

International Affairs 2019-2020 Annual Report

A report on the Summer 2019, Fall 2019, Winter 2019-2020, and Spring 2020 terms

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International Affairs

UNIVERSITY OF COLORADO
COLORADO SPRINGS

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Executive Summary

The 2019-2020 academic year was a year of momentum coupled with unexpected global impacts due to the COVID-19 pandemic. Overall, although the responses and actions to ensure student safety orchestrated by the office curtailed some global engagement, advances were still made to continue to promote and support internationalization at UCCS.

Below is a summary of some 2019-2020 Academic Year highlights included in this report:

- A Pre-First Year Global Leadership Program was developed and successfully sent 12 students to Costa Rica
- The office and the UCCS community hosted 33 international scholars from 18 countries
- International Affairs provided programming, immigration support, and a friendly environment to 202 total international students from 51 countries
- The office sent 178 students abroad to 31 different countries and 7 world regions; prior to the COVID-19 pandemic, International Affairs anticipated 206 participants in education abroad – a record year, an 8.4% increase from the previous year, and a 158% increase from five years ago
- Engineering and computer science continue to serve as the number one degree area international students pursue at UCCS
- Over 90% of students who participated in education abroad in Fall 2019 remained enrolled or graduated as expected
- The 2019-2025 International Affairs Strategic Plan was finalized and implemented with a one year goal assessment and progress review scheduled for August 2020
- The diversity of UCCS students abroad continues to be above the national averages in several areas, including gender and race/ethnicity

Introduction

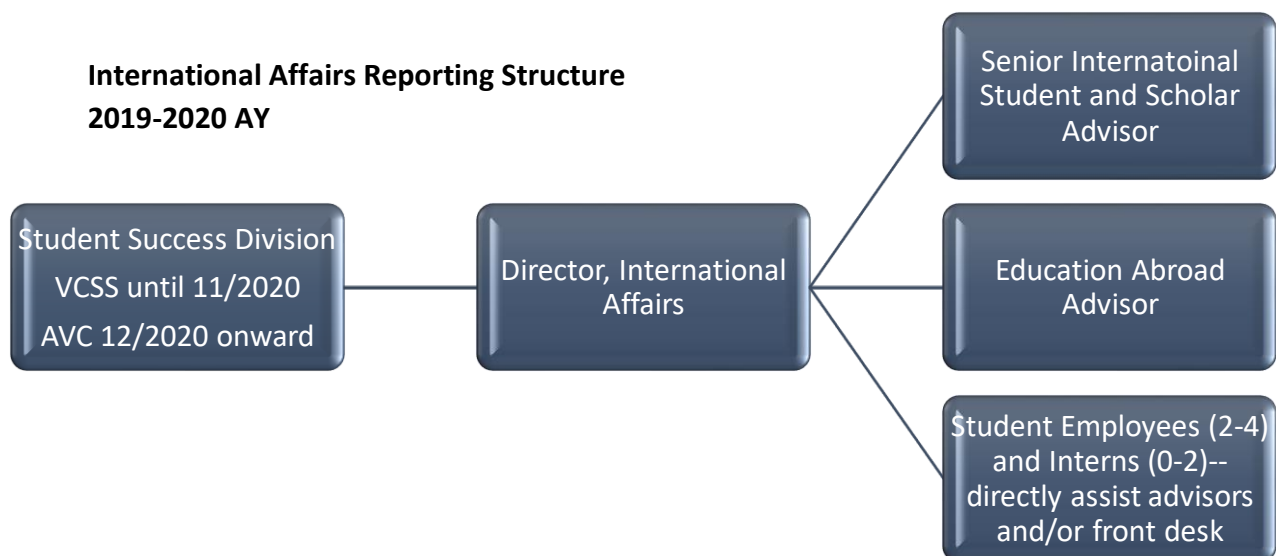
The 2019-2020 academic year was a period of momentum coupled with unanticipated global events that required the suspension of education abroad programming and intense efforts devoted to supporting education abroad students as well as international students and scholars. A new education abroad advisor joined the office in April 2020 and the senior international student advisor welcomed a new addition to her family in August 2019. Gaps in advising staff due to such transitions required the director to assume advising responsibilities with the support of student employees.

International Affairs provides all core international student and scholar advising functions and federal immigration reporting as well as education abroad advising inclusive of risk management abroad. UCCS students are served with the utmost attention due to international education expertise and staffing. Campus programming that bolsters internationalization is facilitated in addition to supporting student, along with the support of international delegations and partnership development for the colleges and schools.

It is important to recognize that International Affairs is still a nascent international center in comparison to higher education institutions throughout Colorado and the United States of America. The office was established in 2012 as a result of the UCCS 2020 strategic plan, in which Goal 4 focused on Internationalization.

International Affairs Office Structure

The chart below is an organizational chart for International Affairs. The director supervises student employees and interns, but the advising staff are paired with a student employee or intern for additional mentorship, training, and direct assistance within their respective areas.



This past year, the office said farewell to Senior Education Abroad Advisor Mr. Jacob Eavis in October 2019 and welcomed Education Abroad Advisor Ms. Haley Jo Cutrone on April 1, 2020. The team includes Ms. Kristina Ewald, Senior International Student and Scholar Advisor, Ms. Haley Jo Cutrone, Education Abroad Advisor, and Dr. Mandy Hansen, Director of International Affairs and Assistant Professor Attendant Rank Languages and Cultures. In addition, this past year welcomed four part-time student employees that assisted with front desk coverage as well as assistance to each advisor.

Office Visits

The office offers centralized international education services for students with a focus on education abroad and international student and scholar services. It also provides support to colleges and schools at UCCS on partnership development and international delegation visits. The office provided timely replies and service to the population and had over 700 registered office visitors from June 2019 to March 2020, when the campus went remote.

Internships and Training in International Education

The international education field is expansive. For example, the annual international education conference, NAFSA: Association for International Educators, welcomes more than 10,000 attendees from across the United States and around the world. There continues to be a growing interest in learning about international education efforts at UCCS. Inquiries, informational interviews, and internship requests are from students, community members, and international colleagues.

The director and IA team have prioritized sharing about the field of international education and the efforts of International Affairs at UCCS via one-on-one meetings with individuals, international education as a professional field, the training of students, and the hosting of international education interns. As a result of such efforts, the director met or held conference calls with 8 individuals interested in the field over the course of the past year. These were a combination of current students, recent graduates, employees, and individuals outside of UCCS. Additionally, the office participated in the Student Affairs in Higher Education master's program practicum fair.

Pre-First Year Global Leadership Program and Global Education Initiatives

The director developed a Pre-First Year Global Leadership Program in Fall 2018 and worked with Admissions and Enrollment Services to advertise the program to admitted Fall 2019 first-year students. The program was a credit-optional experience abroad to Costa Rica (switched from the original location, the Dominican Republic, due to health and safety concerns) from July 30-August 7, 2020, with a focus on global leadership.

This program is the first of its kind within public higher education institutions in Colorado. It is an area where UCCS can shine and be on the cutting edge of trends in

international education both within and outside the State of Colorado. It is also a program that helps students select UCCS as a place to attend for their studies, as students and parents have shared with IA staff that this program was a deciding factor for selecting UCCS over other institutions of higher education.

The focus of this unique program is on global leadership and students exploring themselves both as individuals and as future leaders within an international context. The program had 12 pre-first year students participate, with all 12 enrolling in the optional credit through Languages and Cultures within the College of Arts, Letters, and Sciences (FCS 3890 for three credits).

The mission of the Global Leadership program is to create a fellowship of new UCCS students pursuing mutual knowledge and practice to build a peaceful and better world – making a world of difference. In doing so, the program will:

- Develop students' abilities to navigate cultural and personal borders with particular reference to professional goals and plans;
- Expose students to a wide range of individuals and groups through interactions that are direct and meaningful;
- Expose students to worldviews and experiences different from their own;
- Foster students' awareness of the skills required to be a global citizen;
- Develop students' understanding of their passions, strengths, and purposes as leaders; and
- Familiarize students with local leaders and organizations in the country visited that foster international and cultural understanding and learning.

It is important to highlight that the director's appointment as assistant professor with Languages and Cultures continues to be a benefit to programming abroad offered directly by International Affairs. The collaboration with the Department of Languages and Cultures is a benefit for UCCS students and the relationship is vital to offering and implementing inventive and unique programming like the Pre-First Year Global Leadership Program and the Service Learning Project to Guatemala (which is now a legacy program, as the third annual program was scheduled to be offered in Spring 2020).

In addition, the increased interest in international education as well as expertise within the office encouraged the director to collaborate with the College of Education and the Department of Educational Leadership and Research on a new undergraduate course on international education. This class was approved by the College of Education in Spring 2019 and approved for a Compass Curriculum designation. Low enrollments in the Human Services program required the class to be postponed and it now has an anticipated offering as a three-credit course in Fall 2021.

Fulbright Student and Scholar Advising

International Affairs continues to uphold Fulbright advising liaison responsibilities that were transitioned to IA in 2016. Advising is shared with an additional official Fulbright Advisor and Representative at UCCS, Dr. Fred Coolidge. This year, three Fulbright Scholarships were awarded to UCCS Faculty for the 2020-2021 year as follows:

- Dr. Cerian Gibbes, Geology, Taiwan
- Dr. Elizabeth Daniels, Psychology, Albania
- Dr. Amy Silva-Smith, Nursing, Scotland

One-on-one student and scholar Fulbright advising is facilitated by the Director of International Affairs and the UCCS Faculty Advisor. The director also manages the Fulbright student nomination process. Email communication was developed and sent to students, faculty, and staff about Fulbright opportunities. In addition, there was the annual Fulbright workshop; one-on-one meetings convened with students, faculty, and staff on such programs; and collaboration with the Communique to honor UCCS Fulbright participants, all of which support campus-wide promotion of Fulbright opportunities.

Community and International Partnerships

Partnerships further UCCS' profile within the greater community and include delegation visits and collaboration with community organizations to provide international perspectives and opportunities. Below is an outline of such efforts:

- Kuwaiti Consulate, advising and sponsored student visit
- Student Exchange Visitor Program (Regional Representative), International Student and Scholar Overview
- The School of Public Administration, Mexican Post-Doc program, farewell event
- Metropolitan State University, University officials, international education overview
- Colorado Springs, Visit the City discussion on international collaborations
- Resource Exchange International, hosting future visitors overview and discussion
- Department of State - World Affairs Council, Department of State Youth Leader Awardee, Nicaragua
- Department of State - World Affairs Council, Asia delegation (cancelled due to university closure)
- Peace Corps representative visit

Agreements and Memos of Understanding

The office works with faculty and academic units to support the establishment of partnerships that are strategic and sustainable. Below is an outline of active partnerships for the 2019-2020 academic year:

Organization / Participant	Type	Purpose
Loughborough University	Academic Institution	Agreement / MOU
Colorado School of English	Academic Institution	Transfer Agreement
Spring International Language Center	Academic Institution	Transfer Agreement
AIFS - American Institute For Foreign Study	Provider	EA Provider Agreement
CIEE - Council on International Education Exchange	Provider	EA Provider Agreement
GlobalLinks Learning Abroad	Provider	EA Provider Agreement
Institute for Shipboard Education (Semester At Sea)	Provider	EA Provider Agreement
Sol Education Abroad	Provider	EA Provider Agreement
Beijing Infinity Education Technology Co. Ltd. (BYB)	Academic Institution	Letter of Intent
Dalian Maritime University of China (DMU)	Academic Institution	Letter of Intent
Jiangyin Polytechnic College of China (JPC)	Academic Institution	Letter of Intent
Nantong Vocational College of China (NVC)	Academic Institution	Letter of Intent
Wuxi City College of Vocational Technology of China (WCCVT)	Academic Institution	Letter of Intent
Wuxi Vocational Institute of Commerce (WXIC)	Academic Institution	Letter of Intent
Wuxi Institute of Commerce of China (WIC)	Academic Institution	Letter of Intent
Yancheng Institute of Technology of China (YCIT)	Academic Institution	Letter of Intent
Universidad Americana Managua (UAM), Nicaragua	Academic Institution	Letter of Intent
Korean National University of Education (KNU)	Academic Institution	Letter of Intent
The University of Castilla - La Mancha	Academic Institution	Agreement / MOU
USC International Academy (USCIA)	Academic Institution	Agreement / MOU
Mari State University (MSU)	Academic Institution	Letter of Intent
Language Consultants international	Academic Institution	Agreement / MOU
University of Hertfordshire	Academic Institution	Agreement / MOU
Hankuk University of Foreign Studies	Academic Institution	Agreement / MOU
University College of Southeast Norway (Business only)	Academic Institution	Agreement / MOU
International Education of Students (IES Abroad)	Provider	EA Provider Agreement
Universitat D'Andorra	Academic Institution	Letter of Intent
Universidad Peruana De Ciencias Aplicadas S.A.C.	Academic Institution	Agreement / MOU
Ewha Womans University EWU	Academic Institution	Letter of Intent
OEI College dba Olympia Education Institute	Academic Institution	Agreement / MOU
Jinan University	Academic Institution	Agreement / MOU
University of Andorra	Academic Institution	Exchange Agreement
Toyo University	Academic Institution	Agreement / MOU
EF International Languages Campuses	Provider	Agreement / MOU

Agreement/MOU is for exchange of faculty, staff, and students or transfer pathways to UCCS as fee-paying students. Letter of Intent is to explore future cooperation. Provider is for Education Abroad services and programming for students.

International Risk Management and the Chancellor's Appointed International Risk Management Committee

As outlined in the Student International Travel Policy, the International Risk Management Committee formed to review student travel to high risk locations abroad. This Committee was appointed by the UCCS Chancellor in Spring 2016 and includes the following members:

- Mandy Hansen, International Affairs, Chair
- Jennifer George, Legal Counsel
- James Duval, CU Risk Management
- Debi O'Connor, Compliance
- Michele Companion, Faculty
- Curtis Holder, Faculty
- Michael Sanderson, Export Control

The Committee was integral to establishing student safety during the pandemic this spring and was proactive with its recommendations for student travel abroad during this unprecedented time. The Committee convenes on a regular basis, several times throughout the semester, to review student travel to at-risk countries and make recommendations to the Chancellor for review and a final decision on such travel.

The Director of International Affairs and the CU Risk Manager at UCCS work closely together and attend CU International Risk Management meetings at the CU central office in Denver. Lists of students going abroad with relevant emergency contact details are sent each semester to the CU Risk Manager and protocol is followed in accordance with direction and best practices from the CU system.

International Education Programming

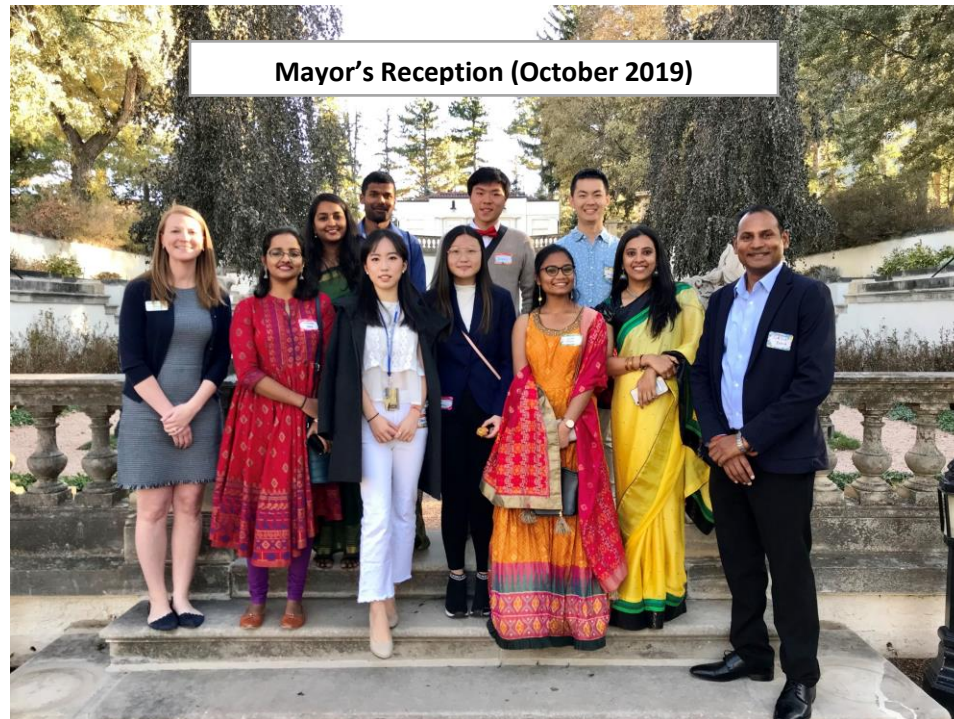
Each area's report below details programming and activities within their specialized fields: Education Abroad and International Student and Scholar Advising. The office has put together events to bring students together in social, cultural, and educational settings, sometimes away from campus.

