

Marketing and Recruiting Plan for UCEAP Engineering at UC Davis

December 09, 2014

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EXECUTIVE SUMMARY

Enrollment growth, increased internationalization, enhanced diversity, and reaching underrepresented student cohorts, such as Science, Technology, Engineering, and Mathematics (STEM) students, are all part of both the University of California Education Abroad Program's (UCEAP) and University of California, Davis' Study Abroad Program's strategic objectives for the next five years. These institutional goals present our five person consulting team with the timely and unique opportunity to assist UC Davis' Study Abroad in achieving its objectives through a recruitment and marketing plan (Plan) that targets undergraduate Engineering majors at UC Davis who are eligible to study abroad.

MISSION AND STRATEGIC PLANS OF THE CLIENT

UC Davis' Philosophy of Purpose states that "UC Davis' prominence in the STEM fields, including distinguished programs in agricultural and environmental sciences, make the campus a leader in solving critical issues in local, state, national and global health and sustainability."¹ In the next sentence, the Philosophy speaks to the importance of extending service to the world in numerous forms.² The Philosophy of Purpose places significant value on STEM fields, even in terms of the institution's identity, and also emphasizes the importance of world-wide exchange. Additionally, UC Davis' *2020 Initiative* has several key strategic objectives associated with UC Davis' plans for its study abroad programs, including enhancing diversity and global citizenship through additional "international experiences."³ Promoting international enrichment of students in the STEM disciplines directly reflects UC Davis' mission statement.

The UCEAP Strategic Plan for 2013-16 outlines a plan to target STEM majors as a means of increasing the number of students studying abroad.⁴ Similarly, the mission statement of UC Davis Study Abroad Program shows a desire to extend participation to all students on campus. Campus internalization and global citizenship will be achieved through academic coursework, internships, and experiential learning. This structure shows the many layers of mission statements, institutional goals, and strategic plans that govern UCEAP at UC Davis.

STAKEHOLDERS

Primary stakeholders for the Plan include:

- Dana Armstrong, the UCEAP Program Coordinator
- Blake Cooper, the Communications and Marketing Manager at UC Davis Study Abroad
- Kim Reinking, an undergraduate advisor at The College of Engineering
- Alin Wakefield, an undergraduate advisor at The College of Engineering
- Undergraduate Engineering majors at UC Davis
- Engineering faculty at UC Davis
- Parents of undergraduate Engineering majors at UC Davis

¹ UC Davis Website: <http://catalog.UCDavisavis.edu/mission.html>.

² UC Davis Website: <http://catalog.UCDavisavis.edu/mission.html>.

³ University of California, Davis. (2014). *The 2020 Initiative: A Path to Academic Excellence and Economic Opportunity*. Davis, CA: UC, Davis, p. 1.

⁴ UCEAP Strategic Plan, 2013-16. Page 4.

Secondary stakeholders for the Plan include:

- UCEAP Engineering alumni and current study abroad participants
- UC Davis students, faculty and administrators
- UCEAP students, staff and administrators
- Private corporations in the community that typically hire Engineering graduates

The primary stakeholders are those who are directly involved in either the implementation of the Plan or who are the target of the Plan. Secondary stakeholders are those who support and benefit from the success of the Plan. It is necessary to consider all of these stakeholders in order to ensure the relevance and feasibility of the Plan.

OBJECTIVES

The goal of this Plan is to increase the number by 20% of Engineering students who participate in UCEAP's summer programs by 2016, by raising awareness about the benefits of available immersive learning experiences and the feasibility of study abroad. To do so, this Plan will focus on:

1. Developing specific marketing materials for targeted promotion via personal selling and social media, including information on course equivalencies; and
2. Developing and carrying out professional development workshops for faculty.

The Plan's overall aim is to establish a pilot program that would establish ways in which targeted marketing materials can be utilized to recruit traditionally underrepresented students, especially Engineering students, for participation in study abroad.

OVERVIEW OF SMART PRINCIPLES

Specific, measurable, attainable, relevant (realistic) and time-bound (SMART) principles ground the objectives and outcomes of this Plan. SMART goals ensure that the proposal is logical and feasible. Although there is a great deal of support and desire to see the number of Engineering students increase in study abroad, application of the SMART principles is a means by which to assess the Plan's efficacy.

SPECIFIC

Currently, 8.94% of engineering students at UC Davis participate in UCEAP programs. This number, which amounts to approximately 10 students, includes both school year and summer programs for 2013-2014. This Plan seeks to increase enrollment of undergraduate engineering students in summer UCEAP programs by 20% by the end of the 2016 summer term.

MEASURABLE

The success of the Plan will be determined by the number of undergraduate Engineering students enrolled in summer UCEAP programs as reported by the UC Davis Study Abroad Office by the end of the 2016 summer term. In addition, the number of applicants will be tracked throughout the year to measure success along the way.

ATTAINABLE

Although a 20% increase sounds daunting, due to the current low number of Engineering students participating in UCEAP summer programs, success would mean an additional two students enrolling in

these programs. Given the current lack of targeted marketing materials for UCEAP Engineering programs, in addition to the alternative choice represented by UC Davis' Summer Abroad (non-UCEAP) programs, even this small increase would be a significant improvement. In other words, increasing participation by two students is a reasonable goal.

RELEVANT

Because both the missions of the UCEAP Strategic Plan and the *2020 Initiative* specifically target STEM students, this Plan is relevant to the direction of the larger UC system and the local campus at Davis. UCEAP and UC Davis have indicated a desire to see an increase in the number of Engineering participants in UCEAP programs.

TIME-BOUND

In accordance with the UCEAP Strategic Plan, this Plan aims to achieve its objectives by the end of the 2016 summer term.

Both the UCEAP Strategic Plan and the Mission Statement of UC Davis identify a definitive need to increase STEM students' participation in study abroad. This Plan will serve as a pilot program that targets undergraduate Engineering majors at UC Davis. The preceding data delineates the SMART goals for this Plan. In addition, it presents a specific and detailed budget in combination with an established timeline and a clear and concise work breakdown structure.

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TARGET MARKET SEGMENTATION

One of the primary goals of the UCEAP Strategic Plan is to target STEM majors as a means of increasing the numbers of students studying abroad. UC Davis' *2020 Initiative* also places significant value on the recruitment of students from STEM fields because they have been previously underrepresented in study abroad.⁵ The institutional focus on STEM students demonstrates that the overarching direction for UC Davis in the next five years is towards campus internationalization.

This Plan recommends targeting **undergraduate STEM students at UC Davis** who would benefit from study abroad. The aim of the Plan is to encourage UC Davis to send a greater number of STEM students abroad for experiences in their fields of study.

Specifically, the Plan segmented its target market by focusing on **undergraduate Engineering majors** at UC Davis who are eligible to study abroad during the summer term under the auspices of UCEAP. This segmentation is appropriate given the scope of both the mission statement and the strategic goals of UC Davis. In order to reach the particular goal of increasing the numbers of UC Davis STEM students studying abroad, it is advantageous to focus the Plan's efforts on this subgroup in order to demonstrate the viability of the overall Marketing and Recruiting Plan for UC Davis. This pilot program may then be expanded to other cohorts of UC Davis STEM majors.

