- Developing use of a **UC procurement card in Study Centers** in place of Regental bank accounts where their use is prohibited or severely restricted in China and Brazil, for example. These "P" cards will facilitate overseas business while improving internal controls, since usage will be electronically monitored by Finance accountants in the Goleta office.
- Implementing the **UC treasury workstation / funds transfer platform**. The first international application, use of this system not only improves internal control over high dollar EAP payment activity, but further enhances cash availability by including our activity in the overall UC cash concentration system.
- Establishing a **Business Intelligence framework** to meet upper management's growing need for data analysis in support of strategic planning and budgeting purposes. This structure includes a data warehouse foundation and a data dictionary, elements that promote MyEAP from an operational instrument into the realm of Enterprise Resource Planning (ERP) tools.
- Transitioning to the **CATS online recruitment process** for staff positions and implementing a **Human Resources Information System (HRIS)** as the system of record for the international staff, with anticipated completion during the first quarter of 2010-11.
- Hosting **the required UCEAP Travel Health Education Certification course** on the UCEAP server. The centralization of this online module for all Student Health Centers (SHC) in the system, which was a SHC initiative and supported by UCEAP, contributes to 1) a reduced workload on the campus student health centers, 2) a reliable and standardized travel health course for all UC students traveling on UC-sponsored activities (both EAP and non-EAP), and 3) a risk mitigation tool that addresses institutional risk management concerns.

- Implementing **e-payments capabilities in MyEAP** through UCLA's CashNET services. UCEAP relies on and utilizes existing UC resources as opposed to creating its own service or working with outside vendors.
- Strengthening the **remote IT technical support services** offered from headquarters in Goleta to minimize the use of often costly technical support contracts with outside vendors abroad. This sort of assistance was successfully piloted several times during 2009-10 with excellent results in terms of significant cost savings for the University and improved technical assistance.
- Strongly investing in **technical infrastructure** that allows for the virtualization and expansion of IT's network to provide overseas offices all over the world with centralized desktop computers, terminals that store all sensitive data at UCEAP's headquarters and make for more secure, reliable communications, increased uptime, and reduced overhead in terms of hardware and software costs.

UCEAP Student Information System, MyEAP

The summer of 2008 brought to completion major elements of the student-service components of the four-year-long in-house development of UCEAP's student information system, MyEAP. Among MyEAP's most significant cost-saving features:

- Enables students to apply directly on line to one or more UCEAP programs and to submit many supporting documents on line
- Enables students to register on-line for their UCEAP courses
- Enables overseas and systemwide office staff to enter students' grades on line
- Facilitates efficient communication with all UCEAP students or with specific cadres of these students at all phases of the application process and during their participation in the program.
- Provides an on-line self-advising Program Search tool that helps prospective student applicants find the UCEAP program that best matches their interests
- Enables UCEAP to accept e-payments from students and parents
- Enables UCEAP to accept electronic signatures on key application and other documents
- Facilitates efficient communication with a wide range of other UCEAP constituencies, including campus advisers and Study Center personnel

Although MyEAP was developed initially as a student-service tool, the past two years have seen it further augmented as a powerful research tool that has enabled us to analyze application, attrition, and participation trends in individual programs and countries and to examine the various forces affecting these trends. Such

analyses have significantly enhanced UCEAP's strategic planning and outreach efforts. The system will continue to be refined as new productive uses for it are identified.

4. Outreach

In the 2009 Strategic Plan I outlined a number of areas that I believed required significant investment of time and other resources over time. Many of these were related directly or indirectly to student recruitment and retention. But UCEAP, I believed then as I do now, needed also to invest in more active and systematic outreach to other constituencies whose understanding, appreciation, and support of UCEAP are vital to its success, including outreach to parents; outreach to UC faculty, academic departments, and senior campus administrators; outreach to UCEAP alumni; outreach to the business community and government agencies and officials; outreach to foundations; outreach to the media; outreach to the leadership of major study abroad organizations; outreach to promising new academic partners at home and abroad. I know I tried the patience of my colleagues on the Goleta office staff when I argued repeatedly that “We must all be recruiters” and “We must all contribute to outreach.” I am grateful that many of them responded creatively to these challenges. I describe below some of the major initiatives we’ve undertaken under the broad umbrella of outreach.