In 2019-2020, these included hiking day trips with iBuddy, the Mayor's Reception, and the Recognition Celebration held each fall and spring for our departing students and scholars. The following sections details key programming initiatives as follows:

Mayor's Reception

Each fall, the City of Colorado Springs hosts a welcome for new international students and scholars. This year the City opened the invitation to any and all international students and scholars. The Senior International Student Advisor attended with students from places such as India, Indonesia, and China. Activities included meeting other international students from participating schools like Colorado College and the Air Force

Academy, meeting the Mayor and other community leaders, and touring the El Pomar facilities.



International Student & Scholar Recognition and Farewell Celebration

The International Farewell was initially conceived in Fall 2015 to honor departing international students and scholars and intensive English students advancing a level.

This event, held by IA at the end of each fall and spring term, has now grown to celebrate students in the following categories:

- Graduate international students completing a degree in that semester
- Undergraduate international students completing a degree in that semester
- Departing exchange and Balsells program students
- Departing international scholars
- Education Abroad students who completed their study abroad program

The program for this event includes welcome remarks, a special guest speaker, recognition of the honorees, special recognitions, a reception, and photo opportunities. In Fall 2019, the event had approximately 10 participants. In Spring 2020, the event unfortunately had to be canceled due to COVID-19, and departing students were instead honored with certificates and a special feature in the IA newsletter.



International Week 2019

This week is a celebration of campus-wide international programming. The nationally-recognized week is designated by the Department of State and Department of

Education and celebrated in different ways on each campus across the U.S. At UCCS, International Affairs provides programming and collaborates with campus partners to highlight international activities and expertise. In addition to advertising across campus, IA promotes its activities for national recognition with the Department of State and with the State of Colorado via StudyColorado.

In 2019, International Education Week events were held Monday, November 18 – Friday, November 22. The schedule included Education Abroad advising events, a multicultural karaoke night, a workshop for International Student Options after Graduation, an OPT Workshop, and a Faculty- and Staff-Directed Programming Information Session. More details about International Education Week 2019 can be found at <https://www.uccs.edu/international/international-education-week-2019>.

Friends of Internationals Email List

'Friends of Internationals' is an email list used to communicate pertinent upcoming workshops and news to international students and community members both within and outside of UCCS that support International Affairs' efforts and the students the office serves. The list constitutes about 70 UCCS faculty and staff. Comments from these individuals are often received after they have had a chance to view the electronic newsletters that are sent to the international student population. Contributions for the newsletter from these friends are also welcome and included in the newsletter for international students. International Affairs' relationship with the campus and community is integral to the success of the office and student support.

International Welcome

The International Welcome is held within the first two weeks of each fall and spring semester to welcome international students, both new and continuing, to campus. The event is catered and includes food, refreshments, and an activity to break the ice among attendees. UCCS community members are invited to mingle with students. Additions this year included extending the invitation to education abroad students.

Annual International Student Panel

This panel is coordinated in conjunction with Intercultural Communications within the Communication Department. The event was held in Spring 2020 and was attended by approximately 75 students; panelists included international students. It was held in March in honor of women's month and featured the lived experiences of women international students. Panelists shared their experiences as international students studying at UCCS and living in the United States. The students that attended were well engaged and asked questions ranging from politics to social activities.

International Affairs Strategic Planning

The 2019-2025 International Affairs strategic plan was finalized in 2019. During 2019, International Affairs staff met to identify strengths and opportunities to develop and define goals. Goals were identified and the plan was developed to align with the divisional plan. Feedback was received from students with experience in each area as well as the Vice Chancellor for Student Success. Implementation commence in Fall 2019, with completion of various elements occurring throughout the plan cycle.

The IA strategic plan has five goals:

- Goal 1: Strengthen the diversity of education abroad opportunities
- Goal 2: Enhance the campus climate for international students and scholars
- Goal 3: Enrich opportunities for international partnership and community relations
- Goal 4: Implement an assessment plan that measures student and scholar success
- Goal 5: Contribute to the Division of Student Success and University's strategic plan

These goals share a common purpose of ensuring a vibrant international experience for students. While some goals and strategies are one-time, many involve ongoing processes. Staff will review each goal in late summer 2020 to conduct an annual progress update on goal attainment. This progress will be reported and stores online under the Reports section of the International Affairs website. To review the IA strategic plan, please visit uccs.edu/international and click on "About Us."

Student Success Strategic Plan and Goal Attainment

The 2018-2024 Division of Student Success strategic plan highlights goals that relate to advancing student success at UCCS. Engagement and Belonging was the main focus over the past year. Examples of International Affairs' efforts to support this year's divisional goal include the following:

- Developed and executed a global leadership program for first-year students
- Supported student programming to build traditions and student involvement. Examples include:
 - International Recognition and Farewell
 - International Welcome
 - International Education Week 2019
 - International Student Panel
- Supported student cultural development through faculty-led programming support in Education Abroad
- Collaborated with offices/areas like GLINT and the Excel Languages Center to offer co-curricular programming. Examples include:
 - We Are Here virtual student safe space in English, German, Spanish, American Sign Language, Chinese, and Korean
 - PeaceCorps Overview and Networking event

Moving Forward

As a result of the COVID-19 pandemic, IA anticipates future challenges in the coming semesters due to the international nature of the office's work and the need to balance institutional, federal, and international impacts on programming and student mobility. Decreases in international student enrollments are anticipated, as are declines in education abroad participation. The advances made over the past and previous years will become baselines for future growth.

Staff expertise will continue to be needed since there are still students that wish to go abroad, as evidenced by future education abroad applications, planned faculty-directed/short-term programs for future terms, and inquiries made by prospective students to Enrollment Services recruitment staff. International students and scholars still want to come to UCCS despite the COVID-19 pandemic and resulting travel bans, flight restrictions, and visa delays. Overall, current and future UCCS students still want to plan for future experiences and travel internationally, whether to pursue their degree here on campus as international students or to study abroad around the world.

The following pages provide a report for the past year and include sections on moving forward for the year to come for both Education Abroad and International Student and Scholar Services.

Education Abroad

Education abroad professionals require people skills as well as data management skills. The education abroad advisor's (EAA) role involves nuanced advising for and outreach to students, staff, and faculty across a wide range of fields, with a need to know information about almost every administrative process on campus and throughout the world. This expansive knowledgebase also includes an in-depth understanding of world travel, education systems, and immigration.

In addition, the Terra Dotta system used to manage and track education abroad participation and risk management data requires the education abroad advisor to have technological savvy, data maintenance knowledge, and report writing skills. Through Terra Dotta, the EAA creates and maintains lists of students going abroad and relevant emergency contact details for each term, thereby contributing to risk management abroad. Among other duties, the EAA also creates and updates program information pages, assists students with the application process, and oversees program offerings to ensure a diversity of excellent options for students.

Via orientation and information sessions, the EAA works to foster greater campus participation in and awareness of the range of education abroad opportunities available at UCCS as well. The EAA also uses social media, tabling, and group-specific programming in this effort.

Through all of the above, as well as close partnerships with other departments and offices across campus, the education abroad advisor works to incorporate meaningful experiences abroad into each student's degree and learning outcomes and to grow interest and participation in education abroad here at UCCS.

Annual Overview

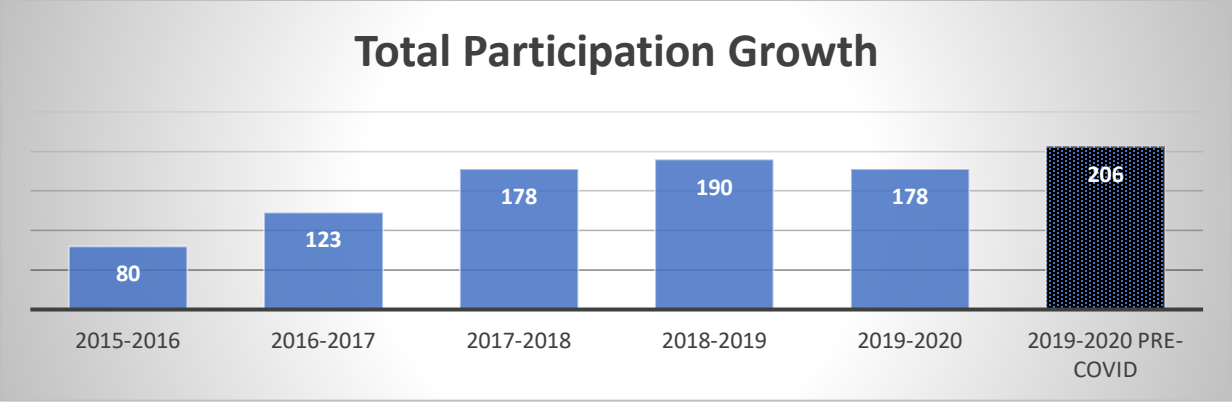
During the 2019-20 academic year – from Summer 2019 to Spring 2020 – Education Abroad at UCCS saw a steady level of participation in education abroad opportunities. Prior to the COVID-19 pandemic, International Affairs anticipated 206 participants in education abroad—a record year and an 8.4% increase from the previous year and a 158% increase from five years ago. According to the Institute of International Education Open Doors report for 2019, national growth rates in education abroad participation are at rate of 2.7%. This performance is well above the national average and represents both International Affairs efforts to promote and support education abroad as well as UCCS student interest in education abroad opportunities.

However, the response efforts due to the COVID-19 pandemic and priority for student safety, International Affairs with the support of senior leadership, suspended spring break programs as well as required the return of students that were abroad for the spring semester. This impacted annual participation numbers in education abroad and resulted in a total of 178 participants for this annual report cycle versus the planned 206 participants.

As the novel coronavirus spread, International Affairs worked quickly to ensure the health and safety of students, both by supporting Spring 2020 students in their return to the United States and by cancelling Spring 2020 break, Summer 2020, Fall 2020, and Academic Year 2020-21 travel as it became apparent that the situation would continue into the latter half of the year. All told, 21 Spring 2020 students were aided in their safe return to the U.S., 28 students were impacted by Spring 2020 break travel cancellations, and 119 Summer 2020 students, 21 Fall 2020 students, and 8 Academic Year 2020-21 students were impacted by the proactive cancellation of upcoming terms.

Despite the education abroad suspensions due to the COVID-19 pandemic, International Affairs gained ground on national averages with a 1.5% participation rate in education abroad. This participation rate is close to being on par with the national participation rate average of 1.9% at U.S. higher education institutions according to the Institute of International Education Open Doors 2019 report. Prior to the COVID-19 pandemic UCCS would have a 1.7% participation rate in education abroad.

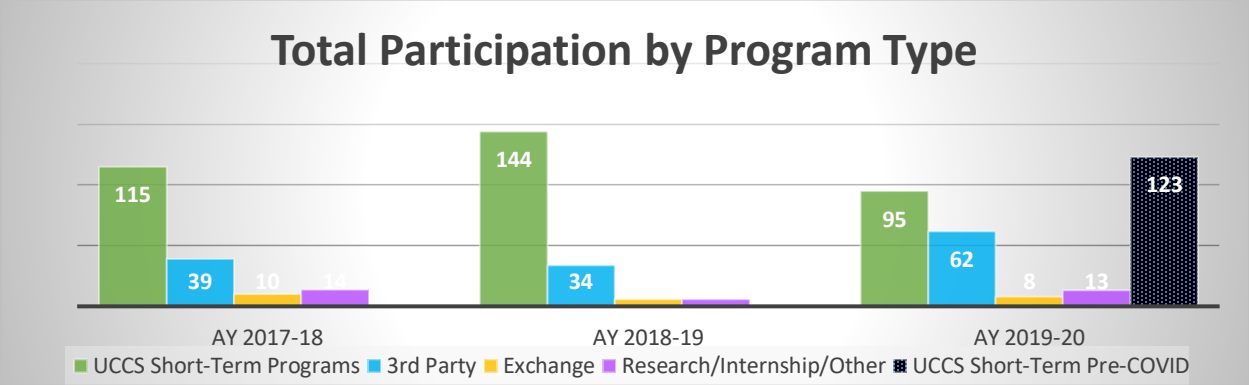
The chart below shows the total participation in education abroad from the 2015-2016 Academic Year to the current 2019-2020 Academic Year. It includes the projected numbers before the cancellation of programs due to student safety and the COVID-19 pandemic in dark blue. As a reminder the academic year is summer, fall, winter, and spring. For 2019-2020 this includes summer 2019, fall 2019, winter 2019/2020 and spring 2020.



The popularity of summer programming, especially UCCS short-term programming abroad, continues to be the spotlight in education abroad. Major effort to promote and support new and continuing UCCS short-term programs abroad combined with our student interest in short programs abroad. Student interest in shorter programs is a growing trend at UCCS as well as nationally due to student responsibilities at home, work, and study.

The chart below details education abroad participation by program type. The data shows significant growth in third-party programming, as well as continued strength in UCCS short-term programs, especially before the COVID-19 suspension. Third-party programming or provider programs are education abroad experiences organized by companies or non-profits that partner with universities to provide avenues abroad.

These program providers offer a great variety of countries and areas of study to choose from. Students will pay a "program fee" directly to the provider which usually includes tuition and fees, accommodation for the duration of the program, insurance, some excursions and on-site support.

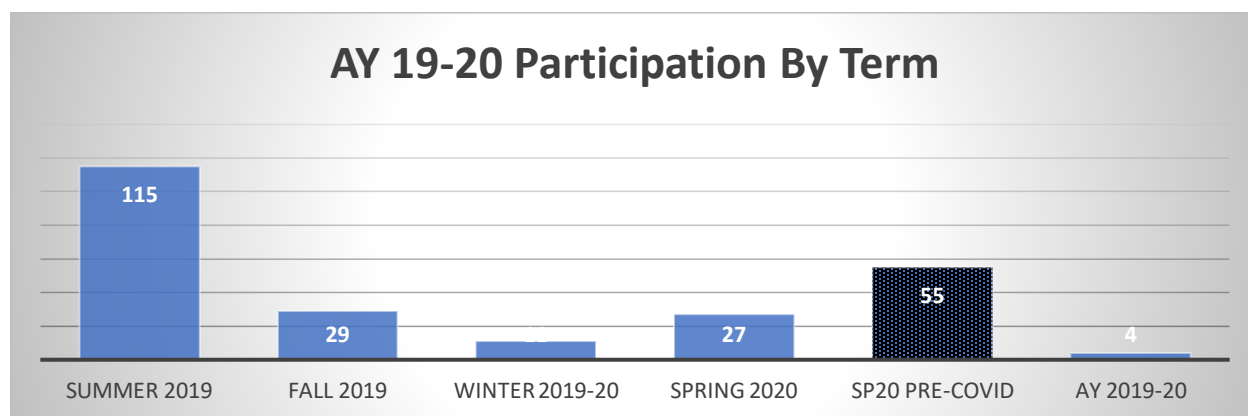


As shown above, there was a downturn in total numbers for UCCS short-term program participants from 144 to 95. However, this was primarily due to the adjustment to the Global Brigades student group program cycle, which historically runs in the summer. However, in 2018 the summer Global Brigades program to Nicaragua was suspended

due to risk management concerns and the group went Winter 2018/2019 to Ghana and skipped a summer 2019 program.

The 2019-20 academic year also represented the first year of a major push to promote UCCS short-term programming on a cyclical schedule, with calls to faculty and staff for program development in the winter and early spring semester, requests for proposals and program costs in late spring semester, and the development of promotional materials prior to the end of spring semester. This cycle allows program leaders to share their upcoming program with students and helps students prepare and save over the summer for participation in the next academic year short-term programs.

As shown in the chart below, education abroad participation growth occurred across terms, indicating a budding interest in a wider variety of education abroad program offerings.