COMPETITOR ANALYSIS

Table 1, Competitor Analysis, represents the top competitors to UC Davis' UCEAP Summer Study Abroad programs. Among these competitors are those offering comparable or otherwise attractive programs to undergraduate UC Davis Engineering students who actively seek summer enrichment opportunities, such as internships, lab experiences, study abroad, and research positions. The non-UCEAP Summer Study Abroad programs offered by UC Davis' Study Abroad Office present the most significant alternative, as they are faculty-led, guarantee transfer of academic credits, and cost less than UCEAP.

While there is no evidence that third party internship providers, such as International Association for the Exchange of Students for Technical Experience (IAESTE) and German Academic Exchange Research Internships in Sciences and Engineering (DAAD-RISE), actively recruit UC Davis undergraduate Engineering students, they are considered competition because they are well-known programs among Engineering students and provide comparable services (research and internship experiences abroad). Furthermore, students are paid for their participation in these programs, and generally only incur the cost of travel to the host country. These programs are an attractive alternative to the traditional study abroad model.

There are also numerous opportunities for domestic research and laboratory experiences. Engineering students are recruited by various companies at a dedicated Engineering Internship and Career Fair hosted by the Internship and Career Center at UC Davis. Of the 44 companies represented at the most recent fair, 85% are located in California and 65% are recruiting for interns.

Additionally, The College of Engineering recently introduced *Eureka!*, an online database by which companies can search for potential interns and employees from the UC Davis College of Engineering's student population. Students must opt-in by volunteering to share their information with prospective employers. These direct connections between Engineering students and companies facilitate the process

⁵ University of California, Davis. (2014). *The 2020 Initiative: A Path to Academic Excellence and Economic Opportunity*. Davis, CA: UC, Davis, p. 1.

of finding summer research and internship opportunities, thereby proving them to be strong competition to UC Davis' UCEAP Summer Study Abroad.

Table 1 presents the major competition to UC Davis' UCEAP Summer Study Abroad Programs. These competitors offer a marketing mix--the four "P's" of price, product, place, and promotion designed for a specific target market--that appeals to undergraduate UC Davis Engineering majors who search out summer experiences like lab opportunities, internships, study abroad, and research positions. The Plan recommends that UC Davis Study Abroad could highlight immersion experiences of UCEAP, credit transferability, and a solid support network to more effectively market to and recruit undergraduate Engineering majors for study abroad.

Table 1: Competitor Analysis

Competitor	Product	Duration	Credits	Amenities	Housing	Place	Promotion	Price
UC Davis Summer Study Abroad Programs for Engineering (Non-EAP)	Faculty-led engineering summer abroad programs	One month	Eight units	Housing included in price	Included	Iceland, Italy, Ireland, South Korea	Engineering Internship and Career Fair; UC DAVIS Study Abroad website	\$3750-\$5300
International Association for the Exchange of Students for Technical Experience (IAESTE)	Summer internship at an engineering company abroad	8-12 weeks	No credit offered	Housing and living stipend	Included	Varies annually (80+ member countries)	Website-available information; campus-based print materials	Travel expenses; personal insurance (\$50/month); placement fee (\$675)
German Academic Exchange Service-Research Internships in Sciences and Engineering (DAAD-RISE)	Summer internship at a research institution under the mentorship of a doctoral student	2-3 months	No credit offered	Housing and living stipend	Included	Germany	Website-available information; campus-based print materials	Travel expenses to Germany
Domestic opportunities	Lab research; Internships; Jobs	Varies	No credit offered	Varies	No	National	Engineering Internship and Career Fair; Eureka!	*little information currently available, impression is that it varies

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SWOT ANALYSIS

A SWOT analysis is a framework that can be used to analyze an organization’s internal environment (Strengths and Weaknesses) and external factors (Opportunities and Threats), thereby allowing for a concentration of capabilities and areas for revision or growth. In this Plan, the framework is applied to the UC Davis Study Abroad Office in regards to undergraduate Engineering UCEAP programs. The SWOT analysis is focused on resources available to the organization and can be considered to be an inside-out look. The TOWS analysis is an outside-in strategic framework that analyzes the market in which the organization is based. A SWOT/TOWS matrix can be seen in **Table 2**, below.

Table 2: SWOT/TOWS Matrix

	External/Outside Opportunities (O)	External/Outside Threats (T)
	<ul style="list-style-type: none"> Commitment to Generation Study Abroad (CtGSA) Support from higher execs - 20/20 Initiative Support from UCEAP Strategic Plan to increase STEM #s by 2015-2016 Partnerships with top universities around the world 	<ul style="list-style-type: none"> Domestic private-sector internships Domestic research opportunities International technical internships thru TPPs, such as IAESTE or RISE UC Davis Summer Abroad (non-UCEAP) or faculty-led programs Parental influence
Internal/Resource Strengths (S)	<p>SO (Good Fit) <i>Employ the support from mission and strategic plans to allocate resources to increasing STEM (Engineering) participation in UCEAP programs</i></p> <ul style="list-style-type: none"> Develop targeted, feasible marketing and recruiting plan that is aligned with CtGSA, 20/20 Initiative and UCEAP Strategic Plan Involve alumni, current study abroad students (Engineering), and work study students to promote summer UCEAP to Davis Engineering students 	<p>ST (Reduce Vulnerability) <i>Increase /Maximize Engineering students’ cognition of the benefits of UCEAP programs</i></p> <ul style="list-style-type: none"> Increase targeted promotion via personal selling and social media (promote UCEAP vs. other sectors) Revamp website to increase visibility of UCEAP programs Compare third party provided programs to UC Davis to showcase UC Davis strengths
Internal/Resource Weakness (W)	<p>WO (Overcome Weakness) <i>Employ the support from mission and strategic plans to promote faculty development and student awareness regarding study abroad opportunities</i></p> <ul style="list-style-type: none"> Develop and carry out student & faculty informational sessions Use revision of website to better align or surpass presentation of information as done by other UCs Develop collaboration with administration in line with the strategic plan’s goals 	<p>WT (Protective Approach) <i>Minimize Engineering students’ perception of study abroad obstacles</i></p> <ul style="list-style-type: none"> Create database of course equivalencies to inform students Create targeted marketing materials to be used for recruitment

The dual SWOT/TOWS analysis reveals a general two-pronged approach to recruiting undergraduate Engineering students to UCEAP programs. The first is directed towards increasing awareness of the feasibility of study abroad and providing information for Engineering students. Collecting the relevant

data and statistics, including personal stories, transfer of credits, and applicability to future employment, is essential. Additionally, the Plan recommends the revision of the website and other current promotion materials to more directly target undergraduate Engineering students and to promote UCEAP programs.

The second approach is to increase the support among the Engineering faculty towards study abroad. Traditionally, lack of faculty support is cited as one of the greatest obstacles to STEM participation in study abroad.⁶ Promotion of education abroad opportunities via faculty development sessions is in line with the *20/20 Initiative* and the Commitment to Generation Study Abroad.