4.1 Recruiting and Retention

The primary focus of UCEAP’s outreach activities over the past two years, working in collaboration with both the campus study abroad offices and our overseas offices, has been to enhance recruitment and retention. These efforts have included more regular email communication with students throughout the entire application, selection, and program placement process as well as during the period prior to students’ travel to their study abroad sites. In the spring of 2010, UCEAP also emailed parents of placed students to encourage them to discuss their concerns with their children and to take advantage of the vast array of helpful information on the UCEAP website. Web-based tools like MyEAP and e-payment arrangements have also made it easier for students to select, apply and participate in UCEAP programs. The campus, Goleta, and overseas offices are also taking greater advantage of social networking sites to promote UCEAP programs and facilitate interaction between applicants and present and past program participants.

The most striking single initiative this past year on behalf of recruitment and retention in specific and outreach in generation was the inauguration in the winter of 2010 of a **major redesign of the UCEAP website** in collaboration with a professional design and communications firm. The first phase of this redesign should be completed by the end of 2010. The project’s goals include:

- Redesigning the information architecture of UCEAP’s website (www.eap.ucop.edu) based on user research on core and secondary audiences in order to

- increase student recruitment, especially for long-term and undersubscribed programs;
- improve ease of user access to key forms, program information, and academic self-advising tools; and
- increase the navigability of pages appropriate to the main participant life-cycle processes (application, selection, placement, participation, return).
- Aligning images and messages with our business goals, achieving a cleaner design, and highlighting images and messages graphically
 - to use images more effectively as navigation tools;
 - to use images and a logo to more effectively identify our program with the University of California.
- Making the website dynamic by
 - developing a SharePoint based web content management system to allow staff, under the supervision of a web editor, to easily update web content;
 - directly linking it to the MyEAP student information system.

UCEAP will carefully monitor the use of the new website to determine whether it is achieving its goals and will continue to refine the website to make it more useful and effective.

4.2 Strategic Research

Underlying UCEAP's planning and outreach efforts has been its strong commitment to strategic research. UCEAP prides itself on being a learning culture—that is, an institution that not only creatively promotes the education of EAP students but systematically and rigorously analyzes its programs and uses that evidence thoughtfully to improve its programs and, in addition, inspect its own institutional processes and strategies systematically to ensure and enhance their efficiency and effectiveness. In a field (institutionalized study abroad) in which research standards and practices are quite uneven, UCEAP offers a model of best practices. During 2008-09 and 2009-10 its research activities were featured at four national conferences and fora.

UCEAP's strategic research has benefitted all units within the Goleta office as well as responded to questions posed by the campuses' international studies offices and its study centers. For example, detailed, multi-factored analyses of enrollment and attrition patterns have aided program-specific revenue and cost projections and hence budget planning. Two research areas are particularly worth highlighting: research that has ensured quality control and research that has aided enrollment management and outreach.

4.3 Quality Control

As in previous years, UCEAP administered an on-line survey to all EAP students at the end of their participation. The survey touched on all aspects of their EAP experience, from their initial campus advising, the processing of their applications, and their pre-departure orientations to their experiences while abroad, including their initial orientation, the accessibility of their desired courses, the quality of the curriculum and instruction, and the quality of student support at their partner universities and at the study center. The high response rate to this survey has facilitated statistically meaningful multi-factored correlations. In addition to common questions asked of students in all programs, Regional Directors were able to include supplemental questions specific to individual programs. The longitudinal data has enabled UCEAP to identify any changes in program character or quality that need to be addressed. We are pleased that, overall, students continue to give UCEAP's programs high marks.

Another UCEAP research project correlated students' home campus GPAs and the GPAs earned on their EAP programs and concluded that, no matter the GPAs students brought to these programs, their academic records on UCEAP were comparable to what they would have achieved had they remained on their campuses.

During 2009-10, UCEAP also pioneered a new on-line survey: that of parents' perceptions of their students' experience on UCEAP. Over 750 parents participated in the survey, which highlighted a number of individual concerns that UCEAP promptly addressed. Strikingly, 90% of the responding parents indicated they would recommend UCEAP to others.

Recognizing that it does not and cannot operate in a vacuum, UCEAP also continued to examine major published research on study abroad and to compare its program-specific data with national data and with that of other major universities.