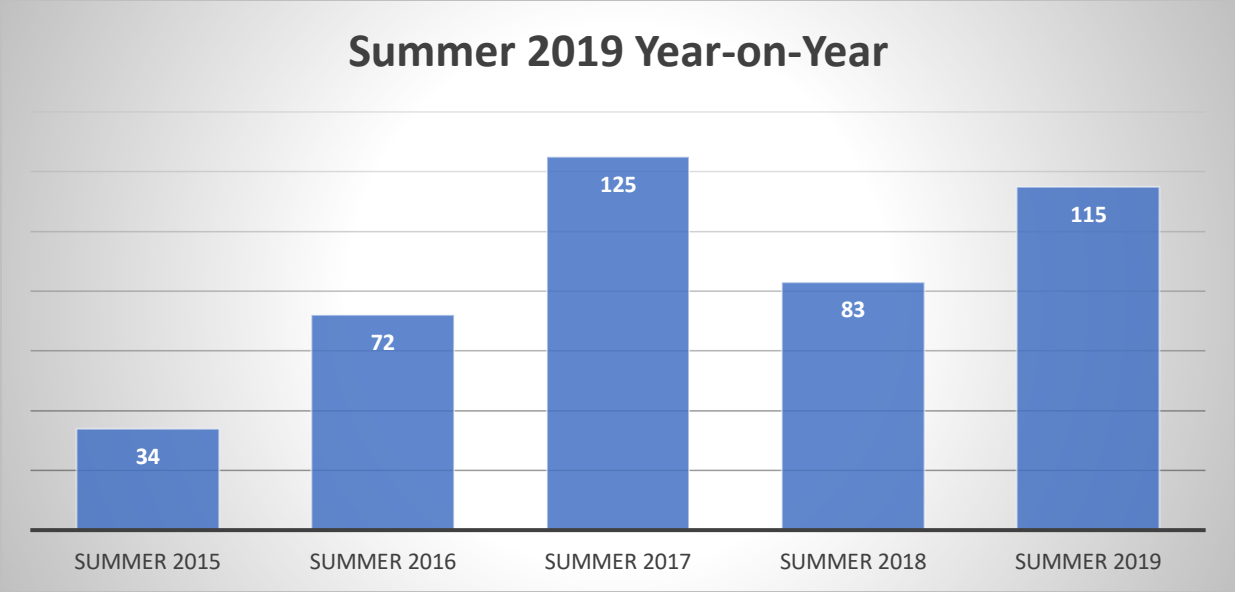
Winter participation decreased primarily due to fewer short-term programs being presented, reinforcing that the continued growth of education abroad will still rely on strong short-term program options for UCCS students who by several measures are more likely to be non-traditional students as well as non-traditional education abroad participants. The terms with the heaviest participation over the 2019-20 academic year, summer and spring (pre-COVID), were dominated by UCCS short-term programs and will likely continue to be the area of natural growth for education abroad along with the winter term.

Term Overviews

The summaries below provide a semester or term overview of education abroad student mobility. Each section includes a brief summary with charts that detail current and historical analysis by term.

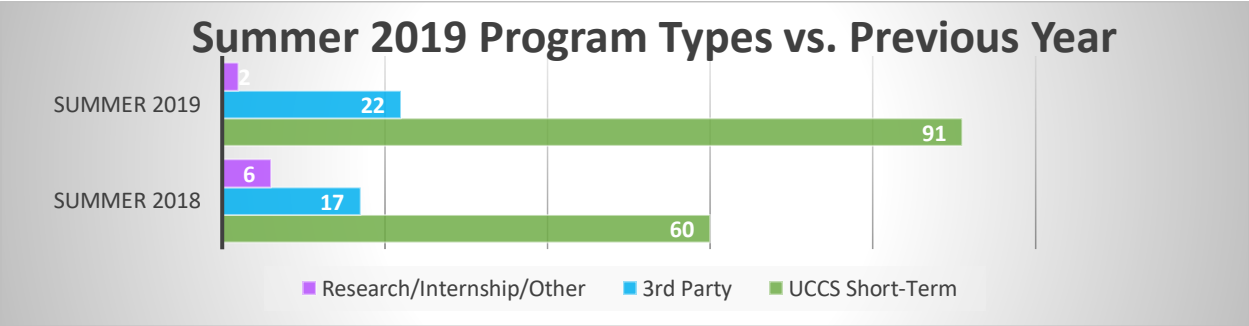
Summer 2019 Overview

Total: 115 Participants



As the chart above demonstrates, Summer 2019 saw an increase over the previous year. The numbers in 2017 included Global Brigades and demonstrate the impact such student group programming has on education abroad participation rates.

Looking at the change in numbers by program type in the chart below, we can see that the increase was due in large part to the upsurge in short-term program offerings. The key takeaway should be the 51.7% growth in short-term program participation from the prior year.

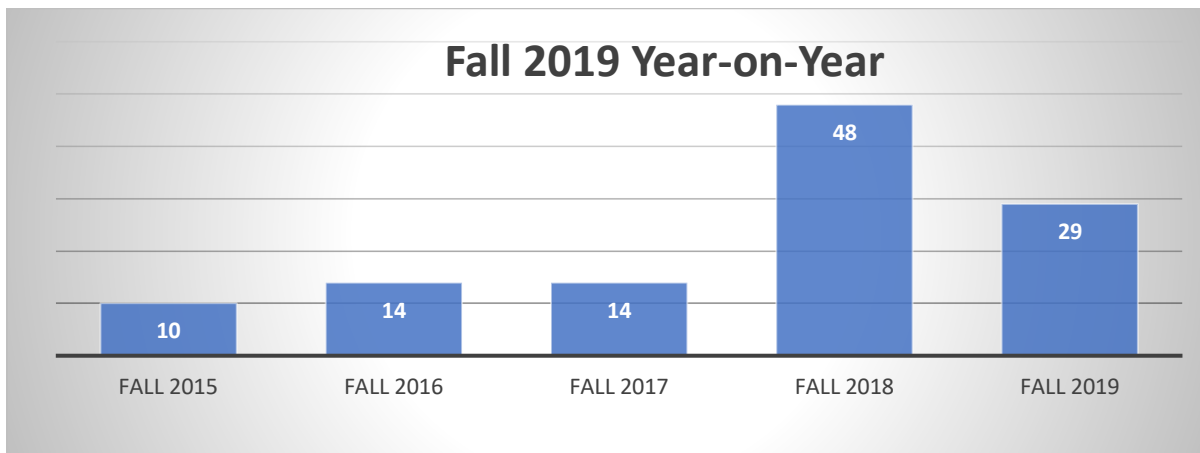


As the chart above shows, a continued focus for summer programming should be short-term (both faculty-led and student group) as this is the most popular option for summer programs. Along with a continued push for cyclical short-term programming, a diversity of student group programming beyond Global Brigades should also continue to be encouraged. As more student groups become interested in education abroad programs specific to their purpose, there may be a larger growth in summer participation as this would accommodate school schedules and cost considerations.

Countries of Destination Summer 2019: Australia, Canada, Costa Rica, Estonia, France, Germany, Ireland, Italy, Japan, Latvia, Netherlands, Peru, Spain

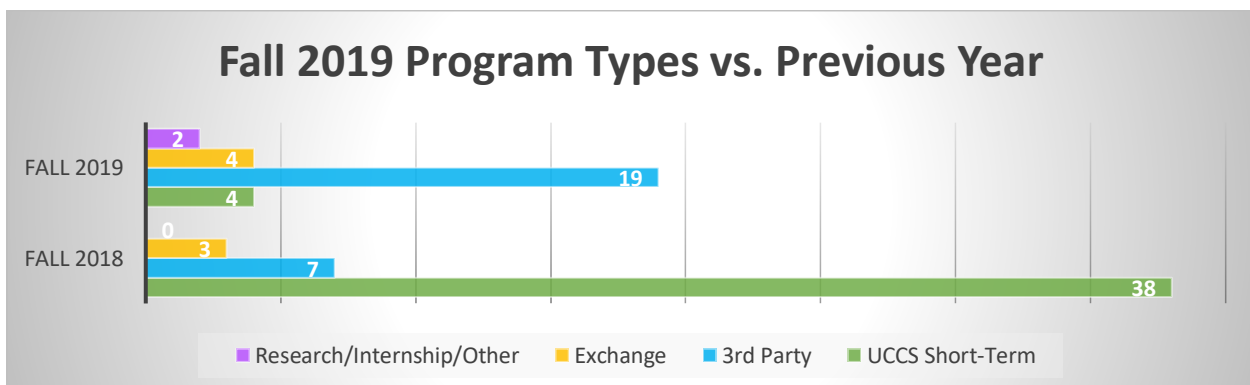
Fall 2019 Overview

Total: 29 Participants



Fall 2019 saw 29 students participate in education abroad programs. This is a decrease from the prior fall due to a UCCS short-term program offered over Thanksgiving 2018 to Japan with the College of Education. However, when compared to fall 2017 which did not have a large sending UCCS short-term program, there is a 107% participation increase.

The chart below compares program types for fall 2018 and fall 2019. It visualizes fall 2018's higher participation rates compared to fall 2019 and the impact that UCCS short-term program had on fall 2018. The program type numbers shown here also indicate that while short-term programming was down and exchange rates held even, there was



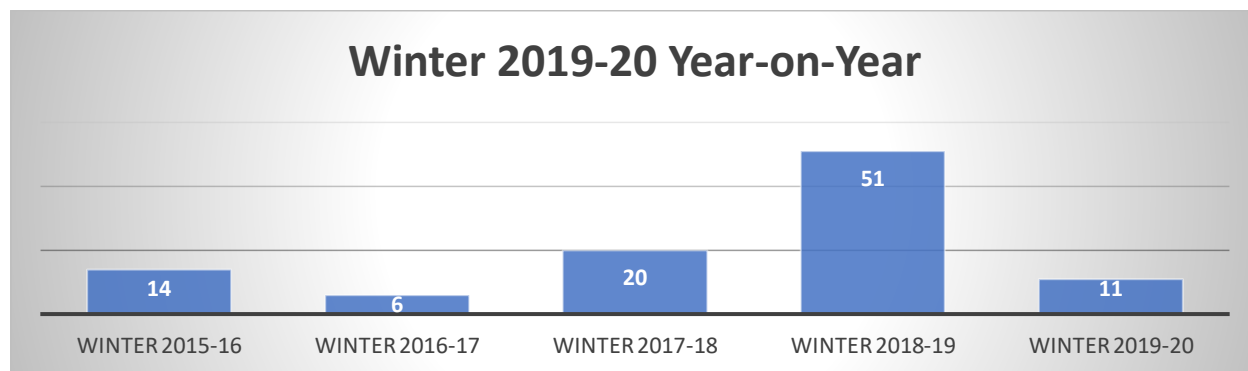
a rapidly growing interest in 3rd party providers, with participation increasing 128% over the previous year. Although other figures demonstrate that major continued growth will most likely come from non-traditional short-term programming, this increase in program provider participation in the fall suggests that interest in more traditional education abroad programming is also on the rise. Research and internships also saw a surge in participation, further indicating a growing interest in education abroad across the board. It is also good to note that the exchange rate is holding steady, demonstrating responsible management of exchange balances.

Countries of Destination Fall 2019: Australia, Chile, Costa Rica, Ecuador, Germany, Ireland, Italy, Mexico, Morocco, Netherlands, Norway, Portugal, South Korea, Spain, Sweden, Trinidad and Tobago, United Kingdom

Winter 2019-20 Overview

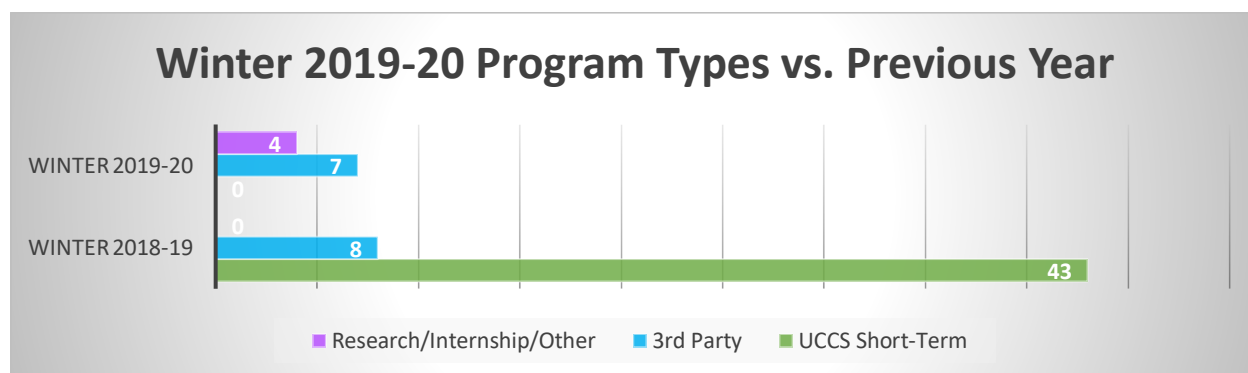
Total: 11 Participants

Winter saw a drop from 51 participants to 11 from the previous year, as the chart below demonstrates. While at first glance this decrease appears significant, last year's



exponential increase is actually an anomaly due to the shift from summer to winter of the Global Brigades student group, which represented more than half of the total numbers for Winter 2018-19. When this outlier is removed, we can see that the participation rate for 2019-20 is in line with previous years.

The chart below highlights another major area of growth for international research and internships as well as continued participation in 3rd party programs such as the



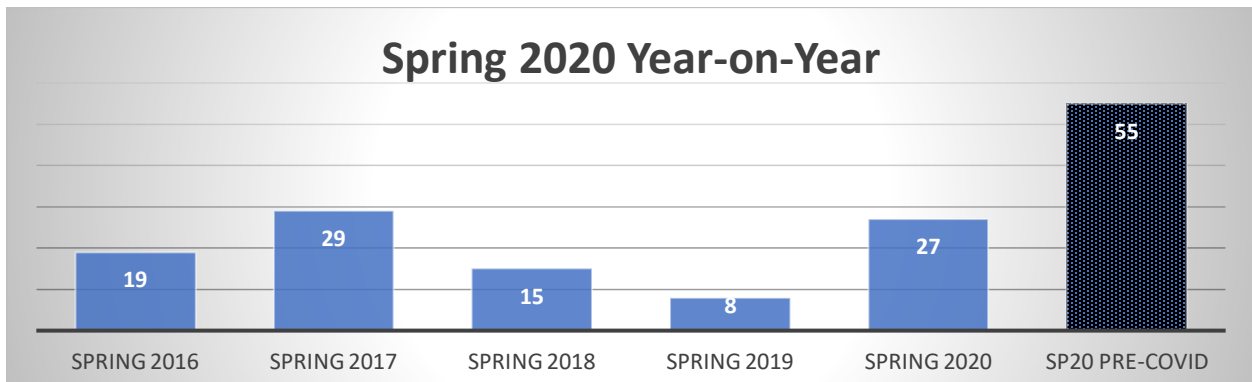
International Business Seminar trips to Europe and Asia. Given the success of the Global Brigades trip last year, the winter term may prove to be another excellent period for short-term programming and may begin to see continued greater numbers in the future.

Countries of Destination Winter 2019-20: Mexico, Netherlands, Uganda, United Arab Emirates, Rwanda

Spring 2020 Overview

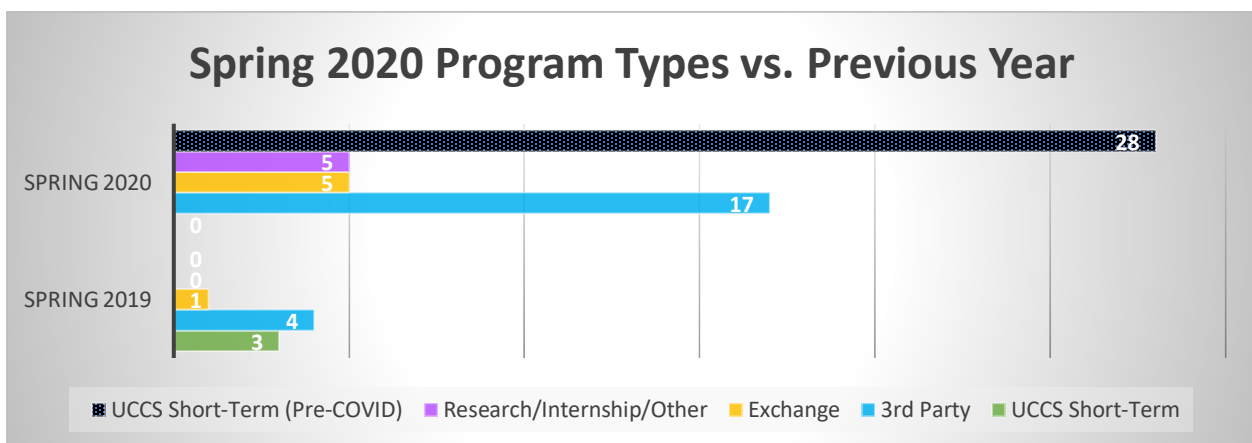
Total: 27 Participants (55 Intended)

Overall, spring numbers were up, particularly compared to the small numbers over the previous two years that the chart below demonstrates. 27 students went abroad this spring, with an additional 28 scheduled to go over spring break before the global health orders made suspending those programs necessary. The 27 students who were already abroad finished their semesters remotely.



