



Annual Report 2016-2017

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June 2017



Global Engagement Office

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

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I. Executive Summary

Global Engagement Office Annual Report Highlights

The 2016-2017 academic year was a time of building and momentum for the Global Engagement Office. The office filled key positions, more students studied abroad than ever in UCCS' history, new partnerships with institutions abroad were established to provide exchange opportunities for faculty, staff, and students, and increased services and personal attention were provided to our international students and international student alumni.

Below is a summary of some of the highlights in the 2016-2017 Academic Year

- \$97,720 proposal funded by Proyecto 100,000 Strong program to host 28 intensive English students from Mexico.
- Partnership guidelines established and key agreements signed to support campus internationalization
- Reorganization of the office led to the union of international admissions and recruitment in Enrollment Services and the centralization of international related services for enrolled students provided by the Global Engagement Office
- Professional staff hired: first-ever full-time education abroad advisor and international student advisor
- Fulbright advising for students and scholars moved to the Global Engagement Office

Education Abroad

- Increase over last year in the number of Hispanic/Latino students going abroad (5% to 12%), which is above the national average
- Summer faculty-directed participation increased from 20 students in summer 2016 to 50 students in summer 2017
- Education Abroad participation increased 54% over the previous year

International Student and Scholar Support

- New level of support for international students and scholars with the first, full-time international student advisor at UCCS (walk-ins, more immediate replies, standardization of policies, strong student service)
- Positive feedback about the services provided to international students from students, faculty, and staff at UCCS.
- Engagement with the university community with the "international friends" list and the newsletter to international students

II. Introduction

1. Introduction

The 2016-2017 academic year was a time of building and momentum for the Global Engagement Office. The office filled key positions, more students studied abroad than ever in UCCS' history, new partnerships with institutions abroad were established to provide exchange opportunities for faculty, staff, and students, and increased services and personal attention were provided to our international students and international student alumni.

The Global Engagement Office is a nascent international center that was founded in 2012 as a result of the strategic plan. The strategic plan was reviewed and updated in spring 2016 and the changes were approved by the Board of Regents in April 2016 (see Image 1: 2016 Midpoint Review for Goal 4).



Left to right: Mr. Andreas Fuchs, Graduate Student Assistant, Ms. Elizabeth Brondyke, Senior Education Abroad Advisor, Dr. Latt Latt Win, Scholar at UCCS and Associate Professor and Head of the Department of Pharmacology at the University of Pharmacy, Yangon in Myanmar, Dr. Mandy Hansen, Director of Global Engagement, Sean Milton, Senior International Student Advisor.

Image 1: 2016 Midpoint Review of Goal 4: Internationalization

4. Increase international and domestic intercultural program opportunities and effectively support the recruitment and intentional integration of international students and scholars on campus, and support education abroad opportunities in order to build cultural understanding and to develop the global competencies of the UCCS community.

UCCS will achieve an expanded international presence by sending students abroad, attracting international students and scholars to campus, and supporting intentional international opportunities for faculty, staff, and current students. The resulting exposure to a range of perspectives will enhance our campus culture through the increased global awareness of students, faculty, and staff and instill in our university community a deeper understanding of the impact we have on the greater good of our world. As detailed below, we will include programs that focus on the connections between global and domestic intercultural issues. By building intercultural understanding and developing global competencies, UCCS students will recognize themselves as citizens of the world, as well as of their nations and states.

- UCCS will develop a centralized international office, reporting at the provost level, focused on UCCS internationalization.
- We will develop and implement an international student recruitment, enrollment, and retention plan with the goal of increasing the international student body to 384 by 2020.
- We will provide international students and scholars on campus with the information, advice, and support they will need to succeed at UCCS.
- We will develop and provide support for a wide array of opportunities for study abroad, exchange, and other international programs for UCCS students, staff, and faculty.
- We will develop a financial investment model and fundraising strategy to provide financial assistance to international students and scholars as well as to UCCS students involved in education abroad and other international study opportunities.
- We will create meaningful and inclusive global engagement programs and opportunities on campus, continue to increase the number of UCCS courses promoting global and cultural competencies, and broaden student engagement opportunities (curricular and co-curricular) that intentionally promote global understanding and connect domestic and international students.
- We will support faculty collaboration and research, including international faculty, on international issues and on the connections between global and domestic intercultural issues.
- We will recruit and support faculty to teach abroad, develop innovative courses that promote global competencies, and engage in other international activities.
- We will pursue strategic international partnerships to strengthen research, collaboration, dual degree, short-term programming, and exchange programs, developing a set of International Partnership Guidelines to direct this effort.
- We will collaborate with businesses, non-profits, Chambers of Commerce, K-12 schools, and higher educational institutions on innovative and responsive international programs that support the economic and cultural life of the region.
- We will develop support for international programs through focused philanthropy efforts and alumni relations.