4.4 Enrollment Management

In addition to providing quality control, the above surveys contributed to UCEAP's considerable attention during 2008-09 and 2009-10 to enhancing its recruitment and retention strategies. Several other on-line surveys also contributed to this effort, most notably the perception surveys, which identified among other things the factors influencing students to apply to and participate in UCEAP and other study abroad programs.

Also valuable were studies of attrition rates at various stages from students' beginning to their actual participation in an EAP program, factored by campus, program location and type, and other variables. These attrition studies have helped UCEAP determine when and how it can optimally use its limited staff resources to

facilitate participation. UCEAP also continues to correlate its participation data with campus enrollment patterns and to analyze participation by majors, ethnicity, gender, family income level, and other factors. Such analyses have aided in identifying particular recruiting challenges and opportunities.

Further examples of UCEAP's extensive research efforts can be found on the UCEAP website www.eap.ucop.edu/staff/statistics

5. UCEAP Governance

As a University-wide academic program, one whose complexities including managing overseas operations, ensuring that its overseas programs meet UC's high academic standards, and ensuring that its programs serve both UC students' interests and campuses' institutional interests, UCEAP has a relatively complex governance structure.

Over the past two years, that structure has become increasingly complex as UCEAP has worked its way out of its deficit, responded to two external review bodies, made a successful transition to a new funding model and strategic plan, implemented necessary programmatic and administrative changes, and demonstrated convincingly to various stakeholders that it has well-focused and appropriate goals and that it is operating in an efficient and cost-effective manner.

Traditionally, UCEAP has been formally accountable to two bodies:

- As an instructional program, it reports to the University-wide Academic Senate, primarily through the Senate's University Committee on Educational Policy (UCIE). That committee has formal authority to approve EAP's courses and curricula, admissions standards, and grading practices. In addition, it has the right to be consulted on and make recommendations with regard to UCEAP's budget, administrative arrangements, and other matters affecting UCEAP as well as other international education activities of the University.
- As an administrative unit, the Systemwide Office of UCEAP reports to the Office of the President—specifically, to the University Provost through the Vice Provost for Academic Affairs. The Office of the President controls budgetary allocations to UCEAP, ensures that the allocations are appropriately used, approves staff positions at the Systemwide Office, appoints the UCEAP Director, and ensures that UCEAP operates in accordance with UC policies and regulations.

In addition, UCEAP has engaged in what might be considered partnerships with various units on UC's individual campuses—primarily with the campuses' international studies offices, but also with campus Registrars, Admissions, and Financial Aid offices—that serve EAP students. These partnerships have operated primarily through informal and in some cases implicit protocols that have evolved through the years rather than through formal agreements or memoranda of understanding.

As with any organization, it makes sense for these formal structures and more informal protocols to be reexamined periodically to make certain that UCEAP remains an academic distinguished, well-managed, and fiscally viable program in which the University and its multiple stakeholders can take pride.

One such re-examining agent was the Joint Ad Hoc Committee on International Education, formed in 2006 in the wake of the discovery of UCEAP's budgetary deficit in 2005. The final report of that committee, in March 2008, proposed a new funding model for UCEAP (a variation of which was finally adopted by the Office of the President) and an additional oversight body.

In the wake of Academic Senate critiques of the Ad Hoc Committee's report, the University Provost appointed a Joint Senate-Administrative Task Force in the spring of 2009 charged with clarifying UCEAP's mission, ensuring its effective management, and determining an effective governance structure. In July 2009, the Task Force issued its report. Key among its recommendations was the formation of a Governing Committee consisting of UCOP and campus administrators, representatives from three University-wide Senate committees, and the Executive Director of UCEAP to guide overall policies and planning for UCEAP, review UCEAP's budget, recommend EAP's fee structure to the University Provost, receive and review the Executive Director's annual report, and ensure the overall effectiveness of the program—that is, act in many respects like a board of trustees. The University Provost, Lawrence Pitts, appointed the committee in October 2009 and chaired the committee during 2009-10.