The chart below is a visual of spring 2020 participation by program type compared to the previous year. Spring 2020 saw a 325% increase in 3rd party participation from the prior year; 4 participants in 2019 compared to 17 in 2020. Exchange participation also increased from 1 student in 2019 to 5 students in 2020. Managing these exchange balances are complex and require students to be independent and savvy travelers due to the limited student support available abroad in comparison with program providers.

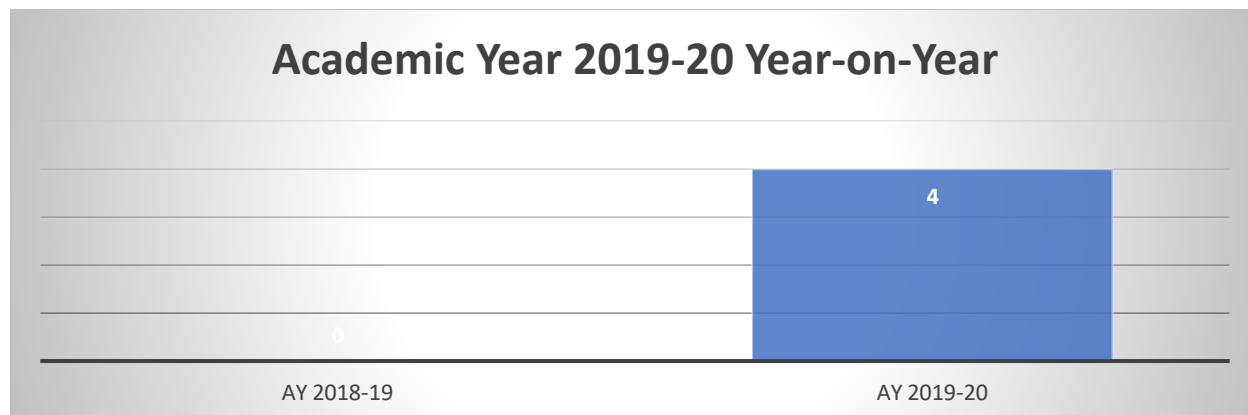
It is important to continue to highlight that spring 2020 would have been a record spring due to the increased semester participation abroad as well as UCCS short-term programming over spring break. This chart and data highlight that interest in 3rd party programming is growing, and it will therefore be important to thoughtfully and effectively support this area moving forward as well.



Countries of Destination Spring 2020: China, France, Germany, Ireland, Morocco, Netherlands, New Zealand, Portugal, South Africa, South Korea, Spain, United Kingdom

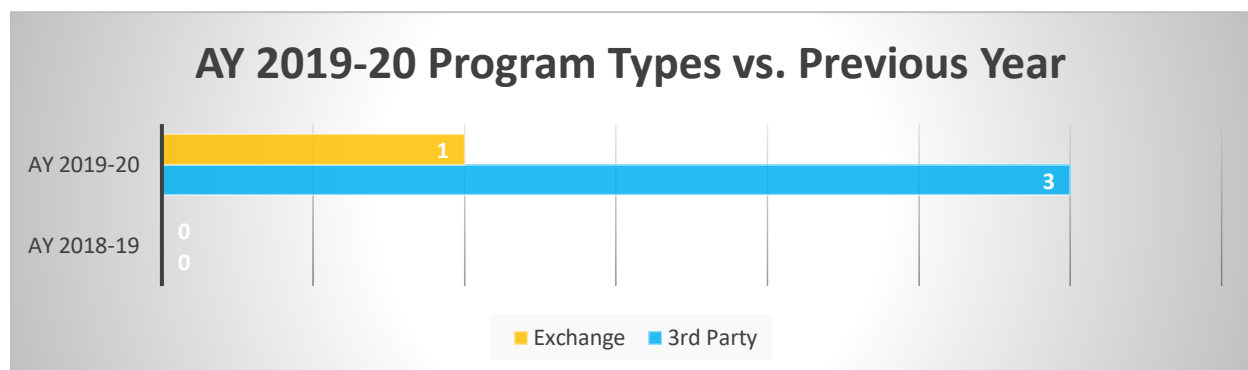
Academic Year 2019-20 Overview

Total: 4 Participants



This is a subgroup that we have not included in previous reports, due to low numbers, but will be tracking moving forward since, as the above chart indicates, academic year-long programming is now experiencing an upsurge. The low participation in previous years is likely due to the significant monetary and time commitments involved in going abroad for a full nine-to-ten months, especially since UCCS students so strongly value affordability and flexibility as demonstrated by the popularity of short-term programming.

Nonetheless, 4 students went abroad for the academic year in 2019-20, a 400% increase over the previous year. Note that these year-long numbers are also included in the above tallies for fall and spring.



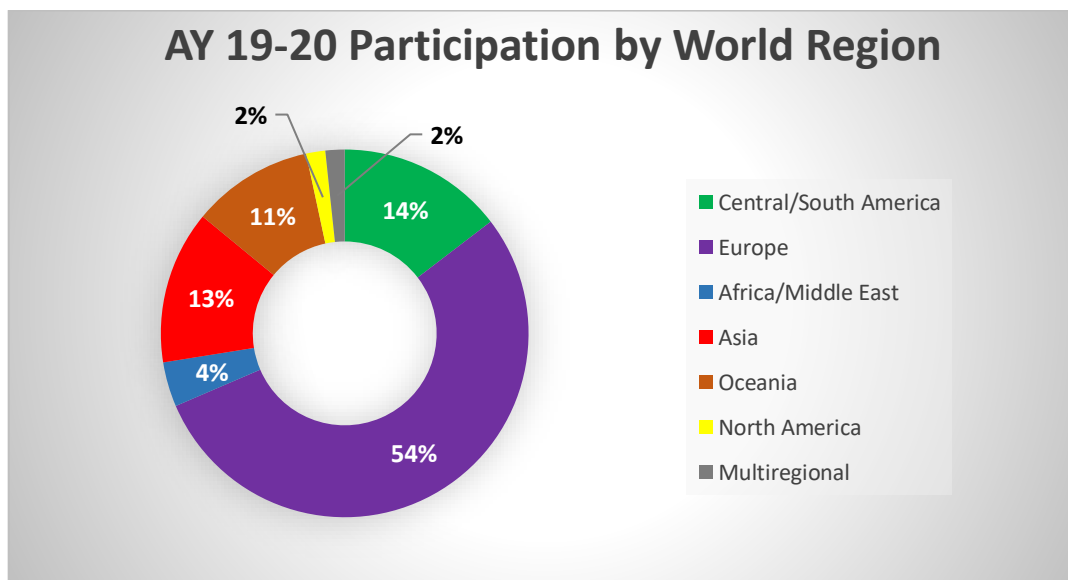
As the chart above demonstrates, there is significant interest in 3rd party programming over exchanges, much like the fall term, perhaps because there is often greater flexibility and more support from program providers when it comes to going abroad for a year. It is likely that this trend will continue into the future as well.

Countries of Destination AY 19-20: France, Germany, Japan

Regional Participation

As with national trends, Europe remains a popular destination for education abroad experiences in all categories from faculty-led to exchange and 3rd party partners. Asia and Central/South America continue to show a heavy presence as well, primarily in Japan, South Korea, and Costa Rica, but with some other less traditional areas included as well such as China and Peru.

Overall, the Office of International Affairs sent 179 UCCS students to 30 countries on 6 continents over the 2019-20 academic year, but prior to COVID-19's impact anticipated sending 206 students to 31 countries on 6 continents.

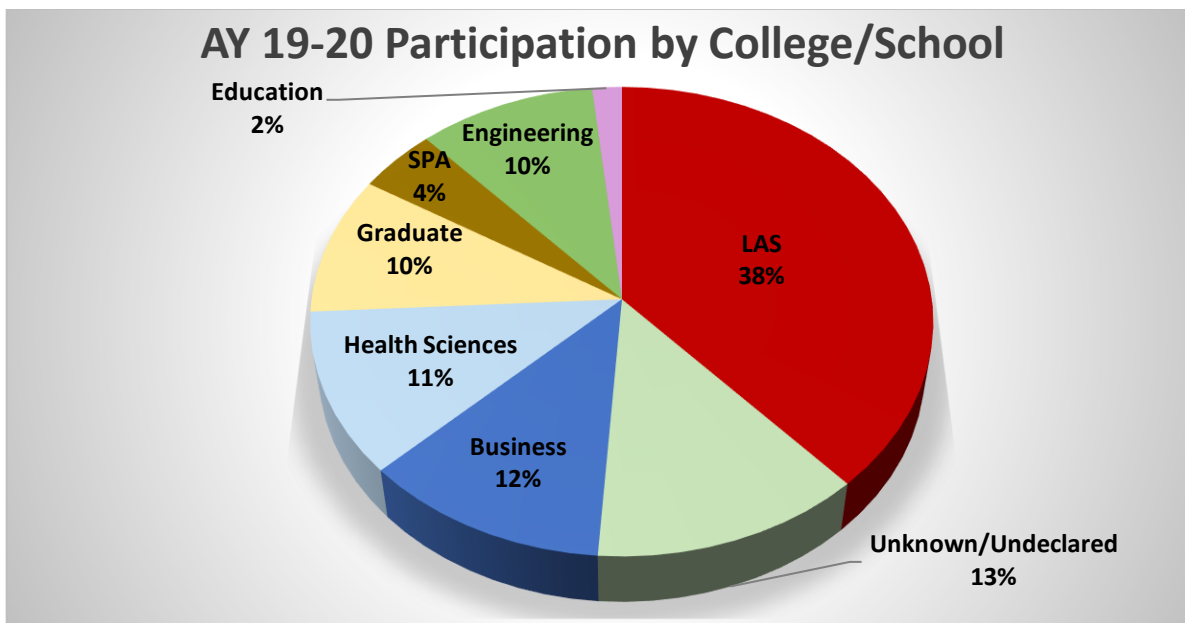


Looking at the world region chart above, we do see some shifts in numbers. Europe is up 13% over the previous year, from 41% to 54%. Without the Global Brigades student group, participation in Africa/Middle East is down to 4% from 19% last year. Central/South America is also down from 18% of total participants in 2018-19 to 14% this year for a 4% decrease overall. Asia is down as well at 13%, compared to 21% last year, while Oceania has gained a significant increase of total participants at 11%, as opposed to the 1% of total participants it carried in the previous year. The increase in Oceania is largely due to a short-term program group expedition to Australia over the summer, while the decrease in participation in Asia and Central/South America is most likely due to the suspension of Spring 2020 spring break programs which were to go to countries in those regions.

Participation by UCCS College/School

The chart below is a pie graph detailing the participation rates of the 179 students that went abroad by their self-identified school or college. It shows overall participation rates by college/school and highlights the continued overall dominance of the College of Letters, Arts and Science in education abroad but also reveals growth in the Colleges of

Engineering and Applied Sciences and Education; both have doubled their percentage of total participation from the previous year to 8% and 2% respectively. Graduate student participation is also up at 10% compared to only 8% the year before, but the School of Public Affairs and Colleges of Business and Health Sciences and Nursing are all down.



College and School Data Summaries

The **College of Letters, Arts and Sciences** continues to be the most represented among those that participate in study abroad. While this college contains the most majors on campus, the areas of study it contains, such as the foreign language majors/minors, also lend themselves most easily to education abroad. Thirty-eight percent of students identify a major within this college and there was an overall participation increase of 25% from 55 to 68 students.

The historical relationship that the **College of Business** has with exchange partners, as well as having an international marketing major, also makes sure it is represented well. There was an overall drop in the number of business students going overseas, from 14% back down to the 12% seen in previous years. Twenty-one students indicated a business major this year vs. 26 last year.

Health Sciences and Nursing has benefitted from an annual student group program, Global Brigades, and an increased number of programs offered abroad for health sciences in previous years. Without that annual trip, there was a drop in participation down to 12% from 15% last year. Twenty students indicated a major in this area this year versus 28 last year. Efforts to grow in this area should continue to be targeted at students early on due to challenges with course sequencing and approval in the junior and senior years.

The **College of Education** still lacks study abroad numbers outside of the faculty-led graduate program. Again, early access to students to inform them of their options will help to grow numbers in this school. Nonetheless, there was a jump in participation this year from 1% to 2%. Three students indicated an education major versus two last year.

The **College of Engineering and Applied Sciences** students are seen to have the desire to go abroad, and mostly go on summer or winter STEM programs abroad. Numbers increased from 4% to 10%, likely due to participation in student group programming and a research excursion. Eighteen students indicated an engineering major this year versus 7 last year.

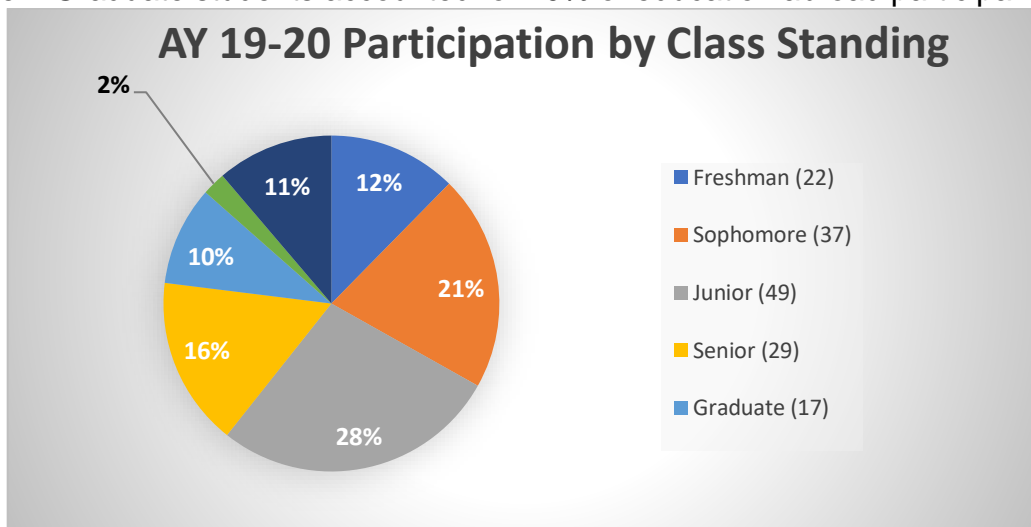
The **Graduate School**, in line with national trends, is limited in the number of students it sends abroad. However, we did continue to see an increase in graduate students going abroad from 8% in the previous year to 10% this year. Primarily graduate students took advantage of summer and winter short-term programs that offer graduate level course credit, such as the International Business Seminars. Seventeen students indicated a graduate school relationship versus sixteen last year.

The **School of Public Affairs** has significant presence with short-term programs abroad, specifically Criminal Justice in London. Eight students this year indicated a SPA major versus 15 last year.

It is important to note that not all students going abroad identify a major or degree as part of the registration to go abroad. Twenty-three students versus 41 last year indicated no major.

Participation by UCCS Class Standing

As the below chart shows, juniors participated in education abroad the most out of any class, followed closely by sophomores in 2019-20. 28% of education abroad students were juniors and 21% sophomores, compared to just 16% for seniors and 12% for freshmen. Graduate students accounted for 10% of education abroad participants in the



last academic year, mainly on International Business Seminars and faculty-led programs. Juniors and sophomores went abroad on all types of programs, from 3rd party to faculty-led to exchange, while freshmen mainly participated in faculty-led programs. Seniors, meanwhile, also participated in faculty-led programs, but tended to carry out international research or internships as well.

Given the complexities of upper division coursework and schedules, it's interesting to note how many juniors and seniors are participating in education abroad and suggests that upper level coursework may not be quite as big a barrier as previously thought. Further research on the intersection between class standing and college/school should be considered to determine if there are certain programs or areas of study in which travelling later on in the undergraduate career is easier.