The following is a description of some of the accomplishments at the Global Engagement Office over the past year:

2. Reorganization with Seasoned and Professional International Educators

The reorganization of positions and advocacy of new positions in the 2015-2016 academic year materialized over this past academic year. In May 2016 a new, full-time education abroad advisor, Ms. Elizabeth Brondyke, started and offered advising for education abroad students as well as faculty and staff interested in faculty-directed programming. Having a professional staff member in this position contributed to increased education abroad services and led to a 54% increase in education abroad numbers over the previous academic year.

The international student service charge was approved in spring 2016 and contributed to funding and the search for the first-ever, full-time international student advisor at UCCS. Mr. Sean Milton filled this position and started in mid-November 2016. The result of having a full-time and experienced international student advisor professional has led to positive feedback from international students regarding the response times to time sensitive immigration advising, increased advising hours, and more focused and needed programming to support our international students and scholars.

Additionally, the Global Engagement Office collaborated closely with Enrollment Services and advocated for the union of international recruitment with international admission in Admissions & Records. This led to the realignment of staff member, Ms. Ruby Cheng, to Admissions & Records in September 2016 resulting in a more unified and timely approach to international admissions and recruitment processes. The Global Engagement Office actively participates in discussions and shares expertise on international student enrollment with the Executive Director of Enrollment Services and the International Admissions and Recruitment team members.

3. International Visiting Scholars

In Spring 2017, the Global Engagement Office took on the responsibility to track and promote the number of visiting international scholars. UCCS hosted 15 visiting scholars in the 2016-2017 academic year. Two of these visiting scholars were on a Fulbright award. Visiting scholars do research on campus, team teach, guest lecture, and provide collaborative opportunities for our faculty that can lead to research projects, grants, and exchange within their disciplines of expertise that transcends national and international boundaries.

4. Fulbright Student and Scholar Advising and Communication

In fall 2016 advising liaison responsibilities were transitioned to the Director of Global Engagement for student and scholar programs. Email communication was sent to both groups which resulted in one-on-one student advising early fall 2016 with students. In addition, a Fulbright workshop was offered in conjunction with the Global Intercultural

Research Center (GLINT) during International Week for scholars and 11 faculty and staff attended. As a result of this workshop and internal communication with Faculty and Staff several one-on-one meetings were arranged between the Director of Global Engagement and interested Fulbright Scholar applicants.

Email updates are sent on a regular basis to the campus community about the Fulbright program and scholarship opportunities. Plans are underway but are contingent upon resources and time to formalize a student review process for Fulbright applications for the 2018 cycle and more regular workshops and one-on-one meetings with faculty about Fulbright opportunities.

The Global Engagement Office is working closely with Communique to share information regarding Fulbright with the campus community. This includes UCCS faculty that received Fulbright Awards as well as visiting Fulbright Scholars from abroad at UCCS. Two UCCS Faculty received Fulbright Scholarships in the 2015/2016 Academic Year (Dr. Geoffrey Ashton in India for Philosophy and Dr. Kirk Samelson in Germany for Law/Environmental Law).

In addition to our faculty receiving Fulbright awards, UCCS hosted two Fulbright International Scholars in the 2016-2017 academic year. The College of Business hosted one Fulbright Visiting Scholar from Sri Lanka and another was hosted by the History Department in the College of Arts & Sciences and was from Russia.

Fulbright scholar brings Russian perspective to UCCS

© October 12, 2016 Savannah Waggoner



Sept. 1 was a memorable day for Andrei Iarygin. It was the official "Day of Knowledge" in Russia, and it happened to be the first day Iarygin presented to his class at UCCS.