SO (GOOD FIT)

Employ the support from mission and strategic plans to allocate resources to increasing STEM (Engineering) participation in UCEAP programs

The strengths of the UC Davis Study Abroad Office, in conjunction with the opportunities outlined in both the *20/20 Initiative* and the UCEAP Strategic Plan, provide an ideal setting for implementation of this Plan. The dedicated staff at the Office includes a number of work study students and an internal marketing professional. In line with the goal of increasing STEM (Engineering) students abroad, there is the potential for re-allocating work study students' time towards the generation of targeted marketing materials.

ST (REDUCE VULNERABILITY)

Increase Engineering students' cognition of the benefits of UCEAP programs

One of the common obstacles impeding STEM student participation in study abroad is their lack of awareness of the benefits such an experience brings. Instead, it is more common for STEM students to remain involved in domestic research or internship opportunities. Thus, a primary objective of this Plan is to outline the means by which to obtain the necessary information to create targeted promotion materials and the avenue by which to make such information readily available to Engineering students.

OW (OVERCOME WEAKNESS)

Employ the support from mission and strategic plans to promote faculty development and student awareness regarding UCEAP study abroad opportunities

Again, the opportunities outlined in the *20/20 Initiative* and the UCEAP Strategic Plan provide an ideal setting for informational sessions for both students and faculty. Faculty advocates for study abroad can greatly affect the participation of Engineering students in these programs. Additionally, the Plan recommends the organization of a social event for faculty, UCEAP Engineering alumni, and prospective students to engage with one another and discuss these kinds of opportunities.

WT (PROTECTIVE APPROACH)

Minimize Engineering students' perception of study abroad obstacles

The curriculum of Engineering students allows for the mistaken belief that studying abroad is not feasible in terms of graduating on time. This is why the Plan proposes the creation of a database with examples of course equivalencies earned abroad in order to reassure students of the feasibility of credit transferability. This information, along with targeted marketing materials, will serve to reduce the reluctance Engineering students may hold towards education abroad.

⁶ Wainright, P., Ram, P., Teodorescu, D., & Tottenham, D. (2009). Going Global in the Sciences. In Lewin, R., (Ed.). *The Handbook of Practice and Research in Study Abroad* (pg. 381-398). New York: Routledge.

TARGET MARKET OPPORTUNITIES

Based on the information gained from our competitor and SWOT analyses, the Plan highlights three types of target market opportunities for UC Davis Study Abroad. These opportunities include outreach to the UC Davis community, significant improvements to the UC Davis Study Abroad Office's website, and use of multiple media marketing to inform, educate, and collaborate more effectively.

OUTREACH

Within the UC Davis broader community, there are stakeholders who can play an important role in persuading additional Engineering students about the value of study abroad programs for their future careers. These stakeholders include:

- Engineering faculty at UC Davis,
- Parents of UC Davis undergraduate Engineering majors,
- UC Davis UCEAP Summer Study Abroad Program alumni, and
- Engineering majors who are currently participating in UCEAP Summer Study Abroad Programs.

These groups can provide an opportunity to more effectively influence the decisions of the targeted students. Therefore, the Plan recommends developing outreach initiatives designed to increase communication about study abroad benefits between the stakeholders and potential study abroad participants. The Plan suggests taking advantage of this opportunity because UC Davis' Summer Study Abroad non-EAP programs do such a good job of integrating their associated faculty, students, and alumni into their information sessions and interacting with these stakeholders on a continuous basis via their website.

WEBSITE

There is significant opportunity to more effectively inform UC Davis undergraduate Engineering majors about the possibilities of summer study abroad by improving the UC Davis Study Abroad Office's website. The information layout and content of other UC schools' study abroad-related websites could inform the expansion and revision of the UC Davis Study Abroad Office's website. Due to the excellent formatting, conciseness, clarity, and inclusion of extensive information on the websites of other UC schools' study abroad programs, the Plan recommends pursuing this opportunity to the fullest possible extent. This expansion and revision could entail clarity on credit transfer, and clear and explicit information regarding study abroad program opportunities that could fulfill major requirements.

INFORMING, EDUCATING, AND COLLABORATING

Current trends in higher education necessitate multiple media marketing. The Plan sees an opportunity to use such types of marketing to boost the number of undergraduate Engineering majors studying abroad at UC Davis. Included in the Plan's recommendations are using alumni at information sessions on campus, increasing the visibility of the Summer UCEAP Engineering programs through social media, and promoting the value of these programs through informal personal marketing via different stakeholders. The Plan suggests taking advantage of this opportunity due to the effective integrated marketing approaches taken by UC Davis' non-EAP study abroad programs and those companies offering domestic work and research experiences to UC Davis' undergraduate Engineering majors.

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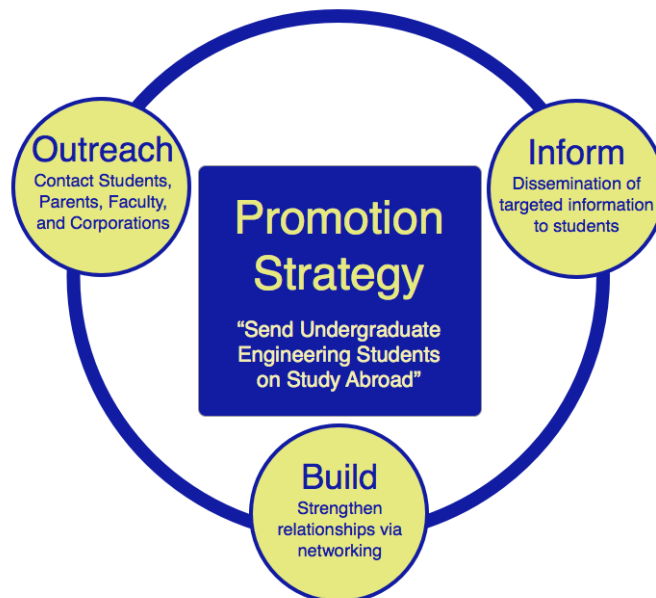
PROMOTION PLAN

This promotion strategy is focused on a central message: “Send Undergraduate Engineering Students on Study Abroad.” The suggested marketing and recruiting plan may be implemented through mentorship, scholarship, internships, potential future sponsorship, as well as increased assistance and information. These approaches for increasing the number of undergraduate Engineering students studying abroad support the plan’s key promotion strategies, which include:

- Outreach,
- Dissemination of information to students, and
- Relationship building via networking through face-to-face interactions and social media platforms.

Overall, the promotion plan for UC Davis is based on the organization and hosting of social and informational events that provide increased incentives and support for undergraduate Engineering students at UC Davis to study abroad. The details of each promotion strategy are addressed in the following sections. In addition, these sections discuss the rationale for utilizing these strategies as a part of the Plan’s marketing mix, which involves both personal selling and publicity. The Plan’s promotion strategies fit well into UC Davis’ mission and strategic planning for the next five years. UC Davis’ *2020 Initiative* prioritizes increasing the number of STEM students in study abroad and involving faculty and the community as active participants and partners in UC Davis’ recruitment efforts. A budget and timeline are also included to more effectively demonstrate the Plan’s long-term, step-by-step commitment to assisting UC Davis in its marketing and recruitment for study abroad.