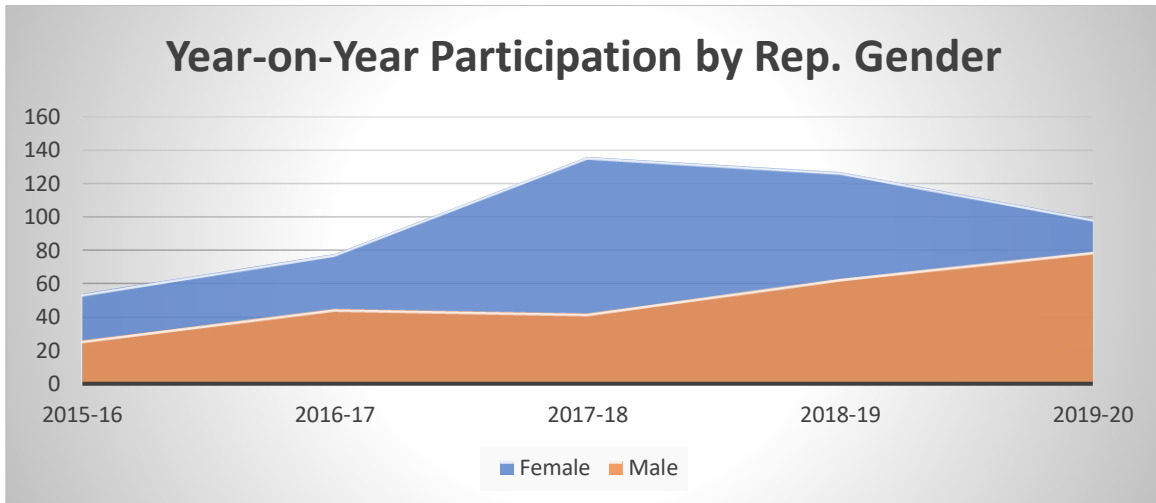
Education Abroad by Reported Gender

This year's report highlights a narrower gender gap percentage than seen in the years before, with 2017-18 year being an outlier over the previous four reporting years. The decrease in the number of female students and increase in male students participating in education abroad over the previous year continued, as the table and chart below show. Overall, 2019-20 has the narrowest reported gender gap of the last five years. Nationally the average by gender is 67% female and 33% male. However, at UCCS it is 55.62% female and 44.38% male representing a more balanced participation rate by students that identify as male or female at UCCS than nationally.

Female: 99 Participants

Male: 79 Participants

	Female	Male
2015-16 Total	54	26
2016-17 Total	78	45
2017-18 Total	136	42
2018-19 Total	127	63
2019-20 Total	99	79
2015-16 Percentage	67.50%	35.50%
2016-17 Percentage	63.40%	36.60%
2017-18 Percentage	76.40%	23.60%
2018-19 Percentage	66.80%	33.20%
2019-20 Percentage	55.62%	44.38%



Education Abroad by Reported Ethnicity

Overall, the trends in reported ethnicity by education abroad participants remained relatively level with only slight changes. However, those changes were important areas of representation for students going abroad, as the below table demonstrates. Primarily, we saw an increase in students who identified themselves as African American, American Indian/Alaska Native, and biracial (multiple selected).

The number of students self-reporting as African American doubled again from 3.1% to 6.2% this year, as did the number of students identifying as American Indian/Alaska Native. Biracial students also increased from 1.5% to 2.2%. These percentage levels are above the national averages for participation by these groups and indicate strong growing diversity in education abroad at UCCS.

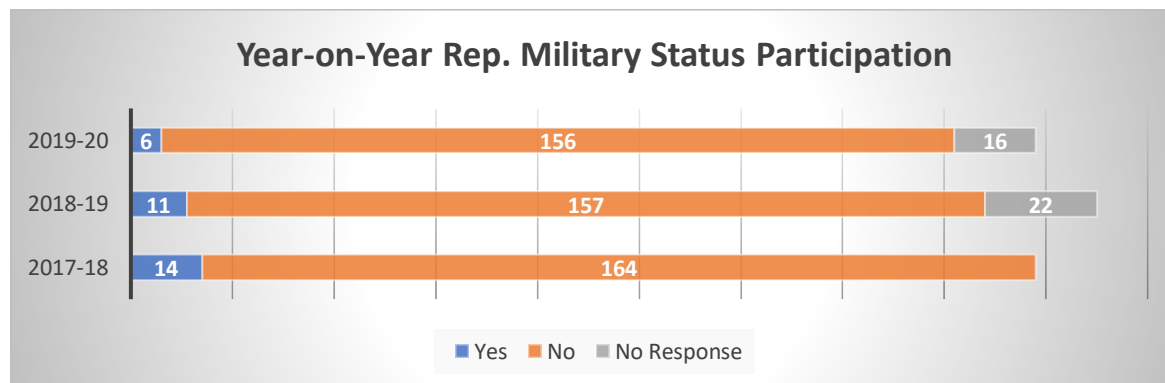
<i>Rep. Race/Ethnicity</i>	<i>2019-20</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2016-17</i>	<i>2015-16</i>
<i>African (American)</i>	6.2% (11)	3.1% (6)	1.7% (3)	<1% (1)	2.5% (2)
<i>American Indian/Alaska Native</i>	1.1% (2)	<1% (1)	<1% (1)	<1% (1)	1.25% (1)
<i>Asian (American)</i>	2.8% (5)	3.6% (7)	2.4% (4)	2.5% (3)	2.5% (2)
<i>Caucasian</i>	58.4% (104)	55.2% (105)	60% (106)	67.5% (83)	68.75% (55)
<i>Hispanic/Latino</i>	9.6% (17)	11% (21)	11.8% (21)	12.2% (15)	5.0% (4)
<i>Multiple Selected</i>	2.2% (4)	1.5% (3)	1.1% (2)	-	2.5% (2)
<i>Did not respond</i>	14% (25)	18.9% (36)	18.5% (33)	6.5% (8)	8.8% (7)
<i>Other</i>	3.4% (6)	4.7% (9)	2.8% (3)	4.9% (6)	2.5% (2)
<i>Did not wish to report</i>	2.2% (4)	1% (2)	1.7% (3)	4.9% (6)	6.25% (5)

As the data also shows, however, we should continue to focus on students who classified themselves as Other or did not respond, who still represent almost 20% of students this year. That figure is down from the previous year, when it was almost 25%, but still demonstrates the need for more nuanced data collection in this regard as well as greater understanding of the role this data point plays in students' lives as they approach an education abroad experience.

Education Abroad and Reported Military Status

UCCS prides itself on being a nationally ranked military-friendly institution, and nearly 20% of students have a military affiliation. However, there continues to be challenges to their participation in education abroad experiences that are not faced by other students.

As reported in the previous annual report, there has been a tightening of interpretations of VA benefit eligibility for education abroad, which continues to have a negative impact on students' access to overseas experiences. Over the last year, the interpretations have become even narrower, making it almost impossible for veterans and military-affiliated students to use their VA benefits for education abroad. These students are only able to use their benefits for direct exchanges, not 3rd party provider programs.



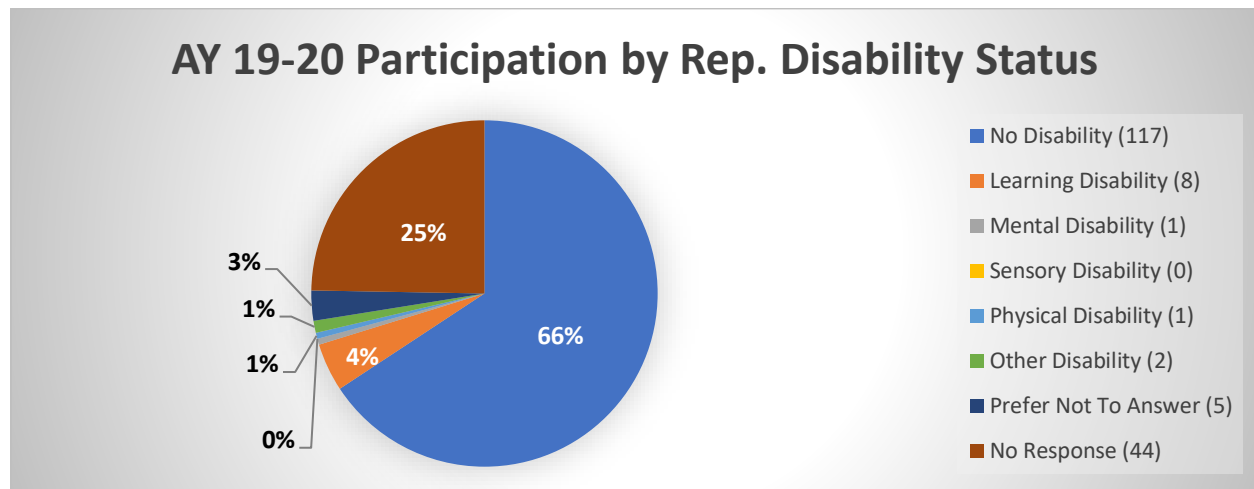
As the above chart indicates, of the 178 students in this year's data, only 6 listed an affiliation with the military on their education abroad application. This represents just 3.3% of all education abroad students and is down from 6% last year. The decline can be attributed to the even narrower interpretations regarding the use of VA benefits for education abroad that were implemented in the last year (as noted above).

It is important to note that the issue with Veteran benefits for programs abroad is not unique to UCCS, and all Colorado schools are facing similar concerns working with veterans for education abroad due to these changes in the interpretation and use of veteran benefits. Overall, the UCCS approach has been measured and with continued coordination, could present an area of growth given the continued national increase in veteran and military-affiliated members seeking higher education and overseas experiences. An area moving forward for consideration is the use of the VA's WEAMS database of approved overseas schools to establish new agreements for partnership. Using these schools to develop partnerships should assist in finding locations for

military-affiliated students that meet the requirements for use of aid. However, it is important to note that support services at such institutions will be minimal.

Education Abroad and Reported Disability Status

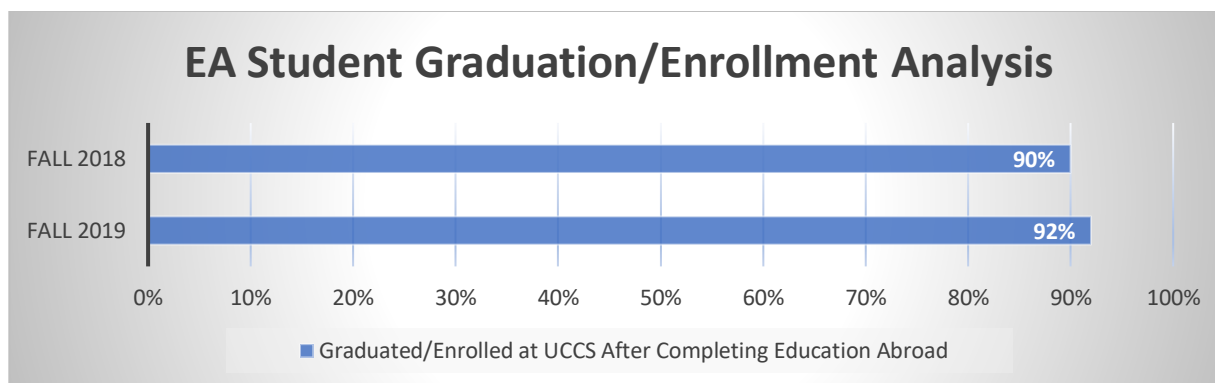
One of the growth areas in education abroad is the reporting and tailoring of approaches for disabled students.



As the data above shows, there were 12 students who self-reported a disability in 2019-20, a slightly higher number than the previous year. The major area of concern overall regarding education abroad and disabled students is those who do not report their disability or those with multiple disabilities who report only one. Additionally, there may be some concern about the mental disability label being used – or not used – to reflect nuanced mental health issues students may experience. Data collection in this regard is not perfect and will continue to be a work in progress. Greater training of faculty and staff who lead trips overseas as well as the Education Abroad and International Affairs staff will also continue to be important moving forward. In this regard, the International Affairs staff participated in several state-wide trainings related to mental health and education abroad.

Education Abroad and Persistence

In anticipation of greater focus on the area of persistence and graduation rates among students who participated in an Education Abroad experience, data was gathered this year to track persistence data. Though in very initial stages due to the limited data and access, the data continues to show that most students who participated in education abroad remained enrolled at the university or graduated as planned.



The chart above shows that of the 25 participants in the Fall 2019 semester programs, 92% either graduated as planned or remained enrolled at UCCS in Spring 2020, up from 90% the year before.

This will be an area of continued development and reporting moving forward as more persistence and graduation rate data is requested from senior leadership. Data integrity will require an adaptation of recording information in PeopleSoft (CU-SIS) so that reports can be pulled.

Marketing and Outreach

Marketing and outreach for this reporting cycle can continue to be classified as more tailored overall. Tabling was increased and there was the continued effort to promote directly to multicultural-focused student groups on campus, both for general student participation in education abroad as well as group-specific travel.

Abroad 101

The main objective of the Abroad 101 session is to take the confusion out of how to start the study abroad process. The popularity of these sessions remains high, with 82 students having participated in a session this year over 130% from the previous year. Further sessions would have been held this spring, but public health considerations made in-person gatherings of that size unsafe past early March. An online version is being developed in order to be able to offer sessions remotely. Marketing efforts to promote Abroad 101 continue to include connecting with academic advisers and departments as well as campus-wide flyer distribution and marketing in the Scribe and Commode Chronicles.

Student Group Presentations

This was a new area of focus near the end of last year's reporting cycle based on the increased interest in overseas travel by UCCS student groups and was continued into this year with a particular focus on multicultural student groups. In 2019-20 the Mountain Lion Motorsports group ran a trip to Canada. With the departure of the previous Education Abroad Advisor, however, the focus shifted elsewhere, and we

therefore plan to roll out a full communication and presentation schedule with student groups in the next year.

Social Media

Social media has been an area of needed attention and growth to help promote the efforts of Education Aboard and International Affairs. To this end, a social media communication plan was developed and new areas of promotion will continue to be explored.

General Campus Outreach

Tabling events continued to be a bit more concerted this year with an approach favoring targeted events over broad application. Twenty tabling sessions were held during orientation, admissions, and campus events. General tabling at lunchtime was also utilized, along with several classroom presentations.

Education Abroad Advising

Education Abroad advising is done on a walk-in as well as an appointment basis. Students are encouraged to attend an information session as well as meet with an advisor to explore programs and individual questions. Individual advising sessions last between 30-45 minutes depending upon the questions with the average student spending 35 minutes in one-on-one advising meetings.

Pre-Departure Orientations

The Pre-Departure Orientation is generally an in-person meeting which prepares students for their overseas experiences. The orientation is comprehensive, covering things like health and safety, banking, communication, culture, education and travel best practices. The orientation is interactive and is meant to be an open forum for students (and guardians) to ask questions to staff and study abroad alumni.

Three general Pre-Departure Orientations were held; two for the Fall and one for the Spring (the second spring session was canceled due to COVID-19). Additionally, each UCCS short-term program abroad had its own mandatory orientation for the group and one for group leaders. This means that almost every student who went or is going abroad participated in a Pre-Departure Orientation. An online version was developed and will be further refined for the next year.

Faculty- and Staff-Directed Programming: Short-term Program Leader Information Sessions

Three information sessions were held for faculty and staff interested in leading short-term programs abroad. In addition, 12 one-on-one meetings occurred to discuss the process over the past year. Topics include the following:

- an overview of the process
- compensation and budget
- the planning process
- responsibilities of the program leader and IA
- program providers
- the proposal form

The session/meeting is also a time to brainstorm program ideas, answer questions, review due dates for program materials and the steps needed to ensure program success.

Education Abroad International Partnerships

Below is a summary of UCCS bilateral exchanges. The balancing of these exchange agreements remains as challenge as there is increased interest in sending students to UCCS than UCCS students going abroad on these programs. In addition, the support offered abroad is minimal and requires a very independent and internationally savvy student to participate and navigate at the exchange partner institution. Therefore, the importance of 3rd party provider programs is crucial in moving forward and a growing interest for semester students.