The Governing Committee held three videoconference meetings during 2009-10. Its most important actions were to approve the EAP fee structure for 2010-11, to review EAP's 2009-10 budget and preliminary 2010-11 budget plan, to comment on planned program closures and administrative changes in EAP's overseas operations, to consider a possible administrative relocation of UCEAP from the Office of the President to a campus, and to advise the University Provost on the process for selecting a new Executive Director. Not surprisingly, the first year of the committee's existence saw debates over the committee's charge, composition, agendas, and working arrangements: issues that members generally agreed would be sorted out over time as the committee gained experience. Most agreed that one of the greatest values of the committee was as a forum that brought together Senate members, senior campus and UCOP administrators, and the UCEAP leadership to share their respective perspectives and negotiate their differences with regard to UCEAP, and to provide a more stable and predictable University landscape in which UCEAP could plan and conduct its work.

6. Planning for 2010-11 and Beyond

As outgoing Executive Director I would like to take a moment to offer some thoughts on UCEAP in the future. I do so acknowledging that plans must alter and adapt to take advantage of new circumstances and information.

The territory that UCEAP must navigate over the next several years remains a shifting landscape. The further enhancement of several strategic initiatives launched by UCEAP over the past two years, along with the inauguration of several important additional strategic initiatives (see below), will ensure that UCEAP navigates this landscape successfully.

6.1 The Shifting Budgetary Landscape

UCEAP will enter the 2010-11 fiscal year having steadily reduced its carry-over deficit, despite its net loss of revenue over the past two years. Depending on the resolution of the factors noted below, UCEAP will have completely eliminated that deficit by the end of 2010-11. On the other hand, a worst-case resolution of those factors could mean a continuing if declining deficit for several more years.

Although the fee-based funding model is now firmly in place, some key elements of that model are still to be implemented. The already-known elements have already been incorporated into UCEAP's planning. For example:

- The removal of the remaining \$2.4M in General Funds over the next three years
- The mandate that UCEAP pay Return to Aid on all components of its fees
- Beginning in 2011-12, 2% of UCEAP's net revenue from student fees will be taxed to support the Office of the President
- If UCEAP partners with a campus in 2011-12, possible campus service charges would also increase UCEAP administrative expenditures

I continue to believe it vital that the Office of the President work with UCEAP to undertake negotiations with the campuses on UCEAP's behalf. At the minimum, those negotiations should result in a reasonably stable arrangement in which EAP would be able to comment in advance on the possible impact on EAP of any proposed changes in campus fees that could affect potential UCEAP students and in which EAP would be given ample opportunity to incorporate any such approved changes into its own planning.

6.2 Building the Contingency Reserve

Because of such uncertainties, it becomes even more crucial that UCEAP build an adequate contingency reserve fund as rapidly as possible. Within three years, that fund should reach at least 10% of UCEAP's annual financial obligations, or at least a percentage comparable to the percentage reserved by UC campuses. None of that fund should be used for on-going commitments such as career position salaries.

6.3 Further Enhancing Net Revenue

UCEAP must continue to pursue systematically four major net-revenue-building strategies it has deployed over the past two years:

- Continued reductions in UCEAP's expenditures in its overseas and California headquarters' operations through continued streamlining of processes. Since much such streamlining has already taken place over the past four years, very few additional savings can be anticipated in this regard, other than those already incorporated into UCEAP's five-year strategic plan, without adversely affecting the quality of UCEAP's programs and services.
- Out-sourcing work when such outsourcing can yield high quality results at less cost than would be the case from hiring on-going career staff.
- Increasing gradually, at as moderate a pace as possible, the per-participant revenue generated by fees. A useful benchmark will be the increases in fees paid by in-residence UC students. Great care must be taken not to increase fees so sizably or rapidly as to price EAP's programs out of the market and thus adversely affect access and participation.
- Increasing the number of participants in EAP programs. A 25% increase in participants over the next five year (an average 5% annual increase) still seems a reasonable target, given EAP's enhanced recruitment efforts and the University's overall undergraduate growth.

6.4 Enhanced Outreach

In addition to further enhancing its recruitment and retention efforts, UCEAP will pursue a number of outreach efforts that are critical to its ability to effectively serve the University and its campuses. A key element of UCEAP outreach agenda will be a carefully planned and monitored communications initiative aimed at a variety of important constituencies.