As a precursor to a narrative promotion strategy discussed below, the following concept map is included to clarify the overall plan:



VALUE PROPOSITION

A value proposition entails 1) a promise given to the target market of a value to be delivered by a product or a service and 2) a belief by the target market that the value of the product or service will be experienced.⁷ For UC Davis Study Abroad, the Plan suggests the following value proposition:

How will you advance your professional development? With UC Davis Study Abroad, you can actively forge your future career and distinguish yourself through access to world-class facilities, faculty, and international partnerships. As an integral part of the UCEAP network, UC Davis' Study Abroad Program supports the development of global awareness in its STEM students through international, independent, and immersive experiences.

KEY STRATEGIES

This section delineates the Plan's main promotion strategies. These approaches are designed to convey the Plan's central message to key stakeholders. These approaches also fit well with UC Davis' objective to increase the number of STEM students studying abroad over the next five years. The promotion strategies are organized into the following categories:

1. Outreach to parents, faculty, outbound students, alumni, and corporations
2. Dissemination of targeted information to students
3. Relationship building via networking - personal and via social media

STRATEGY 1: OUTREACH

An important facet of building encouragement for Engineering students' participation in summer UCEAP programs would be reaching out to build additional support and professional networks for those students. Thus, the first promotion strategy in the Plan is to implement various types of outreach to parents, faculty, outbound students, alumni, and corporations. This outreach would consist of providing informational material, particularly in the case of parents, and obtaining stories of success and the value of studying abroad, especially from alumni and corporations.

PARENT OUTREACH

Parents are important stakeholders in the college experience and influence many decisions their students make while at school. It is imperative for parents to be informed of information regarding UCEAP summer programs, including cost, credits earned, scholarship options, insurance options (if applicable), and safety concerns. This information could easily be disseminated through flyers mailed to students' permanent addresses. This is an established practice at UC Davis with regards to UC Davis Summer and Quarter Abroad programs.

While it is important to involve parents, outreach efforts should respect students' desire to involve their parents in this process. Therefore, the Plan recommends that parent-specific UCEAP promotion materials be sent out to parents early in students' college career and again at the beginning of their sophomore year. Once students have expressed interest in studying abroad, UCEAP flyers could be sent to parents with relevant information about the available Engineering programs offered during the summer term.

⁷ http://en.wikipedia.org/wiki/Value_proposition.

FACULTY OUTREACH

Faculty support and advocacy of study abroad opportunities and benefits is essential to the goals of both this Plan and the mission objectives of both UC Davis' and UCEAP's strategic plans. The purpose of this outreach is to garner cooperation from faculty in the form of quotes for promotion materials, increased advocacy in their classes, targeted advising to Engineering majors, and participation in other events. The plan suggests emailing the faculty for the initial contact, but if permission is given and time is available on both the work-study students' and faculty members' side, a face-to-face interview is recommended. A voice recorder in these interviews is also suggested to ensure accuracy of the transcriptions. If this process proves to be too time consuming, then the Plan suggests having faculty email their quotes to UC Davis Study Abroad Office instead. Additionally, the answers from faculty to the suggested interview questions listed below could eventually be featured in a video on UC Davis' Vimeo page.

In this initial outreach, the Plan suggests reaching out to faculty who are already involved in study abroad:

- Engineering faculty who will be leading 2015 programs:
 - Bassam Younis & Giorgio Monti (Italy)
 - Sangtae Kim (South Korea)
 - John Bolander (Japan)
 - Paul Erickson (Iceland)
- Engineering faculty who have lead past programs:
 - Jeannie Darby (Ireland, 2014)
 - Stephan Wurtz (Ireland, prior to 2014)
- Other faculty as suggested by the client:
 - Sashi Kunnath (Italy program)
 - Fadi Fatallah (EAP faculty director)

Suggested questions to ask faculty :

- What benefits do you see in Engineering students going on study abroad? In immersive learning opportunities?
 - What changes or developments have you seen in students who have returned from an international experience?
 - Do you currently work on any international projects?
 - How would you describe the opportunities or chances for an Engineering student to work either on an international team or an international project during his or her career?
 - What international experiences can you speak to? How has this influenced your career?
-

ALUMNI OUTREACH

Outreach to Engineering alumni of study abroad stems from a need to establish credibility for the fact that study abroad is both beneficial and feasible for undergraduate Engineering students. Having citable data that supports the value of education abroad is advantageous when trying to reach Engineering students. This section outlines different types of suggested alumni outreach, including focus groups and interviews for alumni who have graduated and newly returned alumni of the programs who are still on campus.

FOCUS GROUPS/INTERVIEWS

The purpose of developing alumni focus groups, particularly for students who have already graduated, is to garner qualitative data in the form of personal success stories or quotations that can be used in promotion materials, for both students and parents. This strategy focuses on the professional development aspect of participation in study abroad. If these focus groups prove too time consuming, then an online survey with open ended questions by which to garner usable data can be employed instead. For a sample action plan on how to contact alumni and conduct a focus group, please see **Appendix A**.

CORPORATE OUTREACH

The Plan seeks to further strengthen the positive perception of study abroad. It connects students with regional corporations that have a vested interest in increasing the number of internationally-experienced engineers. This step would serve as validation for students that their time spent abroad would be of direct use in their professional lives.

Appropriate companies should be selected based on criteria such as:

- Company has existing scholarship or internship program for study abroad participants
- Company has existing or plans for future international branches
- Company provides services internationally
- Company regularly seeks globally-experienced engineers in job postings

Contact could be made with potentially interested companies, and relationships with these companies could be built slowly over time. Initial involvement could come from inviting representatives from these companies to pre-existing events such as career fairs, social/networking events on campus, or encouraging interested students to contact designated representatives from the company for informational interviews.

Once relationships have been built with various companies, a networking event could be held with the goal of introducing Engineering students to corporate representatives. This event could take the form of a mixer, advertised to students as both a networking event and a chance to learn about why intercultural competency skills are important in Engineering today. Representatives could be asked to give a short presentation on why their company values international experience, but the majority of the event would be dedicated to networking.

Companies would find value in the event due to having the opportunity to establish a solid relationship with UC Davis undergraduate Engineering students before they graduate. These companies could potentially recruit future employees or interns from among the students. The corporate outreach section of the Plan is publicity-based since there would be events focused on the professional value of international experience, as well as personal selling through corporate representatives.

STRATEGY 2: DISSEMINATION OF INFORMATION TO STUDENTS

Disseminating information is integral to increasing the number of undergraduate Engineering students taking part in study abroad. Information about the benefits and feasibility of study abroad, as well as the opportunities through UCEAP summer programming, should be made readily available. The use of social media outlets and information sessions would serve to communicate practical information to students. This action would dispel the misconception that it is too difficult for Engineering students to study abroad. Additionally, it would give students insight into the benefits of a study abroad experience through the use of UCEAP Engineering alumni blogs and pictures.

INCORPORATING OUTBOUND STUDENT PARTICIPATION

The purpose of involving undergraduate Engineering students who are about to embark on their study abroad experience is to create an interactive, dynamic community that strongly supports study abroad. This further validates the study abroad experience for these students and can be used for future outreach or promotion purposes. Due to the limited number of Engineering students currently engaged in UCEAP programs, this approach recommends expanding the network of outbound students to include all Engineering students. This initial outreach is meant to garner commitment to collaborate on active blog and social media postings. Engineering students slated to study abroad during the summer should be contacted in the spring quarter and asked to commit a small amount of time to provide pictures and write short blog posts about their academic and personal experiences during their sojourn (see examples of blog prompts in **Appendix B**).