Institutional Bilateral Exchanges

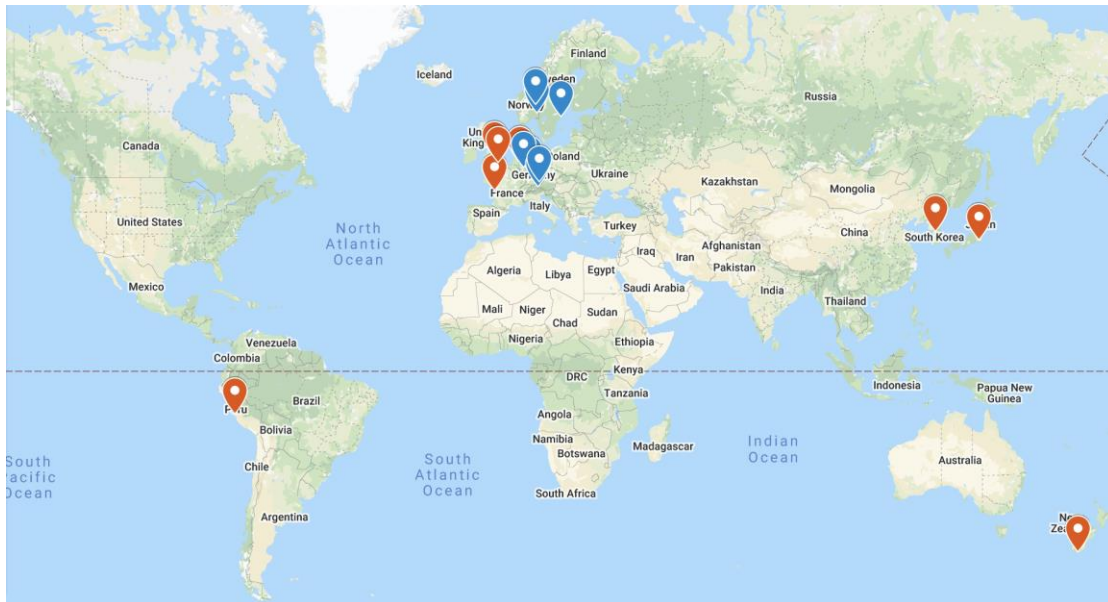
- Waseda University – Tokyo, Japan
- ICES Institute Catholique d'Etudes Superieures – La Roche-sur-Yon, France
- Radboud University Nijmegen – Nijmegen, Netherlands
- Loughborough University – Loughborough, UK
- University of Hertfordshire – Hatfield, UK
- Peruvian University of Applied Sciences – Lima, Peru
- Hankuk University of Foreign Studies – Seoul, South Korea
- Southern Institute of Technology – Invercargill, New Zealand (fee-paying exchange)

College of Business Exchanges

- Frankfurt School of Finance and Management – Frankfurt, Germany
- Cologne Business School – Cologne, Germany
- MCI Management Center Innsbruck – Innsbruck, Austria
- Munich Business School – Munich, Germany
- Stockholm University School of Business – Stockholm, Sweden
- BI Norwegian Business School – Oslo, Norway
- Lillehammer University College – Lillehammer, Norway

3rd Party Partnerships (*signed partnerships prior to 2016*)

- Semester at Sea
- Sol Education Abroad
- AIFS-American Institute for Foreign Study
- ISA-International Studies Abroad
- CIEE-Council on International Education Exchange
- IES Abroad
- University of Oregon-Global Education Programs (signed in 2019)



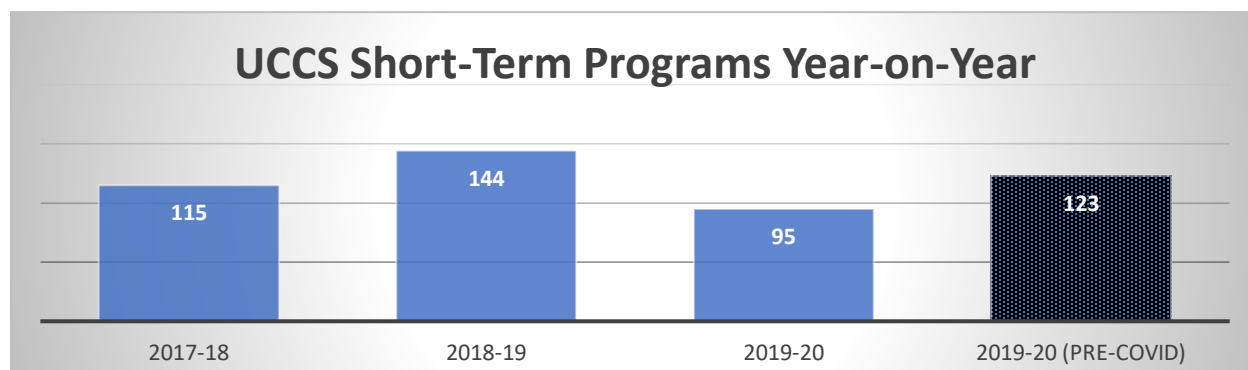
Red Markers: Institutional Exchanges
Blue Markers: College of Business Exchanges

Funding and Scholarships

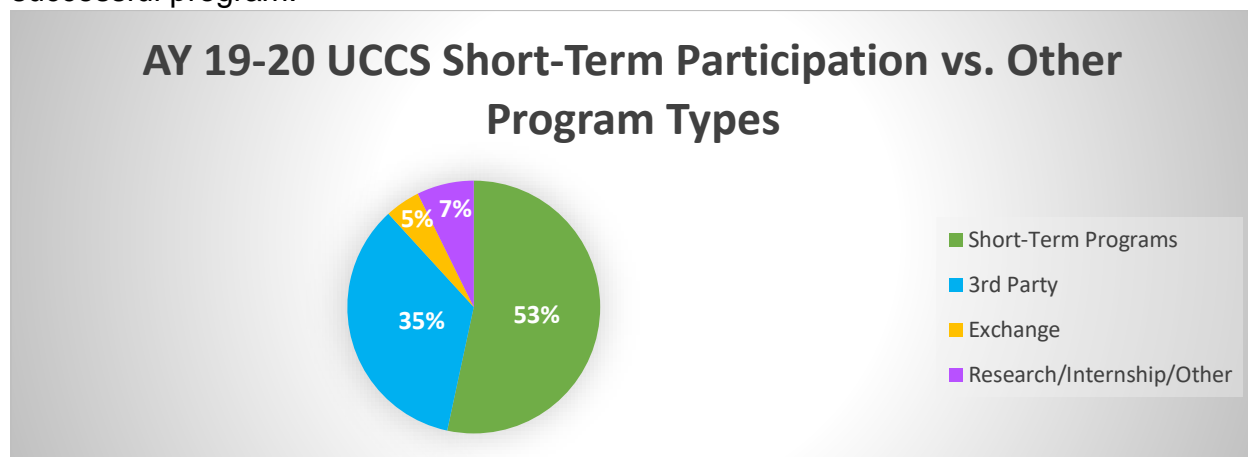
International Affairs continues to pursue and consider opportunities for external scholarship funding. To date there has been no internal, university-wide scholarship funding source identified to help fund study abroad scholarships. Ad-hoc scholarships have been given to students by individual departments and funds, but no consistency has been established. Two students were awarded the Gilman Scholarship for now-suspended Summer 2020 programs: Jennifer Raskin, a Biology major who intended to participate in a multiregional program through the 3rd party provider SEA Semester, and Zoe Ahrens, who is also a Biology major and who intended to participate in a program in Tanzania through The School for Field Studies, also a 3rd party provider. The Gilman Scholarship program is administered by the US Department of State to support undergraduate students with high financial need, specifically those receiving a Federal Pell Grant. Receiving a Gilman Scholarship is prestigious, and Gilman scholars are eligible for noncompetitive eligibility hiring status with the federal government.

UCCS Short-Term Programs Abroad

This reporting cycle reflects the impacts of the continued efforts to centralize UCCS short-term programs with International Affairs. This term encompasses both student group and faculty/staff-directed programs.



As the above chart indicates, short-term programming remains an area in which UCCS students have strong interest. While overall numbers would have been comparable to the previous year had the novel coronavirus not interrupted spring break travel, we did still see a few short-term programs not meet enrollment goals, highlighting the need to continue a centralized approach to the faculty/staff-led program development and proposal process. Continued efforts were made with faculty and staff to increase the number of outgoing programs by doing information sessions each semester as well as managing the travel and vendor processes for most of the programs. Primarily, cost, location, and advance planning are the most important factors in establishing a successful program.



Still, short-term programming accounts for over 50% of education abroad participation at UCCS, as the above chart shows, and therefore an area in which we should continue to invest. Future efforts should include discussions about incorporating costs/fees into students' accounts for ease of use and access to financial aid and assistance for use towards non-traditional education abroad programs like faculty directed. Outreach to

student groups should also be continued, since the continued success of Global Brigades demonstrates that this is an area in which students have strong interest and the support of International Affairs regarding logistics and enrollment may help to boost participation by other groups.

Summer 2019 Short-Term Programs

Criminal Justice in the Netherlands

Leader(s): Rich Radabaugh and Anna Kosloski

Credits: 3 credits of CJ 4600 or CJ 6600

Cost: \$3,659 (*includes airfare, hotel, some meals, entrance fees*)

Enrollment: 10

Explore Japan

Leader(s): Mioko Webster

Credits: 1-3 credits of FCS 3890

Cost: \$3,850 (*includes airfare, hotel, ground transportation, some meals*)

Enrollment: 12

Gender in International Politics in Italy

Leader(s): Sara Hagedorn

Credits: 3 credits of PSC 4180 or WEST 4180

Cost: \$2,849 (*includes hotel, ground transportation, some meals, entrance/activity fees*)

Enrollment: 6

Geography in Ireland

Leader(s): Eric Billmeyer and Michael Larkin

Credits: 4 credits of GES 4460

Cost: \$1,400 (*includes hotel, ground transportation, some meals*)

Enrollment: 13

Global Economic Education Alliance Study Tour to Estonia & Latvia

Leader(s): John Brock

Credits: 3 credits of ECON 9400 (optional)

Cost: \$3,300 (*includes hotel, meals, ground transportation, entrance fees*)

Enrollment: 6

Global Economic Education Alliance Study Tour to Peru

Leader(s): John Brock

Credits: 3 credits of ECON 9400 (optional)

Cost: \$3,500 (*includes in-country airfare, hotel, ground transportation, meals, entrance fees*)

Enrollment: 10

TESOL Program ICES English Practicum in France

Leader(s): Mary Hanson

Credits: 3 credits of CURR 5704

Cost: Determined by the faculty

Enrollment: 5

UCCS Pre-First Year Global Leadership Program to Costa Rica

Leader(s): Mandy Hansen

Credits: FCS 3890 (optional)

Cost: \$3,120 (*includes airfare, hotel, ground transportation, some meals, entrance fees, medical insurance, activity fees*)

Enrollment: 12

Fall 2019 Short-Term Programs

UCCS Engineering in Sweden

Leader(s): Paul Gorder

Credits: 2 credits of MAE 4510

Cost: Approx. \$600-\$1,000

Enrollment: 4

Spring 2020 Short-Term Programs (Intended – Suspended due to COVID-19)

Service Learning in Guatemala

Leader(s): Mandy Hansen

Credits: FCS 3890 (optional)

Cost: \$1,299 (*includes hotel, ground transportation, all meals*)

Enrollment: 12

Business in Japan

Leader(s): Carol Finnegan

Credits: INTB 4613 or INTB 6993

Cost: \$3,805 (*includes hotel, ground transportation, some meals*)

Enrollment: 7

Global Economic Education Alliance Study Tour to Estonia & Latvia

Leader(s): John Brock

Credits: 3 credits of ECON 9400 (optional)

Cost: \$3,300 (*includes hotel, meals, ground transportation, entrance fees*)

Enrollment: 9

Future UCCS Short-Term Programs

Summer 2020 (Intended – Suspended due to COVID-19)

Note: Enrollment numbers reflect those registered on or before March 13, 2020; applications were still being accepted when the term was suspended.

Criminal Justice in London

Leader(s): Rich Radabaugh and Katy Cathcart

Credits: 3 credits of CJ 4600 or CJ 6600 (optional)

Cost: \$2,809 (*includes airfare, hotel, ground transportation, some meals*)

Enrollment: 17

Explore Japan

Leader(s): Mioko Webster

Credits: 1-3 credits of FCS 3890

Cost: \$3,850 (*includes airfare, hotel, ground transportation, some meals*)

Enrollment: 13

Geography in Ireland

Leader(s): Eric Billmeyer and Michael Larkin

Credits: 4 credits of GES 4460

Cost: \$1,400 (*includes hotel, ground transportation, some meals*)

Enrollment: 13

Teaching in Taiwan

Leader(s): Katie Anderson-Pence

Credits: 3 credits of IECE 4000

Cost: \$1,410 (*includes hotel, ground transportation, some meals, entrance fees*)

Enrollment: 6

Global Economic Education Alliance Study Tour to Peru

Leader(s): John Brock

Credits: 3 credits of ECON 9400 (optional)

Cost: \$3,500 (*includes in-country airfare, hotel, ground transportation, meals, entrance fees*)

Enrollment: 7

UCCS Pre-First Year Global Leadership Program to Argentina

Leader(s): Mandy Hansen

Credits: 3 credits of FCS 3890 (optional)

Cost: \$3,597 (*includes airfare, hotel, ground transportation, some meals, entrance fees, activity fees, medical insurance*)

Enrollment: 6 (recruitment in progress when trip was suspended)

Global Brigades at UCCS: Student-Led Medical/Dental Volunteer Brigade to Panama

Leader(s): Bailie Zuber & Kevin Sullivan (advised by Sabine Allenspach & Travis Loos)

Credits: None

Cost: Determined by program (*includes airfare, hotel, all meals, medical insurance*)

Enrollment: 39

Fall 2020-Summer 2021 Anticipated Programs

S.A.H.E. in Greece – Winter 2020-21

Explore Japan – Summer 2021

Gender in International Politics in Italy – Summer 2021

Engineering and Culture in Sweden – Summer 2021

Service Learning in Guatemala – Summer 2021

Blue Zones in Japan – Summer 2021

Community and International Development in East Africa – Summer 2021

Global Economic Education Alliance Study Tour to Peru – Summer 2021

UCCS Pre-First Year Global Leadership Program to Argentina – Summer 2021

Criminal Justice in London – Summer 2021

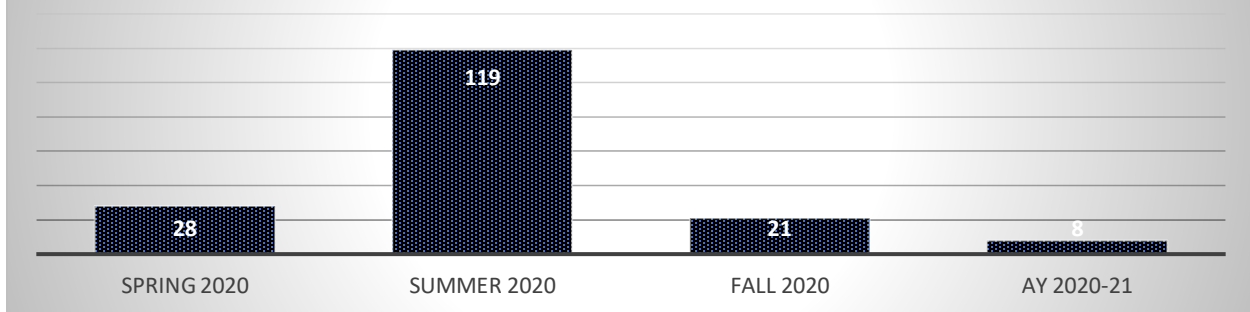
COVID-19 Response & Impact

This report references the impact of the COVID-19 pandemic on UCCS education abroad with suspensions of spring break programming, the early return of spring semester students and summer 2020 and fall 2020 suspensions.

As the novel coronavirus spread, International Affairs worked quickly to ensure the health and safety of students, both by supporting Spring 2020 students in their return to the United States and by cancelling Spring 2020 break, Summer 2020, Fall 2020, and Academic Year 2020-21 travel as it became apparent that the situation would continue into the latter half of the year. All told, 21 Spring 2020 students were aided in their safe return to the U.S., 28 students were impacted by Spring 2020 break travel cancellations, and 119 Summer 2020 students, 21 Fall 2020 students, and 8 Academic Year 2020-21 students were impacted by the proactive cancellation of upcoming terms.

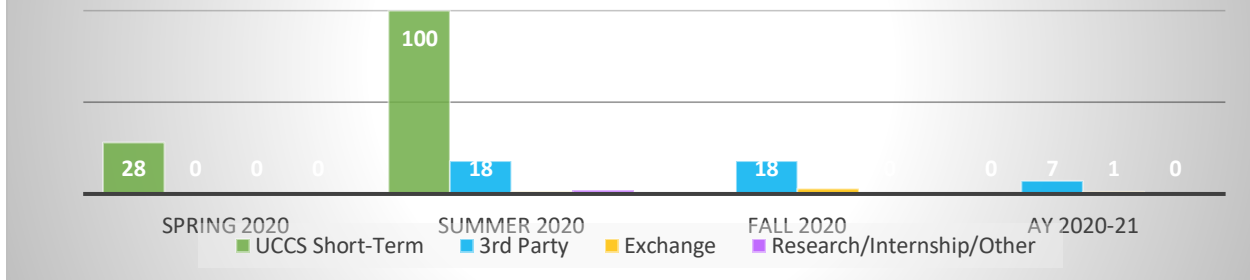
As the chart below indicates, the suspension of spring break, summer, and fall/academic year programs due to COVID-19 has had quite an impact on participation. In total, at least 176 students have been impacted by the suspensions, with 119 of those students intending to participate in Summer 2020 programs.