- **UCEAP Website Enhancement.** This coming year will be the test run for UCEAP's dramatically redesigned website, developed in collaboration with a California-based web design firm. We intend the bold look to suggest the academic and cultural excitement offered by EAP's programs and to encourage more UC students to explore and apply to these programs.

Equally important, the website has been designed to facilitate easier navigation and aid students, advisers, and others to find more quickly the particular information they seek. We'll use focus groups and surveys to test students' reactions to and uses of the website.

- In the addition to the website, UCEAP will also make more frequent use of **emails and social networking vehicles** to maintain regular contact with students throughout the application process and inform them and their parents of programmatic features and developments that may be of interest and use to them.
- **The UCEAP Newsletter** will be designed to include an extensive range of news and in-depth features on UCEAP programs, students, alumni, staff, faculty, and others who have contributed to the program. It will be circulated broadly, with the aim of reaching as many parents, UC faculty, administrators, alumni, and other relevant constituents as possible.

6.5 Inauguration of a UCEAP Alumni Network

Over 70,000 UC alumni and approximately 20,000 Reciprocity alumni have been UCEAP students. They can play a powerful, creative role in ensuring that future cadres of students enjoy the memorable educational experiences they did. Over the next several years, we intend to build an UCEAP alumni network to take advantage of the assistance they can offer future EAP students. To date, several small program-specific groups of alumni—for example, those participating in EAP's program in Bordeaux—have promoted reunions and other activities on their own. Some UC campuses have also begun to develop contacts with EAP alumni as a part of campus institutional advancement campaigns. UCEAP's goal will be to supplement, reinforce, and collaborate with campus initiatives.

6.6 Planning for the 50th Anniversary

In 1962 the first EAP program opened—an exchange program with the University of Bordeaux. From those modest beginning, UCEAP has steadily grown to become and maintain its place as a national leader in study abroad. During the next two years, UCEAP hopes to plan for a major year-long celebration marking the completion of fifty years of outstanding achievement and the beginning of what we anticipate will be the next fifty years of equally distinguished service to UC and its students.

During 2010-11 we anticipate that an anniversary planning committee will be formed that will include UCEAP alumni, UC faculty, UOEAP personnel, and campus international education representatives to plan the anniversary activities. Among the activities to be considered:

- A University-wide UCEAP alumni reunion, held in conjunction with a major symposium on UC's past, present, and future role in international education
- Campus-based events
- A year-long lecture series, rotating among the campuses, featuring distinguished UCEAP alumni and UC faculty who have been actively involved in UCEAP
- Commemorative publications

Support for the anniversary celebrations will be solicited from the corporate sector.

6.7 Administrative Move of UCEAP to a Campus

A final decision as to the administrative location of UCEAP will be made during the fall 2010, culminating a lengthy investigative process. The negotiations on the particulars of a possible partnership between UCEAP and a campus will be left to my successor. However, since I initiated such negotiations, I suggest the following as among the key considerations:

- UCEAP would remain a University of California systemwide program, dedicated to serve the interests of the University as a whole and, in particular, the interests of all individual UC campuses.
- Authority over the academic aspects of UCEAP's programs would continue to be lodged in the University Committee on International Education.
- Authority over UCEAP's overall policies, administrative structure, and budget would remain lodged with the University Provost, with the formal advice of the UCEAP Governing Committee.

6.8 New UCEAP Leadership

On October 1, Professor Jean-Xavier Guinard will assume the helm of UCEAP as Associate Vice Provost and Executive Director. As Provost Pitts noted in his announcement of the appointment, "[Associate Vice Provost and Executive Director Guinard] brings an understanding of and a profound commitment to education abroad at both systemwide and campus levels, as well as demonstrated programmatic and administrative leadership."

I am confident that UCEAP will prosper under his skilled leadership, and know that he will enjoy the enthusiastic support of the many constituencies that have contributed and will continue to contribute to UCEAP's distinguished service to this University.