USE OF SOCIAL MEDIA

The use of social media aims to help UC Davis meet its goal of recruiting more STEM students in UCEAP programs as a tool for both publicity and personal selling. Social media as publicity informs students about practical information (e.g., application deadlines and information sessions). As a form of personal selling it can be used to showcase the academic and cultural experiences of Engineering students who are currently abroad. Social media messages can be designed with the goal of igniting the interest of other Engineering students in study abroad. Moreover, Engineering students abroad can act as role models for their peers and demonstrate that it is academically and professionally beneficial to study abroad. Recommended in the plan is the active and integrated use of Facebook, Twitter, and the internal Aggies Abroad Network. Each of these social media platforms is briefly elaborated upon below.

FACEBOOK

Currently, UC Davis Study Abroad uses its Facebook page to publicize information sessions about its different programs. Engineering students participating in UCEAP summer programming could post photos accompanied by a short caption. A link to that student's blog, hosted on the Aggies Abroad Network, could also be included. Facebook could also be utilized to publicize the annual UC Davis Study Abroad Photo Contest. It could even be a forum to showcase the finalists and encourage students to vote on their favorite photo.

TWITTER

UC Davis Study Abroad's Twitter account is currently used to retweet pictures and articles related to traveling. Twitter could be more effectively used to highlight the study abroad experiences of UC Davis students. Tweets could include students' photos and links to their blogs, possibly with very short excerpts to engage and interest students. UC Davis could employ hashtags, such as UCEAP's #whereintheworldwednesday or #foodiefriday. The former is used with students' photos, encouraging others to guess where the picture was taken. The latter is used with pictures and descriptions of exotic foods from countries where students are currently studying.

THE AGGIES ABROAD NETWORK

The Aggie Abroad Network currently hosts many student blogs, photos, and videos from their time abroad. As this is the centralized location for prospective students to engage with students abroad, all other social media platforms ideally could have links to this site. To make navigating the site easier, blog posts could be organized by blogger, so prospective Engineering students could find blogs related to their

particular interests. Multiple students could submit photos or maintain a blog so these could be posted weekly.

OTHER WAYS TO CONNECT

Engineering students abroad could also interview their international colleagues and mentors about their current research, background, or general experience in the Engineering field. These steps would give prospective students a greater understanding of the types of academic or research environments students work in while abroad. The interviews could either be in the form of a video or a written transcript, and can be posted on the Aggies Abroad Network.

ADDITIONAL RECOMMENDATIONS

UC Davis Study Abroad should make use of cross-posting to different platforms, thereby maximizing the number of students who see these posts. The Office of Study Abroad could coordinate with The College of Engineering so that posts targeted at Engineering students are posted to both Facebook pages and Twitter accounts. In addition to posting the photos to various social media platforms, student contributions could be showcased at the social mixer event and the information sessions. UC Davis Study Abroad could also host a dedicated STEM photo contest in addition to the existing annual one, or host a video contest for STEM students abroad. These submissions could be showcased at the social mixer event in the fall and attendees could vote on their favorite video or photo. Further strategies to connect prospective students with Engineering students abroad are to set up informal sessions, in which prospective students submit questions and the answers are posted to the UC Davis Study Abroad website and Facebook. In addition to this, interested students could talk face-to-face with students who are abroad via Skype.

INFORMATION SESSIONS

The plan recommends two separate informational sessions: one targeted to freshmen and sophomores, and the other targeted to juniors and seniors. The details of these two separate events are included in **Appendix C**. These targeted sessions for Engineering majors would serve as a form of personal selling, mainly to dispel the misconception that it is too complicated for STEM students to study abroad or that study abroad is not a serious academic endeavor. These sessions could address specific aspects of study abroad, such as credit transferability, financial aid, and opportunities for research and lab work in an English-speaking setting abroad. Therefore, prospective students would have a better understanding of how they can plan and benefit from participation in study abroad. Students would also gain knowledge of the avenues by which to better navigate their preparations for study abroad.

These events could be publicized in a number of different ways. Multimedia marketing of these events could also generate some publicity for study abroad at UC Davis, even among undergraduate Engineering majors, who are the target market.

- Email blasts targeted at UCEAP alumni and undergraduate Engineering students
- Flyers made available at the corporate mixer (see **Appendix D**)
- Digital flyer on UC Davis Study Abroad website, Aggies Abroad Network, Facebook, and Twitter
- Print flyers posted in strategic places around campus

Since UC Davis already has experience in developing information sessions for study abroad, this aspect of the promotion strategy fits into the Study Abroad Office's existing repertoire of methods for encouraging students to study abroad. The plan suggests ways to enhance this experience by 1) targeting

undergraduate Engineering students and 2) incorporating UCEAP alumni into the process. These two factors fit in well with UC Davis' *2020 Initiative* as they help meet the strategic goals of increasing the number of STEM students studying abroad and more effectively incorporating the UC Davis community into the process of recruitment.

STRATEGY 3: RELATIONSHIP BUILDING

This final strategy seeks to build relationships between specific key stakeholders and Engineering students' studying abroad. Stakeholders included in these recommendations are corporations, alumni, and faculty. They would be reached through the following events:

- Word-of-mouth marketing monthly cultural event (corporate relationship building encouraged, alumni story sharing, student network building with an eye to mentorship)
- Faculty event: gathering faculty and study abroad personnel and students to persuade and inform faculty about the need for their mentorship of prospective engineering students who are eligible to study abroad

MONTHLY CULTURAL EVENT

Another suggestion of this Plan is the organization of a monthly cultural event wherein alumni, faculty, or recent returnees can share their stories with prospective Engineering students. UC Davis recently signed onto the Institute of International Education's (IIE's) Commitment to Generation Study Abroad. This type of cultural event would support this action by promoting interest and awareness of study abroad benefits in the form of publicity. Through this event, UC Davis' Study Abroad Office could connect international students hosting the event and domestic students attending it, thereby increasing the domestic students' global awareness. It would also provide an opportunity for personal selling because alumni would be invited to share their study abroad experiences with UC Davis students. An example, along with information that could be included in a flyer to promote such an event, is outlined in **Appendix E**.

CORPORATE MIXER

The Plan also recommends that a corporate mixer event be implemented once relationships with interested companies have been established. This mixer would serve to bring together representatives from corporations who may wish to hire UC Davis Engineering students and the Engineering students who want the opportunity to learn from these representatives about the value of studying abroad. See **Appendix F**.

FACULTY MIXER

This event is designed to bring together UC Davis Engineering faculty with Engineering undergraduates students who may study abroad. The goal of the faculty outreach campaign is to involve Engineering faculty more fully in study abroad efforts at UC Davis. Engineering faculty who are or want to become involved would be contacted by the outreach campaign and invited to participate in this mixer. This event is designed to encourage faculty to become mentors to undergraduate Engineering students by advising them on ways to arrange their course work so that they are able to study abroad. Since UC Davis' *2020 Initiative* aims both to increase the number of STEM students on study abroad and to involve faculty more collaboratively into the college's programs, this event would contribute to meeting both of those strategic goals. Cultivating Engineering faculty mentorship of undergraduate Engineering students also clearly conveys the overall message of the Plan: "Send Undergraduate Engineering Students on Study Abroad."