COVID-19 Impact on 2020-21 Participation



The bulk of programs impacted have been UCCS short-term programs, which is to be expected since summer is the most popular term for programs of that type. 3rd party programs have also been significantly impacted, however, with a total of 43 students intending to go abroad with 3rd party programs prior to the suspensions. With hopes for the public health situation to improve enough for travel by Spring 2021, however, indications are that UCCS students will continue to be interested in education abroad despite the novel coronavirus. Twenty-one students have already applied for the Spring 2021 semester, and applications are ongoing with little traditional marketing efforts due to remote campus operations and the COVID-19 outbreak.

Total COVID-19 Participation Impact by Program Type



Moving Forward

The future for Education Abroad at UCCS is promising despite the impacts COVID-19 had on programming in 2020. These impacts will be felt over the next semesters and decreases in participation are anticipated due to travel restrictions and the economic uncertainty resulting from the pandemic. The groundwork established to increase education abroad participation rates at UCCS will remain and will help to regain and build for future years. The world is vast and cultural understanding and the need to learn and be united globally is never more evident. International Affairs continues to believe the future will be bright and learning opportunities abroad for UCCS students will continue to be a priority and interest.

Presenting the idea of education abroad at an early stage in a student's career at UCCS and developing a diversity of short-term and non-traditional experiences will continue to be the two areas of focus and growth. Furthering communications for pre-first year students and the coordination with the admissions team to promote education abroad early on will help students not only find programs that fit their needs but also ensure they are aware of their options with enough time for planning and approval.

To focus efforts, below is a summary of goals moving forward for next year:

- Narrowing down 3rd party program options for spring/summer/fall/AY
- Creating online versions of important outreach tools to continue to connect w/ students in this unprecedented time
- Continuing to strengthen interdepartmental partnerships
- Establishing safety protocol in pre-departure sessions and faculty training related to health and safety in the time of COVID-19
- Collaborating with colleges and schools to develop virtual experiences and online courses that introduce students to cultural understanding and global perspectives
- Furthering reporting efforts and data collection on education abroad participants
- Modifying waivers and forms abroad to incorporate COVID-19 impacts on travel
- Monitoring and evaluating safety of programming abroad for students

International Student and Scholar Services

International Affairs provides international student and scholar services to non-immigrant F-1 and J-1 international students and scholars at UCCS. The office provides a full-service advising area for students and scholars. Staff provide information at the pre-arrival stage with the bulk of services and support happening from orientation and arrival until graduation/post-graduation. In addition to advising and programming, a key component includes compliance with federal immigration regulations and the maintenance of federal reporting required by the U.S. government to host F and J students and scholars.

The primary functions of the International Student Advisor (ISA) position are immigration advising, programming, and coordinating campus immigration compliance and support efforts to international students and scholars. Such efforts are essential as they not only provide for student success but institutional compliance to federal regulations that permit the institution to host international students and scholars.

In addition to serving international students effectively, ISSS contributes to campus internationalization by helping campus staff and faculty be better informed and more knowledgeable about our international student population, student needs, and the rules and regulations pertaining to international students.

The ISA role continues to be responsible for most of the administrative tasks within the J-1 Exchange Visitor Scholar program for UCCS by assuming the 'Alternate Responsible Officer' (ARO) position, while the director of International Affairs continues to hold the 'Responsible Officer' (RO) role. The J-1 scholar program makes it possible for temporary researchers, instructors, and professors to be on site at UCCS for collaborative activities under the sponsorship of a UCCS department.

International Scholar Numbers and Profile

In the 2019-2020 academic year, UCCS hosted 33 international scholars from 18 different countries as follows:

-Australia	-Brazil	-Canada	-China
-Germany	-Hungary	-Iran	-Jordan
-South Korea	-Mexico	-Nepal	-Nigeria
-Poland	-Russia	-Saudi Arabia	-Spain
-Taiwan	-Ukraine		

These scholars assisted with activities on campus ranging from teaching to research in the areas of Business (3), Education (1), Engineering (11), Letters, Arts, and Sciences (16), Health Sciences (1), and Public Affairs (1). Out of these 33 international scholars, 11 were here on the J-1 scholar program managed by International Affairs.

International Student Numbers and Profile

The international student population at UCCS includes students in F-1 and J-1 student status, as well as other non-immigrant visa types that allow study in the U.S., including L-2, H-4, and other statuses. It does not include students who do not have a legal status in the U.S. allowing study (i.e. undocumented students).

Enrollment among international students at UCCS is decreasing, and for the fall 2019 semester the count was 202 students, compared to 218 in the fall 2018 semester. The population decline is due primarily to factors external to the university such as increases in visa fees, decreases in foreign government sponsored scholarships, and home/host country politics that influence student mobility.

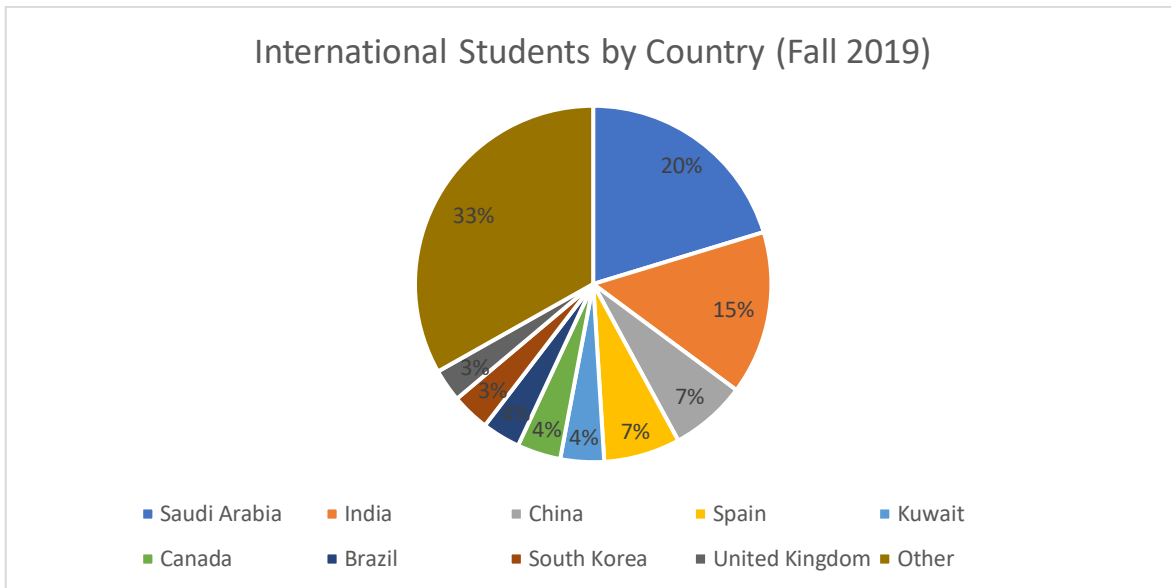
Top Sending Countries

The diversity of the international student population is shown in the fact that 51 different countries were represented on campus in Fall 2019. The top countries represented at UCCS in fall 2019 by population count were as follows:

- Saudi Arabia (41)
- India (30)

- China (14)
- Spain (14)
- Kuwait (8)
- Canada (8)
- Brazil (7)
- South Korea (7)
- United Kingdom (6)

Below is a visual representation of the top countries represented at UCCS in Fall 2019 by population count.

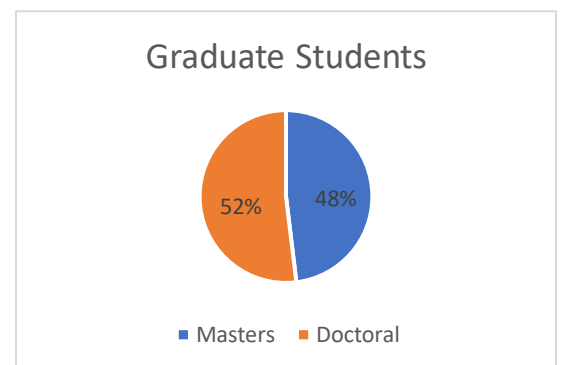


International Student Degree Levels

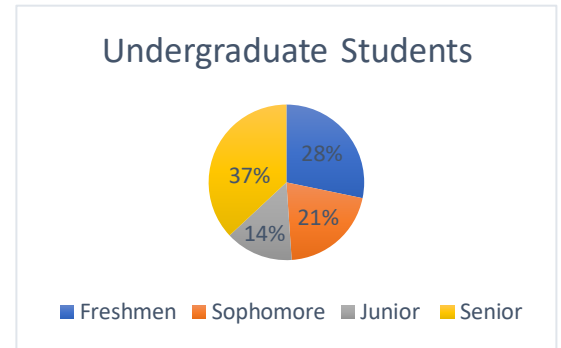
The majority of international students are degree-seeking and hold F-1 status, which means they are typically here for a longer period to complete their UCCS degrees over a multi-year timeframe. The Fall 2019 count shows that 51.4% are studying in graduate programs.

The below graphs show the breakdown of students in Fall 2019 by degree level and students' year of study:

Graduate:	104 Total
Masters	50
Doctoral	54



Undergraduate:	92	Total
Freshman	26	
Sophomore	19	
Junior	13	
Senior	34	
Non-Degree		
Exchange	6	



**All numbers come from Fall 2019 Open Doors data as reported to the Institute for International Education following that report's protocol.*

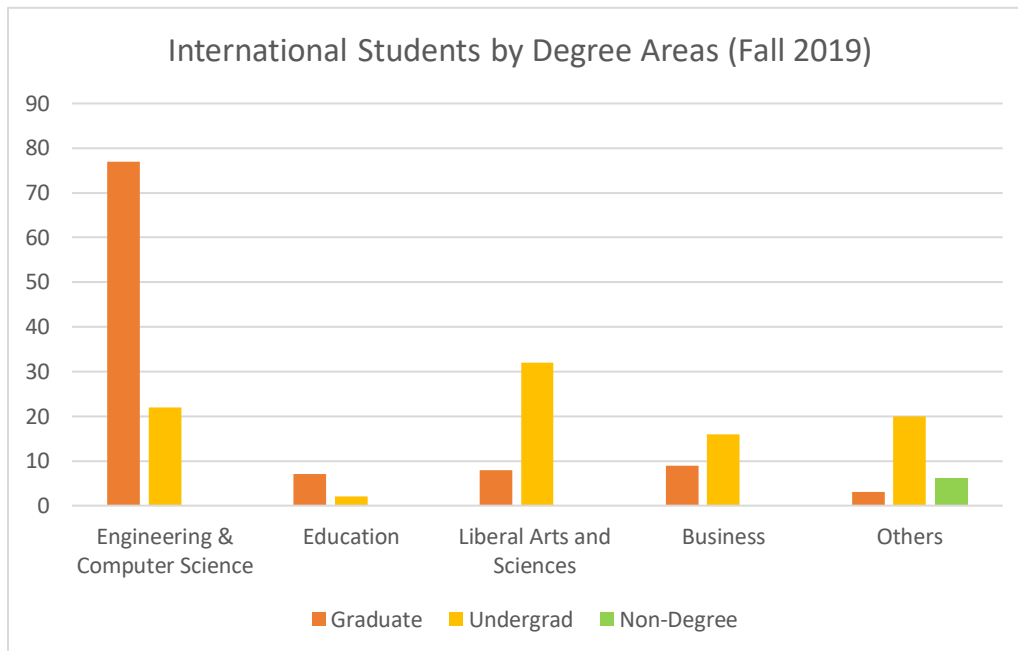
The political environment and changes to the various foreign government scholarship programs bringing students to the U.S. continue to negatively impact international student enrollment at UCCS and elsewhere. Saudi Arabia, Brazil, and Kuwait had strong government scholarship programs in the past and these programs have changed. In particular, the Brazilian program has all but disappeared, while the Saudi Arabian program has seen severe policy changes and subsequent declines in student numbers, at UCCS as well as other U.S. schools.

International Student Degree Areas

The chart and graph below show the degree areas where international degree-seeking students are found at UCCS. Engineering and computer science continue to be top academic areas of interest as well as other STEM programs. Nationally, STEM programs are popular for international students, as are degrees in business.

The charts below demonstrate that UCCS international students are aligned with national data on degree interests in STEM and Business. It is important to note that 21 out of the 40 students in LAS have a STEM major.

	Total	Graduate	Undergrad	Non-Degree
Engineering & Computer Science	99	77	22	
Education	9	7	2	
Liberal Arts and Sciences	40	8	32	
Business	25	9	16	
Others	29	3	20	6
Total	202	104	92	6



Advising Overview for International Students

IA provides various types of services in support of international students aimed at international student retention, success, and student and institutional compliance. In addition, it is extremely important to IA and to others at UCCS that international students perceive that they are well supported and served at UCCS. UCCS is similar to other small public institutions with similar numbers, in that it has a full-time international student advisor.

The advising services consist of:

- Daily immigration advising available to international students by appointment and walk-in;
- Communication protocol - responses/answers within the same business day in most cases on questions that come in via email and phone. In addition, a communication plan has been established that involves a bi-weekly electronic newsletter, regular direct and personal emails about all mission-critical IA issues, programs and events as well as relevant UCCS information and events;
- A schedule of workshops offered on topics of interest and need for the population;
- A dedicated webpage containing all the forms needed for the most common student requests and development of a standard protocol and business processes for managing them; and
- A turnaround time for student requests and applications (such as for changes to student immigration documents, requests for an office letter to assist with SSN application, requests for a signature on the immigration document for travel, for example), of 1-2 business days and often on the same day.

Immigration Advising

Perhaps the most important function of the advisor position is that of immigration advising in order to assist students in maintaining compliance with U.S. regulations and complete mandatory federal reporting required for UCCS to host international students and scholars. Many aspects of international student life have an immigration-related component, and keeping up to date with U.S. regulations, changes, and proposed changes is critical. The advisor position liaises with the Department of Homeland Security (and its constituent units) as well as the Department of State about various matters when necessary. In the course of handling these immigration advising duties, the IA advisor and director positions are officials authorized and required to use the SEVIS database to report required information and monitor international students at our institution (see next section). As such, continuing education and training are needed to stay in the know about the immigration picture, trends, and changes to regulations that affect our students.

By 'advising,' this report refers to two basic functions of the advisor role:

- To proactively work to keep students informed about immigration regulations, compliance, and changes, by means of communicating with all students in formal ways (typically presentations and workshops, as well as email and newsletters), and
- To work with students individually and in groups in addressing their individual concerns and questions, as needed and requested by students.

Advising (in both senses of the word) starts at pre-arrival, continues throughout a student's time on the UCCS campus as they pass through different stages of study, and often continues beyond their time on campus (see next section on OPT).

Institutional interpretations of the various regulations pertaining to F-1 and J-1 students and scholars have been formalized and are in place on the various forms and informational materials coming from the International Affairs Office (including the IA webpages).

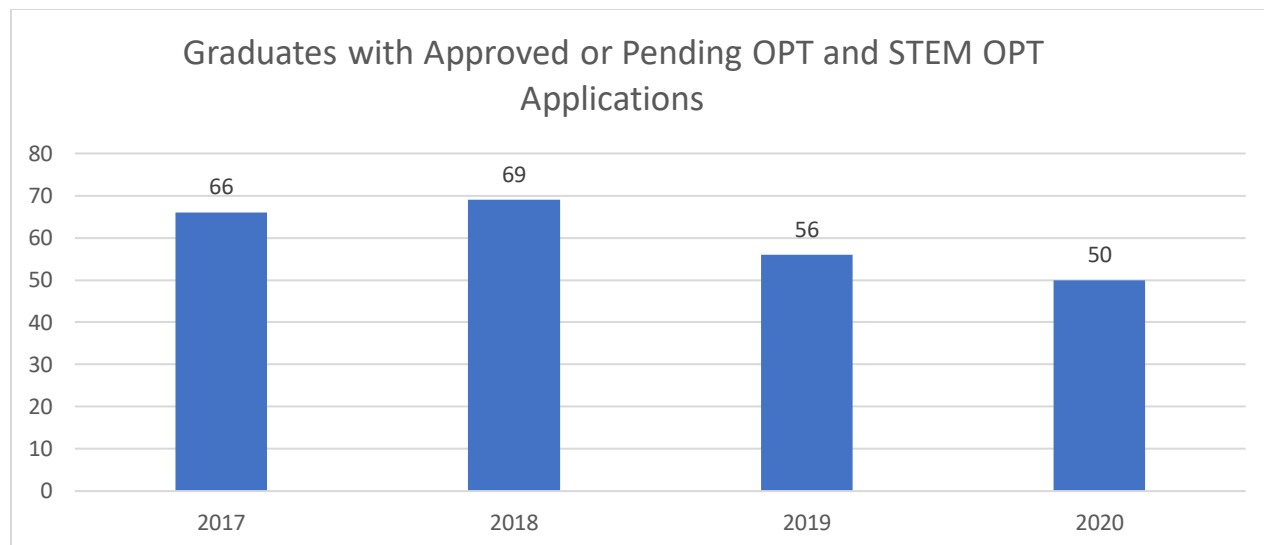
OPT/Employment Advising for UCCS International Student Alumni

The ISA continues to dedicate a significant amount of time to advising former UCCS students, now international student alumni. These alumni still hold F-1 status under UCCS' immigration form, the SEVIS Form I-20, while being off-campus with permission to work within their degree of study. This requires IA to monitor and advise international alumni during this approved federal government status.