5. Delegation Visits

The Global Engagement Office hosted the following delegations to help promote and foster internationalization, global learning for students, and future partnerships (revenue generating as well as exchange):

- Asahi University, Japan, Health Science and Sports facilities
- Deyang Electric Technology School, China, Intensive English, transfer pathways
- Konan University, Japan, Intensive English, Exchange (fee-paying and traditional exchange)
- Institut Catholique d'Etudes Supérieures de Vendée, France, Exchange
- Department of State- Office of International Visitors-Bureau of Cultural Affairs, Iraq, Kuwait, Palestinian Territories, Social Entrepreneurship and Community Visit through World Affairs Counsel
- University of Pharmacy, Myanmar, International Education focus and exchange
- Vietnamese Intensive English School, Vietnam, Intensive English observation
- Samporena University and College Preparation Program, Indonesia, transfer pathway
- SEVIS Site Visit, USA, University site visit by Colorado Field Representative
- Indian Institute of Technology, India, Engineering partnership
- Posner Center for International Development, USA, partnership and collaboration



The Department of State Delegation visit on Social Entrepreneurship with UCCS students and faculty from The Garage on February 10, 2017.

6. Short-term Programming

The Director of Global Engagement secured a \$97,720 revenue generating proposal through the Proyecto 100,000 Strong program in Mexico. Additional proposals for short-term programming and intensive English study were designed and pursued for the following programs:

- Proyecto 100,000 Strong, Mexico, funded
- Saudi Student Summer Engineering Program, Saudi Arabia
- Ehwa Visiting Teacher Program, South Korea
- Global Odyssey, intensive English, Asia
- ICES, Political Science and Intensive English, France
- HanEdu, Intensive English, South Korea
- Jiangsu Vocational College of Information Technology, Intensive English, China
- Stanley Harsha, Intensive English, China and Indonesia
- Japanese Language Education Assistant Program, Internship Program with the Japanese Government, Japan

Global Engagement Office hosting 28 Mexican students through “Proyecto” project

October 26, 2016 University Communications and Media Relations

The UCCS Global Engagement Office was recently selected to participate in the Mexican initiative Proyecto 100,000, which aims to have 100,000 Mexican learners studying in the United States by 2018.

UCCS is hosting 28 Mexican learners to study intensive English with the program, called Training Program for Students Proyecto 100,000 Fall 2016. The students arrived Oct. 16 and will remain here for workshops through Nov. 18.

To learn more about the program or to connect with the students, contact Mandy Hansen, director of global engagement at mhansen2@uccs.edu

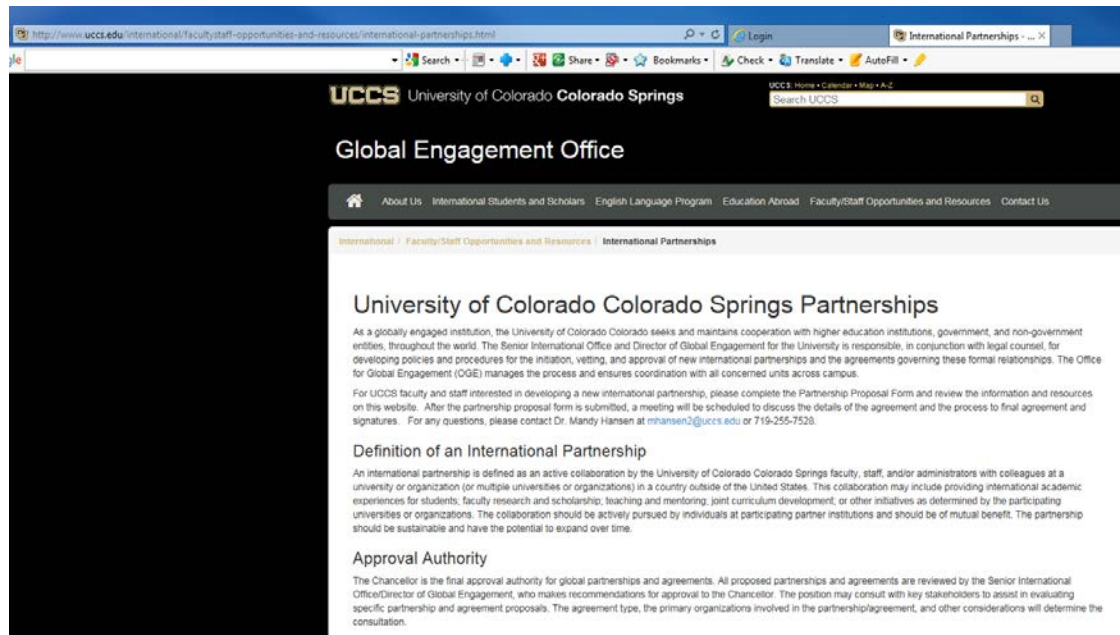
-Photo courtesy Global Engagement Office