Through their development of mentorship with the students, faculty would be able to better advise and guide them through the process of planning and preparing to study abroad. This mentorship, then, represents the personal selling of UC Davis' study abroad experiences to UC Davis undergraduate Engineering students.

This event would be publicized through targeted emails and print invitations to faculty and students, thereby bringing a personalized dimension to the promotion. The event would be billed as a networking or relationship-building opportunity as mentorships between students and faculty may develop. Work study students could be tasked with making phone calls to both faculty and students to encourage them to participate in this event. These work study students would be employed by UC Davis Study Abroad Office. All of these methods of contacting faculty and staff would support the personally-aimed mentorship piece of the marketing Plan's message: "Send Undergraduate Engineering Students on Study Abroad."

TIMELINE

The charts below delineate the specific components of the Plan, arranged in tables to show the interaction between budget, timeline, and the specific tasks to be performed. The following timeline for and breakdown of tasks recommended in our Plan may be found in **Table 1**.

Table 1: Timeline and Work Breakdown

Month (2015)	Personnel	Tasks	Specific Tasks
January	Program Coordinator, work study students, peer advisers (8)	-Initiate website revision -Faculty outreach -Parent outreach	-Revise the website to include additional information on study abroad designed to recruit more Engineering majors and clearer information on credit transfer and available program opportunities (Improve accessibility) -Invite faculty to a short informational session about the benefits of study abroad, with focus on Engineering faculty opportunities abroad -Email parents of engineering students with short informational message about the benefits of study abroad for students
February	All work-study students (12), international students, faculty	-Outreach to alumni -Begin outreach to companies with international branches -Possible monthly cultural event	-Contact Engineering alumni from the EAP summer study abroad and ask for a small time commitment for focus groups on their experiences -Contact 15 Engineering companies for informational interviews about perception of value of study abroad experience in potential candidates -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
March	Other work study students (4), Program Coordinator, international students, faculty	-Needs analysis (from alumni) -Possible monthly cultural event	-Draw up needs analysis for alumni in collaboration with the Study Abroad personnel -Send/collect needs analysis survey to EAP alumni via email (with phone call follow up) -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
April	Program Coordinator, work study students (4), work study peer advisers (8), faculty, international students	-Potentially form focus groups (alumni) -Faculty mixer (beginning of new quarter/term) -Outreach to outbound students (blog link, social media, UC DAVIS engineering page) -Faculty: classroom visits	-Bring Engineering faculty supportive of study abroad and faculty who can be integrated better into study abroad efforts together with undergraduate Engineering students who may be convinced to study abroad in a social mixer setting designed to develop mentorship opportunities -Contact outbound engineering students, asking for small commitment of time to blog and provide pictures during time abroad -Maintain weekly contact with participants during time abroad, disseminating prompts for participant blogs -Post blogs and pictures regularly to social media sites/UC Davis Study Abroad website -Have faculty 1) visit Engineering classes to publicize opportunities to study abroad (and its benefits), 2) and advertise study abroad opportunities in their own classes -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students

Month (2015)	Personnel	Tasks	Specific Tasks
May	Other work study students (4), international students, faculty	-Outreach to academic year returnees from UCEAP programs -Possible monthly cultural event	-Contact all returning EAP participants, asking for small commitment of time to attend info sessions to talk about their experiences -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
June	UCEAP Participants, Work Study Students	-Prompts to student bloggers	Current participants write blogs (with or without provided prompts) about their experiences/what they're doing (1x per week) and provide pictures (ideally regularly, every few days)
July	UCEAP Participants, Work Study Students	-Prompts to student bloggers	Current participants write blogs (with or without provided prompts) about their experiences/what they're doing (1x per week) and provide pictures (ideally regularly, every few days)
August	UCEAP Participants, Work study students	-Prompts to student bloggers	Current participants write blogs (with or without provided prompts) about their experiences/what they're doing (1x per week) and provide pictures (ideally regularly, every few days)
September	International students, faculty	-Possible monthly cultural event	-Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
October	UCEAP alumni and all work study students (12), international students, faculty	-Info session (freshman sophomore) - Info session (junior senior) -Follow-up with interested students, faculty involvement, event/interaction with returnees -Possible corporate event -Possible monthly cultural event	-Attend (2) info sessions to speak about the value of their experience abroad personally/professionally, -Coordinate and set up (2) info sessions (tracking participants by sign-in with e-mail) -Organize follow up campaigns to attendees of info sessions (by e-mail) -Organize follow up campaigns with faculty interested in integration into summer study abroad (through advising, help, or participation) -Facilitate faculty student mentorship and encourage corporate sponsorship in a social event -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
November	Program Coordinator, work study students, international students, faculty	-Assessment and reevaluation for next cycle, starting in January 2016 -Possible monthly cultural event	-At the end of the year, look at numbers of students attending info sessions, signed up for programs, hits on the website -Connect international and domestic students, raise global awareness of domestic students; have faculty share their experiences of study abroad with UC Davis domestic students
December	Program Coordinator	-Assessment and reevaluation for next cycle	-Evaluation and adjustment of plans for next recruitment cycle of study abroad

BUDGET

A breakdown of costs that would be incurred is illustrated by **Table 2**.

Table 2: Budget

Personnel	Months (2015)	Tasks	Total Time per Task
8 Work Study Peer Advisers 16-19 hours per week during term @ \$9.00 per hour Total hours = 86 Total cost = \$774.00	January	-Website revision -Parent outreach	20 hours 4 hours
	February	-Alumni outreach -Firm outreach	4 hours 10 hours
	April	-Participant outreach	4 hours
	September	-Social media	20 hours
	October	-Coordinate and set up info sessions -Possible corporate event	10 hours (in future)
	November	-Coordinate info sessions -Assist with assessment	10 hours 4 hours
	4 Other Work Study Students 16-19 hours per week during term @ \$9.00 per hour Total hours = 52 Total cost = \$468.00	February	-Alumni outreach -Firm outreach
March		-Needs analysis (distribution and collection)	10 hours
April		-Faculty mixer	4 hours
May		-Returnee outreach	4 hours
June & July		-Current UCEAP blogging prompts	2 hours
August		-Coordinate informal word of mouth marketing	4 hours
October		-Coordinate info sessions -Possible corporate event	10 hours (in future)
November		-Assist with assessment	4 hours
Program Coordinator Total hours = 42	January	-Faculty outreach -Parent outreach	4 hours 4 hours
	March	-Design needs analysis	5 hours
	April	-Faculty mixer	4 hours
	October	-Set up and coordinate info sessions -Possible corporate event	10 hours (in future)
	November	-Coordinate and conduct assessment	10 hours
	December	-Evaluation of assessment and adjustment for next recruitment cycle	5 hours
International Student Volunteers Total hours = 10	Periodically January-December	-Plan and put on monthly cultural events	10 hours
Faculty Volunteers Total hours = 8.5	Periodically January-December	-Attend cultural event; share study abroad experiences	7 hours
	April	-Attend faculty mixer -Visit classrooms	1.5 hours 1 hour
UCEAP Alumni Volunteers Total hours = 14	Periodically January-December	-Word of mouth marketing (monthly cultural event to share study abroad experiences)	10 hours
	September	-Participate in info sessions	2 hours
	October	-Participate in info sessions	2 hours
UCEAP Current Participant Volunteers Total hours = 20	June & July	-Blogging and pictures	20 hours (for two months)
Total hours allotted:			233.5