International alumni in this status have OPT (Optional Practical Training) that is facilitated by IA and approved by U.S. Citizenship and Immigration Services (USCIS). To reiterate, by federal regulation the university continues to have the responsibility for continuing compliance monitoring of their location, work reporting, and further applications for extensions in some cases. At the time of this writing in May 2020, students in this situation currently number 50, while our overall student enrolled population was about 187 in spring

2020. The OPT and STEM OPT programs continue to change which requires additional research and advising for the ISA position.

The chart below details the current and historical figures for international alumni in OPT status. Though there has been a decline, due to decreases in incoming international student mobility, numbers are still significant. Working with alumni and soon to be alumni on OPT and STEM OPT applications constitute advising efforts beyond the current international population at UCCS. Using a snapshot of Spring 2020 international student enrollment of 187 international students, it equates to an additional 27% in workload.



OPT advising for specific cases typically begins in a degree student's final semester. Attendance at an OPT application workshop is required, as an introduction to the application process and important OPT regulations. In the final semester, an application is made to USCIS by the student with an I-20 from the international student advisor, recommending the permission. If eligible, the student is granted one year of work permission tied to their academic major. If the student's degree is within a STEM field and compliance during that first year of OPT is maintained (through proper employment and reporting), then the student can apply before that year ends for an additional 24 months of permission (called 'STEM Extension OPT'). During this 24-month extension period of STEM OPT, compliance requirements actually increase, so that the advisor is assisting and reporting in SEVIS as required several times, as well as assisting students with any issues or questions that may come up.

OPT can also be requested during a student's program, before graduation, but typically this is rare, as students keep their allotted time for the post-graduation application. Initial OPT advising for graduating students is time-intensive, requiring in most cases personal advising by appointment, and STEM applications are similarly time-consuming though typically this is mostly a document review done at a distance.

CPT/Internship Advising for Current Students

A second type of employment authorization is CPT, Curricular Practical Training. CPT is available to students who have an internship required in their degree, or for whom an internship can be done as a for-credit component of their degree. In either case, CPT can be authorized by the advisor, and the student can do the internship off-campus, paid or unpaid.

To be authorized, CPT by regulation requires that an internship be an integral part of an established program. To comply with the regulations, CPT can be authorized if an internship is a requirement of a degree program, or if it is an option in a degree program (taken for academic credit) available to all students.

At the current time, 4 continuing UCCS international students had CPT authorization for the Spring 2020 semester, and 7 students are authorized for Summer 2020.

Taxation

U.S. taxation is a difficult area in which advising for international students and scholars is needed; however, IA advisors are not tax advisors and cannot advise students on their U.S. tax reporting obligations except in general terms, to avoid institutional liability. International students do have tax reporting obligations and are responsible for fulfilling those obligations. As the immigration arena becomes increasingly strict in the U.S. political environment, helping students and scholars understand and fulfill their compliance requirements becomes even more important.

For the 2019 tax year (with tax returns due in April 2020), the CU International Tax Office (located in Denver) provided licenses to a tax software product, Glacier Tax Prep. The office was able to offer this software to nonresident F and J visa students and employees while supplies lasted. IA provided the communications to students from the CU International Tax Office. While the software proved to be helpful to students, it only offers services for federal tax returns, leaving our students and scholars having to find another option for state tax filing.

Federal Immigration Updates and U.S. Executive Orders

The confusion and concern regarding events in the U.S. political arena subsided somewhat in 2019 but ramped up again in the Spring 2020 semester as a result of COVID-19. The information provided in this area was restricted to updates to our Immigration Updates webpage and to direct advising provided upon request by student questions. UCCS students were impacted by travel restrictions put into place in response to COVID-19 and continue to be subject to increased scrutiny in visa applications and visa renewals. It is very likely that prospective students and interested applicants have been impacted as well.

Immigration update sessions, website updates, and advising were offered through the bi-weekly electronic IA newsletter as well as through direct email to all students from the advisor. Additionally, in November 2019, we invited an immigration attorney to provide a

workshop to students related to immigration changes as a proactive measure. Advising students regarding these political events and changes continue to be a concern going forward.

Institutional Compliance and SEVP Certification

In the previous reporting year, the 'Primary Designated School Official' position transferred from the prior ISA, to the Director of IA. The Director in collaboration with the ISA, is now responsible for UCCS compliance with the regulations relating to the F-1 program (international students on F-1 visas).

Compliance relates to several different aspects of the F-1 program:

- Ongoing university procedures and policies of working with international students in regard to the requirements and benefits of their F-1 status, and ensuring their compliance with the F-1 regulations
- Working with university units to assist them in understanding the F-1 regulations that affect their students, and their programs
- Making sure that record-keeping and document management are handled in such a way as to be in compliance with the F-1 regulations
- Submitting any needed updates to the U.S. government agency (SEVP) that oversees the F-1 program, in relation to UCCS information and programs
- Submitting a recertification application and supporting information and documentation every 2-3 years, as required by SEVP. The recertification application submitted previously was approved and is valid through 10/26/2021.
- Submitting re-designation materials for the exchange program with the Department of State every two years.

Technology and Website

International Student Information Management System

The advisor position (along with Admissions & Records) previously used the International Student & Scholar Management (ISSM) database system from Ellucian, which acted as a go-between for the CU-SIS system and SEVIS, the federal database used to monitor F-1 and J-1 students, scholars, and dependents.

However, in 2017 the decision was made to purchase an alternative system, Sunapsis. This system went live in February 2019 for all CU campuses. Updates and configurations continue to be implemented over time and are the responsibility of the tech team at UIS, in Denver, in coordination with the UCCS IA and Admissions officers. Individual configurations for the UCCS campus, to reflect UCCS policies and practices, for e-forms, etc. have been taken on by the ISA in IA along with the school official who uses Sunapsis for Admissions to issue initial I-20s, with assistance from UIS.

The IA Website

The IA website, which uses a system called Drupal, is updated by the staff within the IA Office. More complex edits still require the assistance of the website team at UCCS (and they are responsive in providing that assistance).

The next large challenge for the ISSS area of the webpages is to reflect the change to using Sunapsis, since that change will see some big variations to how students can submit requests and interact with the advisor. These changes are still forthcoming. Other areas that continue to need constant updating to reflect changes are the OPT, CPT, and STEM OPT information pages, the Forms pages containing request forms and information handouts, as well as the taxation pages.

Document Management

Document management is a major part of compliance for the ISA position, in that documentation for international students has to be rigorously and consistently required and retained, to maintain compliance with federal regulations. Document management for international students is maintained in the systems used by Admissions (OnBase) and International Affairs (Sunapsis).

In Spring 2019, with the implementation of Sunapsis, documents for current students in ISSM were migrated into Sunapsis. There are plans in the future to eventually integrate the OnBase documents into Sunapsis as well.

On a daily basis, the international student advisor works with the following systems in order to fulfill the basic functions of the position:

- SEVIS – The U.S. government database to monitor international student information
- PeopleSoft – the CU student information system where enrollment and academic information, address and contact information, and financial information, are all stored
- MS Office products

In addition, the position more irregularly uses Drupal to update the webpages, and OnBase, to access needed documentation (usually from the admissions process) for current UCCS international students.

Having a good technology setup, and the ability to work with all the software packages required for the ISSS functions, is critical due to the following needs:

- To efficiently manage student advising
- To systematize documentation (including advising notes) and documentation retention to meet institutional and government requirements
- To keep students and the campus informed in a timely manner of changes to IA or UCCS policies, USCIS updates, forms, and website updates

- To be able to add outside sources of information to the IA webpages, as well as orientation session materials, workshops, etc., to keep our students and the campus informed.

Student Programming

IA's programming for international students is another important facet of fulfilling the mission of the office. Programming has several important functions for the office:

1. It introduces students to important information about the university, and the international student compliance requirements (orientation)
2. It connects students to a network or networks that hopefully they will learn can act as good sources of support for them (all types)
3. It keeps students informed along their educational path (workshops, primarily)
4. It gives students a chance to experience different facets of U.S. life that they may otherwise not be able to enjoy (events and event collaborations)
5. It gives students a chance to share their cultural backgrounds with the rest of the campus and community (events)
6. It helps to internationalize and inform the campus (events, workshops)

In all these functions, we see common threads, and those threads are promoting efforts to improve international student success, retention, and engagement with the campus and community.

IA international student programming consisted in 2019-2020 of the main initiatives listed below.

Orientation for New International Students and Scholars

The International Student Services and Recruitment Coordinator position in Admissions coordinates orientation, in collaboration with IA and other university units. The collaboration is effective and continually being evaluated and tweaked. Though IA is not the office mainly responsible for this programming, it is included here because it is 'mission-critical' and a priority for us to contribute in the interests of our mission. The 'SEVIS Reporting' session that the IA leads is essential in the fulfillment of our compliance mission.



Fall 2019 Orientation

Every fall, orientation programming begins on the Wednesday preceding the start of classes in August. The main orientation programming in Fall 2019 consisted of required sessions such as welcome sessions, SEVIS reporting, paying UCCS bills, campus tour, and discussion panel events. The Thursday and Friday following the main orientation date had other UCCS events for students to attend.

Spring 2020 Orientation

Orientation in spring semesters is held on the Friday before classes begin in January. The SEVIS reporting session required of all new students was presented by the ISA. The check-in process also includes collecting, scanning, and storing immigration documents for all new enrolled international students. About 25 students attended orientation programming as new UCCS students in Spring 2020. This count includes new incoming degree students (both graduate and undergraduate), returning students beginning new degree programs, new exchange students, and other international students in statuses other than F-1/J-1.

i-Workshops

'i-Workshops' is the name given to the series of workshops that IA's international student advisor puts together each semester, starting with orientation workshops (coordinated with Admissions and Records) and running through nearly the end of each semester. These workshops have previously included sessions on 'Getting a Social Security Number and/or Driver's License,' 'Employment Rules for International Students,' 'OPT Info Session,' 'Understanding US Healthcare and Insurance,' 'Taxation,' and more.

Students are welcome to submit ideas for new workshops as well. Since turnout at other workshops was low, the decision was made to focus workshops on the areas of greatest interest and need, primarily OPT and taxation. Advising on other areas, such as health insurance, SSN and Driver's License, etc., can occur in direct advising in response to student inquiries, and through direct email and website updates to the entire student population.

The following table lists the workshops offered in the Fall 2019 and spring 2020 semesters.

Employment, Internships, OPT & CPT	August 21, 2019
Health Insurance & Health Care in the US	August 21, 2019
Immigration Information – “Staying Legal”	August 21, 2019
Tips for International Students and Open Forum	August 21, 2019
Authorized Employment Options for International Students	September 6, 2019
Optional Practical Training #1	September 10, 2019
Optional Practical Training #2	September 13, 2019
Optional Practical Training #3	September 18, 2019
Options After Graduation (w/ Immigration Attorney Steven Williams)	November 19, 2019
Optional Practical Training #4	November 22, 2019
Driver's License & State ID Information	January 17, 2020
Health Insurance & Health Care in the US	January 17, 2020
Immigration Information – “Staying Legal”	January 17, 2020
SSN Information	January 17, 2020
Authorized Employment Options for International Students	January 24, 2020
Optional Practical Training #1	February 7, 2020
Optional Practical Training #2	February 13, 2020
Optional Practical Training #3	March 13, 2020
Optional Practical Training #4 (Canceled due to COVID-19)	April 14, 2020

Virtual Coffee Hours

In response to COVID-19 and the switch to a remote campus, IA responded immediately with the development of virtual coffee hours. These sessions were developed to provide a safe space for international students and scholars to gather, ask

questions and receive updates from IA. They were offered on a weekly basis with the addition of bi-weekly sessions for regional groups. This programming will continue in the summer and onward.

Liaising with Other University Units

By virtue of the responsibilities of the advisor position, IA interacts with various other university units in the course of fulfilling our responsibilities: Graduate School, Registrar, Admissions & Records, Compliance, Academic Advising, Bursar and a few academic units are the units we the office works with most often. It has become apparent that the campus community recognizes the ISA role and individual to be 'the person' to communicate and collaborate with on questions and issues relating to international students' unique needs and responsibilities at UCCS. The relationship of the ISA to these various individuals and units continues to be excellent. More outreach and networking can continue to further these relationships.

The 'Friends of Internationals' mailing and communication list continues to be the core resource of individuals who are communicated with about international student issues. The list constitutes about 70 UCCS faculty and staff. Comments from these individuals are often received after they have had a chance to view the electronic newsletters that are sent to the international student population. Contributions for the newsletter from these friends are also welcome and included in the newsletter for international students.

The importance of IA's relationship with other university units cannot be overstated. It is critical that the advisor position, particularly, maintain a great working relationship with so many parties on campus. Without that, many of the essential functions of the ISSS unit would become extremely difficult.

Collaborating is important for several reasons:

- The legacy of previous international student programming at UCCS requires that IA highly collaborate with other university units, since prior to 2016 there were no international student events except those done by MOSAIC.
- There is a multitude of events on campus, and collaboration is needed to make sure that we don't program events in conflict with other programming from other offices, thereby harming each event attempted
- The limited budget(s) of the offices involved mean that collaboration is a better use of programming dollars, and can offer the most value
- The expertise is different in different offices, and collaborating is a way to take advantage of that
- Collaboration helps keep our stakeholders involved, interested, and motivated on the IA mission, and helps to internationalize the UCCS work force
- Collaboration introduces and shows our students the multitude of parties on campus interested in knowing about and contributing to international students' academic, professional, and personal success.

Impacts of the COVID-19 Pandemic

The 2019-2020 Academic Year has been a productive year for IA, though 2020-2021 will bring unique challenges. One major challenge will be managing the impacts of COVID-19. It is anticipated that international student enrollment will decrease somewhat substantially for the next academic year. The Fall 2020 semester decline in new incoming international students is anticipated due to newly admitted students' inability to obtain visas as a result of embassy and consulate closures around the world. Additionally, numerous travel restrictions have been put into place that will likely hinder continuing students' ability to enter the U.S. to return to school. Overall retention of international students will pose a challenge since many of the factors impacting students' ability to attend are external to the office.

Programming for international students will likely need to be adjusted to accommodate public health orders. In-person gatherings will be limited in attendees, so virtual offerings will need to be made as an alternative. Navigating the virtual environment for programming will be a new challenge, but with many long-term benefits.

Additionally, budget cuts in response to COVID-19 along with the loss of all student workers in the office will greatly impact the overall department and how we operate in the coming year.

Moving Forward

While Fall 2020 will likely see a decrease in international student enrollment, there could be higher than normal enrollment numbers in Spring 2021 and beyond. Evidence shows that international students still want to study in the U.S., despite the current pandemic, and we're hopeful that the students' deferred attendance at UCCS will eventually result in matriculation.

Further collaboration with other departments for events and programming will be essential. IA was able to co-sponsor several exceptional events last year that were especially enriching and beneficial for our international students. We're excited to continue collaborating with these departments and hopefully form some new partnerships as well.

IA is fortunate that the Student Affairs in Higher Education (SAHE) Masters Leadership program at UCCS is a perfect fit to provide interns the opportunity to assist with IA functions, in turn learning the field of International Education. Previous interns have been integral to optimal functioning of the office, and we are anticipating additional internship assistance for the upcoming year.

We look forward to another positive year of contributing at UCCS toward international student support, success, and retention, as well as improving the internationalization of the campus. Some examples of efforts moving forward this next year include:

- The development of virtual materials and sessions for international students and scholars as well as modifying web resources

- Continuing to network and advocate for international students and scholars
- Assessing international students and scholars and incorporating feedback
- Refining policy guidance for international students and scholars so that it is more clear and helpful information for this population
- Further programming to increase collaboration with other offices and student organizations to create a more comprehensive offering
- Collaborating with pertinent offices to develop efficient reporting processes for international scholars