UCCS is hosting Mexican students as part of a program have 100,000 Mexican learners studying in the United States by 2018.

7. Partnerships

A focus on strategic partnerships that are sustainable and beneficial to UCCS occurred. A variety focused on student, faculty, and staff exchange while several were on international student mobility pathways. The Global Engagement Office developed details about international partnerships and posted these on their website as a resource to the campus community.



Below is an outline of the partnerships for the 2016-2017 academic year.

Organization / Participant	Type	Purpose	Country
Radboud University Nijmegen	Academic Institution	Agreement / MOU	Netherlands
The Southern Institute of Technology, Invercargill	Academic Institution	Agreement / MOU	New Zealand
Colorado School of English	Academic Institution	Transfer Agreement	USA
Beijing Infinity Education Technology Co. Ltd. (BYB)	Academic Institution	Letter of Intent	China
The University of Castilla - La Mancha	Academic Institution	Agreement / MOU	Spain
USC International Academy (USCIA)	Academic Institution	Agreement / MOU	USA
Mari State University (MSU)	Academic Institution	Letter of Intent	Russia
Language Consultants international	Academic Institution	Agreement / MOU	USA
University of Hertfordshire	Academic Institution	Agreement / MOU	UK
Hankuk University of Foreign Studies	Academic Institution	Agreement / MOU	South Korea
University College of Southeast Norway (Business only)	Academic Institution	Agreement / MOU	Norway
International Education of Students (IES Abroad)	Provider	EA Provider Agreement	USA
Universitat D'Andorra	Academic Institution	Letter of Intent	Andorra
Universidad Peruana De Ciencias Aplicadas S.A.C.	Academic Institution	Agreement / MOU	Peru
Ewha Womans University EWU	Academic Institution	Letter of Intent	South Korea
OEI College dba Olympia Education Institute	Academic Institution	Agreement / MOU	USA

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.

8. Export Control Audit

The Global Engagement Office, as well as several other offices across campus, underwent an Export Control audit by the University of Colorado Central Audit office in Denver. As a result of the audit updates and content were added to the GEO website that offer applicable guidance, training/information is included as appropriate in Education Abroad sessions, and a management action plan was developed with the Office of Sponsored program and Research Integrity for contract protocol and tracking of students going to Export Control countries.

9. International Risk Management and the International Risk Management Committee

In Spring 2016, the Chancellor approved the Student International Travel Policy. This policy requires students going abroad to register their travel with the Global Engagement Office. The registration process requires close collaboration from the Senior Education Abroad Advisor and Director of Global Engagement with the CU Risk Manager at UCCS. 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 to direction and best practices from the CU system.

As outlined in the Student International Travel Policy, the International Risk Management Committee formed to review student travel to at-risk countries (CU Ban list or Department of State Warning list). This Committee was appointed by the UCCS Chancellor in Spring 2016 and includes the following members:

- Mandy Hansen, Global Engagement Office, 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 convened several times throughout the semester to review student travel to at-risk countries and made recommendations to the Chancellor for review and a final decision on such travel. The Committee meets on an ad-hoc basis and is chaired by Director of Global Engagement. The Director of Global Engagement and the CU Risk Manager at UCCS work closely together and attend the annual CU International Risk Management meeting the CU central office in Denver.