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Appendix A

Last reviewed 11-10-10

UC Education Abroad Program Business Plan Operating Results

Notes		ACTUAL RESULTS		
		2007-08	2008-09	2009-10
Sources of Funds:				
(a)	Current Year Appropriations - All Funds	\$21,506,680	\$21,501,780	\$4,217,992
Fees				
(b)	Student Fees	\$5,900,531	\$6,451,452	\$24,493,819
(c)	Less: Return To Aid	\$0	\$0	(\$6,576,774)
(d)	EAP Student Activities and Services (SAS)	\$9,486,189	\$9,234,957	\$7,129,043
(e)	Other			
	Cooperative Program (non UC students)	\$629,880	\$449,502	\$178,766
	STIP	\$307,023	\$266,797	\$0
Total Sources of Funds		\$37,830,303	\$37,904,488	\$29,442,846
Uses of Funds:				
(f)	UCEAP Expenses	\$7,984,004	\$7,124,491	\$6,968,947
(g)	Int'l. Office Academic / Instructional / Admin. Exp.	\$15,044,411	\$14,538,455	\$11,787,016
(h)	Lowenhaupt Endowment Fund	\$219,351	\$208,607	\$298,176
(i)	EAP Scholarships Distributed	\$1,010,000	\$1,010,000	\$0
(d)	EAP Student Activities and Services (SAS)	\$9,452,732	\$9,086,847	\$7,553,655
(j)	Reciprocity Support for Campuses	\$1,690,154	\$1,987,878	\$3,126,814
(k)	Campus Financial Support	\$937,030	\$932,530	\$0
Total Uses of Funds		\$36,337,681	\$34,888,808	\$29,734,608
(l)	Operating Surplus/(Deficit) - Current Year	\$1,492,622	\$3,015,680	(\$291,762)
Average Revenue Per-FTE		\$14,286	\$15,012	\$11,281
Enrollment:				
(m)	Participants	4,529	4,337	4,528
FTEs:				
	Regular Academic Year	2,219	2,098	2,195
	Summer Stand alone	258	254	250
	Pre-ILP/ILP	171	173	165
	Total FTE	2,648	2,525	2,610
	Reciprocal Students Inbound (FTE)	1,044	1,100	1,193

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Notes:

- (a) Transition to fee-based funding in 2009-10. Appropriations include General Funds, Opportunity Funds, scholarship funds and endowment income.
- (b) Educational, Registration, Summer & ILP fees reflect UC-Regental Approved increases in 2009-10
Beg. 2009-10, EAP retains fees and remits Return-to-Aid
Campus fees were collected and remitted to campuses
Participation Fee increased to \$400 per participant in 2009-10
Program specific supplemental fees are levied for a number of EAP's higher cost semester and year programs
- (c) Beg. 2009-10, Return to Aid (RTA) is calculated at 28.4 % of Education / Registration / Summer/ Pre-ILP & ILP fees; Mid-Year Incr at 33%
Beg. 2009-10, RTA on Program supplemental or specific fees and dual enrollment exchange fees is 33%
- (d) EAP Student Activities and Services are those charges/costs (rec'd from students & disbursed on their behalf) for such items as housing , meals, orientations, and cultural excursions. In 2009-10 surplus funds used to write off \$716K in student bad debts.
- (e) Other sources of funds include STIP (Short Term Investment Pool) income, Non-UC students attending EAP through cooperative agreements,
- (f) Total UCEAP expenses were reduced by \$1M or 14% from 2007-08 to 2009-10
- (g) Int'l Office expenses were reduced by \$3.2M or 21% from 2007-08 to 2009-10
Field Office Director positions were reduced by 2009-10 to 14.3 FTEs; faculty oversight of Int'l Offices continued by faculty consultants
Liaison Officer positions or equivalent replaced eliminated Field Office Directors with resultant salary savings
Program instructional expenses reduced over time by focusing on class size and program offerings
Most Int'l Office staff reductions concluded by close of 2009-10
- (h) Lowenhaupt Endowment Fund is used to make reciprocity scholarship payments
- (i) Beg. 2009-10, general fund scholarships are no longer provided.
EAP will continue to receive and allocate private donor scholarships although impact of these programs is not significant (excluded from this report).
- (j) Reciprocity support to campuses has grown each year
- (k) Beg. 2009-10, no additional supplement to campuses will be provided by UCEAP.
- (l) \$.3M deficit in 2009-10 adds to carry forward deficit making a total operating deficit at the end of 2009-10 of \$.9M.
- (m) Number of students participating in EAP (and total FTE) fell slightly (4%) in 2008-09, and recovered in 2009-10