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PRICING STRUCTURE

As UC Davis is part of the University of California system, UC Davis' Study Abroad Program has no control over the prices of UCEAP programming. In addition, each program for study abroad has costs that are determined by a complex mix of factors from the location of study abroad to the type of program (i.e. both direct and indirect costs). Given that UC Davis Study Abroad is not able to influence these factors, the analysis of pricing structure within the marketing and recruiting plan for UC Davis Study Abroad mainly involves the pricing sensitivities of the target market: undergraduate Engineering majors at UC Davis. UC Davis' Study Abroad Program has faced challenges in persuading undergraduate Engineering majors to study abroad on UCEAP during the summer term. This challenge indicates that the target market is fairly risk averse in regards to study abroad, especially during the summer term under UCEAP. UCEAP's competitors offer opportunities to undergraduate Engineering students that satisfy their educational goals and needs within price ranges that are similar to those of UC Davis' Summer Study Abroad with UCEAP. The main considerations are therefore not monetary, but the related opportunity costs. Therefore, this Plan recommends that UC Davis Study Abroad Program emphasize a particular set of benefits for studying abroad in their marketing to and recruiting of undergraduate Engineering majors. These benefits include the practical cost consideration that studying abroad during the summer on UCEAP is cheaper than a semester on UC Davis' campus. In addition, in a comparison of daily costs, UCEAP is less expensive than non-UCEAP study abroad during the summer. In short, summer study abroad under UCEAP is not more expensive than under non-UCEAP, and enables students to study abroad for a longer period of time at a comparable price.

The plan suggests emphasizing specific favorable aspects of studying abroad with UCEAP, such as the standardization of credit transferability, the integrative international cultural experience possible, the comparability in course content and structure with on campus, domestic courses, and the internship and lab research experiences possible. These benefits of the UCEAP program could appeal to the instrumental motivations of undergraduate Engineering majors who might otherwise be skeptical about the value of studying abroad. The reasons to be emphasized by UC Davis Study Abroad Program are both practical and outside the immediate scope of the direct price tag for studying abroad at UC Davis under UCEAP.

The Plan also recommends that the ways in which UC Davis Study Abroad Program disseminates information could be adjusted to appeal more to undergraduate Engineering majors. In line with the promotion strategies suggested in a different section of this Plan, UC Davis Study Abroad Program could highlight the locations of study abroad programs under UCEAP during the summer term both visually and in writing through the blogs, videos, and photos of current UCEAP study abroad students during the summer months. Similarly, information about amenities such as the facilities, transportation, airfare, insurance, and health care could be discussed in multiple and creative ways by Study Abroad Program staff, UCEAP alumni, and faculty at information sessions, faculty mixers, corporate sponsorship events, and cultural events. In addition, the Plan also suggests that UC Davis' Study Abroad Program might find ways to take advantage of overlapping budgets within its purview to fund ventures that might increase the appeal of study abroad to undergraduate Engineering students. Researching ways to acquire additional funding for scholarships may also reduce the reluctance of undergraduate Engineering students to choose competitors instead of UCEAP programs for studying abroad. These are all indirect aspects of the pricing structure for UC Davis Summer Study Abroad under UCEAP that could be nuanced in different ways to appeal to the instrumental motivations of undergraduate Engineering majors.

CONCLUSION

The Marketing and Recruiting Plan designed for UC Davis Study Abroad Program aims to increase the number of undergraduate Engineering students participating in study abroad, specifically summer UCEAP programs at UC Davis. The multiple components of this Plan, if implemented simultaneously, would serve effectively to involve the entire UC Davis community in supporting UC Davis Engineering students to study abroad. In addition, the Plan aligns well with the strategic goals set out in both UC Davis' *2020 Initiative* and UCEAP's Strategic Plan. These important goals that guide the future overall direction for study abroad at UC Davis primarily focus on increasing the number of STEM students studying abroad and collaboratively incorporating faculty and community members into the recruitment process for study abroad. In order to achieve these strategic objectives, this Plan recommends a multilayered approach to meeting the needs of UC Davis Study Abroad Office for the 2015-2016 academic year because the current development trends at institutions of higher education indicate that multimedia marketing is the most efficacious method by which to reach out to the undergraduate Engineering majors who are a primary target market for UC Davis' current marketing and recruiting efforts.

RECOMMENDATIONS

The following recommendations are not listed in the main context of the Plan for two reasons. The first is the lack of available funding. The current Plan was created based on a zero dollar budget. If funds should become available, current promotion strategies in the Plan should be enhanced by implementing some or all of these recommendations. Second, some of these recommendations are not directly related to marketing and recruiting; nevertheless, they are recommended strategies designed to further enhance the overall success of the Plan, the goal of which is to increase the number of Engineering students who study on UCEAP programs.

WITH FUNDING

PRINT MATERIALS

UC Davis Study Abroad currently promotes many of its programs through print materials. However, the majority of these are focused on general information or on the Summer or Quarter Abroad programs. The Plan suggests the printing of more targeted, specific materials for UCEAP programs, especially those that are relevant to undergraduate Engineering students. These could then be displayed in the Study Abroad Office, handed out during informational sessions, or mailed directly to students' permanent home addresses. This practice is already being employed for other programs with annual mailings to all students in the UC system.

VIDEO

UC Davis Study Abroad utilizes Vimeo to host videos for promoting student interest in study abroad opportunities. Currently, there are nine videos available: one containing general information, two country specific ("Moments in France" and "In Switzerland"), and six videos from alumni, faculty, or staff members. There are no videos highlighting countries that currently host UCEAP Engineering programs or videos that specifically mention the professional development aspect related to STEM, or Engineering, students. The Plan recommends the creation of such a video (or videos) that could then be cross-posted to multiple social media platforms, including the Twitter and Facebook pages belonging to The College of Engineering at UC Davis.

SOCIAL MEDIA

As mentioned in the promotion strategy part of the Plan, there is the potential to further publicize opportunities relating to study abroad by utilizing more social media platforms. At present, the Plan suggests the integration platforms such as Instagram and Pinterest. In addition, in terms of recruitment, the Plan suggests looking into the possibility of reaching potential students via the *Eureka!* program. The *Eureka!* program is an opt-in program where Engineering students can upload their personal information and resume for employers to search and target UC Davis Engineering students. This program could be a resource for prospective study abroad students for the Study Abroad office to target.

WEBSITE REVISIONS

Compared to other UC campus' study abroad websites, the UC Davis Study Abroad website could be revised to more prominently display UCEAP programs. Additionally, it is suggested to host information regarding these programs, and their the benefits and highlights, including professional development opportunities, along with alumni stories on the UC Davis portal of the website rather than linking to the

central UCEAP website. In doing so, the Study Abroad office would have more direct control over the content and display style of the information and could directly address the common concerns and obstacles that prevent STEM students from studying abroad. This suggestion includes specific information regarding course equivalencies and credit transfer, degree maps for students at all stages (freshmen, sophomore, junior) that clearly displays how study abroad can be incorporated in their studies and not delay graduation, stories/quotes from faculty and alumni, and a listing of corporations that have international offices/branches or have intentionally sought students with international experiences.