II. International Student Services

International student services in the 2016-17 academic year become a full-service component of GEO, with a full-time advisor, Mr. Sean Milton, on board from mid-November 2016 (title 'Senior International Student & Scholar Advisor', ISA for short). The functions of the position are immigration advising, programming, and leading and coordinating campus immigration compliance and support efforts to international students. Prior to that occurring, immigration advising of students was done mostly through staff members in the Admissions & Records office as a partial function of their roles there, with part-time advising hours offered using GEO office space. This welcome change of having a full-time advisor in GEO has resulted in many modifications to processes and services and these changes are still taking place as we plan for the 2017-18 academic year.

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

The ISS unit of GEO is particularly important to the following Actions in the Global Engagement Office and Campus Internationalization Baseline and Strategy Update of November 2015. These efforts will be discussed in more depth in the later sections of this report:

Action 2 – International Recruitment and Enrollment: The ISA advisor position assists with questions pre-arrival for new admits, as well as being highly involved in the orientation programming. Of course, student enrollment and retention efforts are a key function of the ISS section overall.

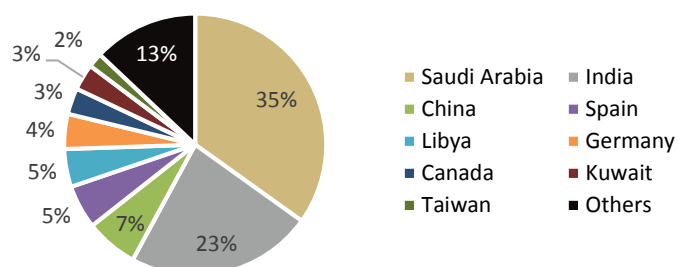
Action 3 – International Student Support: The immigration advising and programming efforts are the fundamental parts to this action. Supporting international students in the areas where they are a unique population is the goal here, without being redundant in duplicating other campus office services.

Action 6 – Global Engagement Programs on campus: ISS is assisting in bringing GEO programming to the greater campus, often in collaboration with other university units. Working with international students in helping them integrate as well as share their unique perspectives are important goals.

1. International Student Numbers and Profile

Enrollment among international students at UCCS is numerically stable at approximately 278* students, but as a percentage of total enrollment is showing slight declines. This is due primarily to factors external to the university as well as the strong domestic population growth in the UCCS totals. The diversity of the international student population is shown in the fact that 46 different countries are represented. The top countries represented at UCCS in fall 2016 by population count are Saudi Arabia (97), India (64), China (18), Spain (15), Libya (13), Germany (12), Canada (9), Kuwait (9), and Taiwan (5). Several countries have 4 students at UCCS.

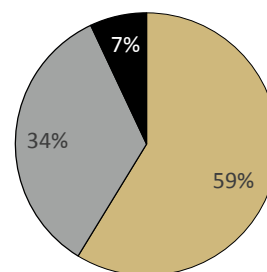
International Students by Country (Fall 2016)



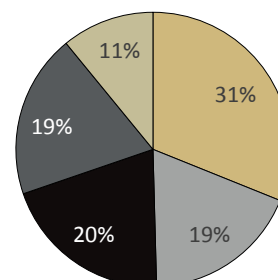
The majority of these students not from European countries are degree-seeking and hold F-1 status, which means they are typically here for a longer period to complete their UCCS degrees over a multi-year timeframe. More than half of UCCS international students are studying in graduate programs.

For fall 2016, here are the numbers:

Graduate:	143	Total
Masters	84	
Doctoral	49	
Graduate, Unspecified	10	



Undergraduate:	119	Total
Freshman	37	
Sophomore	22	
Junior	24	
Senior	23	
Bachelor, Unspecified	13	