OUTREACH ENHANCEMENT

In the appendices section of this Plan's promotion strategy are action plans for both a corporate mixer and alumni focus groups. These events may draw more participants if food and other refreshments were served.

OTHER RECOMMENDATIONS

RE-ENTRY + PROFESSIONAL DEVELOPMENT WORKSHOP

In line with the professional development aspect of study/intern/research abroad, the creation of re-entry + professional development workshops specifically for STEM or Engineering students is recommended. This step will allow students to assess and reflect on their experiences abroad and then learn how to maximize these experiences with regard to their career development (e.g., resume building, elevator pitch). As part of this workshop, the Plan recommends collaboration with The College of Engineering faculty and student advisors, The Undergraduate Education Academic Center, and The Internship and Career Services Center on campus.

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APPENDIX A

ACTION PLAN FOR ALUMNI OUTREACH FOCUS GROUP/INTERVIEWS

As the current alumni pool of UCEAP Engineering programs at UC Davis is very small, focus groups can be comprised of all Engineering students who have returned from a study abroad experience. These experiences could include programs for general electives, lower division requirements, faculty-led, summer or quarter abroad programs. If cooperation from the Central Office is a possibility, the plan suggests that focus groups be comprised solely of alumni of UCEAP Engineering programs regardless of UC campus association. LinkedIn could be used to network and gain insights from alumni who have already graduated. If alumni are physically unavailable for a focus group, then informational interviews could be an alternative route to gain information.

In order to do this, an email blast to known alumni asking for cooperation could be employed. The goal is to garner at least 8-10 alumni per focus group. In addition, it is important to obtain consent from participants for all quotes. Consent could be asked for during the initial contact with alumni. Additionally, for publication purposes, all research conducted with human subjects would need to undergo review by the Institutional Review Board. Once focus groups or interviews have been conducted, the qualitative data could be used in flyers, on the website, or in other promotion materials as a form of publicity. This data could give prospective students a better idea of how study abroad can be used in their own professional development. Lastly, this data could also be used for outreach to parents in future years of recruitment.

APPENDIX B

BLOG PROMPTS

1. What was something interesting that you ate this week?
2. What projects are you working on this week that excites you?
3. What challenges have you faced in your research so far? How did you overcome them?
4. What are the lab/research facilities like? Are these different from the ones you've experienced at UC Davis?
5. What are some differences in how colleagues/mentors in your host country approach complexities in their research projects? What have you learned from them?
6. What skills have you learned that you plan on applying upon your return to UC Davis?
7. Which Engineering course prepared you the most for your work abroad?
8. Did you visit somewhere exciting or historic this week?
9. What places would you recommend if you were to have a family member or a friend visit you this summer?
10. Where do you see this experience aiding you in the future?
11. Why did you choose to study on this program?
12. What skills have you been able to utilize from previous experiences in your current program?

APPENDIX C

INFORMATION SESSIONS

The plan recommends an informal, brown-bag lunch event. One or two staff members from the Study Abroad Office ought to be present as well as Engineering students who have participated in UCEAP programs (ideally one per location). Most UCEAP programs are available only to students with junior or senior class standing, so the focus of the information session for underclassmen should be about the following:

- what programs and locations are available,
- how this experience can fit into students' degree map (i.e. credit transferability, research and internship opportunities),
- feasibility of study abroad with appropriate planning.

Both information sessions could cover the following topics:

- costs,
- financial aid,
- housing and amenities of the various programs,
- health insurance, and
- security abroad.

The Study Abroad staff should bring a simple Power Point presentation with succinct information of the aforementioned topics, along with pictures of the facilities where the students would be studying and living. The role of the alumni of UCEAP is to expand on the information given with their lived experience, so the students can better imagine what their experience abroad might look like. UCEAP alumni can also speak more in depth about the kinds of research/internship/coursework they participated in and how that has benefitted and complemented their coursework at UC Davis (or been an advantage in their professional lives and careers). The staff member(s) and returned student(s) would then field questions the prospective students have. Visuals of the programs available to Engineering majors, accurate information regarding frequently asked questions, and experienced staff members from UC Davis' Study Abroad Office would enrich this information-gathering experience for prospective undergraduate Engineering students.

APPENDIX D

INFORMATION SESSION FLYER

The following are suggestions for what could be included in existing flyer templates to specifically target undergraduate Engineering students:

1. Bring a brown bag lunch and learn about Summer UCEAP Engineering Abroad programs
2. Build your resume through international lab and research opportunities with UCEAP
3. Learn how to earn Engineering credit abroad with UCEAP
4. Experience Engineering in a different country with UCEAP
5. Hear about UCEAP programs with an engineering focus in countries like China, Japan, and Germany

APPENDIX E

MONTHLY CULTURAL EVENT

An example of the proposed monthly cultural event and information that could be included in a flyer to promote the event is detailed below.

If time and work-study budget allows, the plan suggests the organization of a cultural event, such as a drum and dance circle, on campus near the College of Engineering. The purpose of this event is the establishment of a routine event wherein alumni are invited to share their stories with prospective students. The plan's budget of \$0 suggests that the attraction of the event should be based on free entertainment. Once the event begins, alumni can proceed to the microphone to tell their stories to the crowd. During the event, staff and work-study students can distribute flyers or information about study abroad opportunities for Engineering students in addition to obtaining the students' emails in order to contact students in the near future.

Sample flyer/information to be included in flyer for event:

- *“TELL YOUR STUDY ABROAD STORY THROUGH DRUMMING AND DANCING”*
- *YOU ARE INVITED TO A DRUM AND DANCE CIRCLE AT UC DAVIS!*
- *AN EVENT FOR STUDENTS AND FRIENDS*
- *GUEST SPEAKERS: ENGINEERING ALUMNI OF UCEAP*
- *BRING YOUR OWN MUSICAL INSTRUMENTS AND DANCING SHOES*
- *LET'S HAVE A GOOD TIME.*

APPENDIX F

STUDENT CORPORATE SPONSORSHIP

If the relationships with corporations progress and become stable and strong, the Study Abroad Office could consider establishing a program of “Sponsoring an Engineering Student for Study Abroad.” Outlined ideas for this sponsorship program are below.

- This proposal is a suggestion for the future due to its large administrative scope of work. It would be particularly lucrative when the number of STEM alumni from study abroad has increased. In order to build this kind of relationship an institution would need this prior connection to be established.
 - This would be an **exchange program** wherein organizations would subsidize the costs of an engineering student’s summer (potentially just UCEAP) study abroad experience.
 - Students would spend half their summer on a study abroad program.
 - Upon their return, they would ideally have a guaranteed internship with the company who sponsored them.
 - The students’ primary compensation would be the company’s sponsorship of their study abroad experience, so companies would not be required to offer compensation during the internship.
- Where possible, existing scholarships should be taken advantage of and companies with existing internship opportunities should be contacted first to reduce the amount of administrative work necessary for the proposed program.