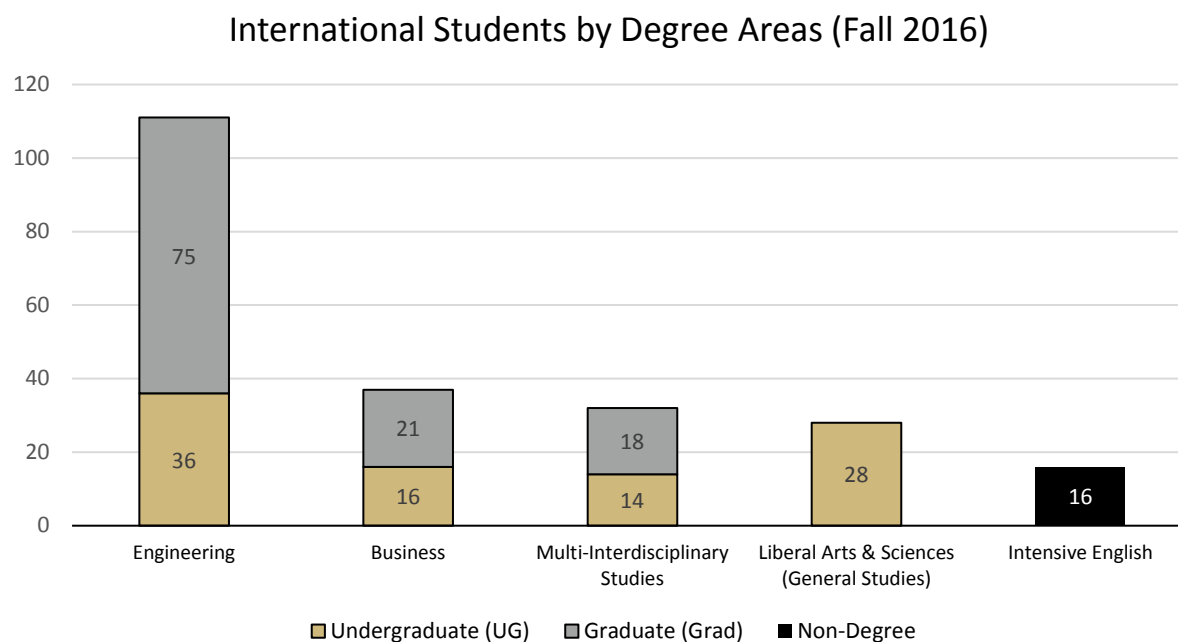
Non-Degree	
Intensive English	16

**All numbers come from fall 2016 Open Doors data as reported to the Institute for International Education following that report's protocol.*

One of the greatest changes in the last year and going forward is the challenging set of changes to the Saudi Arabian sponsorship program, which limits future matriculation of Saudi students to most U.S. universities quite severely. One of the new policies limits new sponsorships of Saudi students to those accepted at top 100 universities. Another new policy restricts new sponsorship to students who already meet language proficiency requirements and do not need intensive English program study to be admissible to a U.S. university. The Saudi population at UCCS currently consists of 96 students in total, mostly at the graduate level. Many of these students matriculated to UCCS degree programs from the UCCS Intensive English Program. As these students complete their studies at UCCS, the number of Saudi students will decline if current events and trends hold.

Academically, international students are found in the greatest numbers at UCCS in the following degree areas:

1. Engineering	110 (36 UG, 74 Grad)
2. Business	37 (16 UG, 21 Grad)
3. Multi-Interdisciplinary Studies	32 (14 UG, 18 Grad)
4. Liberal Arts & Sciences (General Studies)	28 (UG)
5. Intensive English	16 (Non-degree)



2. Advising Services for International Students

GEO provides various types of services in support of international students and aimed at international student retention, success, and student and institutional compliance. In addition, it is extremely important to GEO and to others at UCCS that international students perceive that they are well supported and served at UCCS, which has not always been the case in the past. With the creation of the full-time advisor position in November, that concern was addressed, bringing UCCS more in line with similar institutions with similar numbers. On a practical level, the greatest changes to the services offered are the following:

1. Daily immigration advising available to international students by appointment and walk-in (3-5 average hours on a normal workday are dedicated to be available for walk-in and appointment advising)
2. 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 was developed and continues to be adjusted, that involves a weekly electronic newsletter, regular direct and personal emails, and Facebook posts about all mission-critical GEO issues, programs and events as well as relevant UCCS information and events.
3. An extensive schedule of workshops offered on topics of interest and need for the population
4. A dedicated webpage containing all of the forms needed for the most common student requests and development of a standard protocol and business processes for managing them
5. A significant improvement on the 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), so that most requests are handled in 1-2 business days and often on the same day

Perhaps the most important function of the advisor position is that of immigration advising, to assist students in maintaining compliance with U.S. regulations. 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) and the Department of State fairly often about various matters. In the course of handling these immigration advising duties, the GEO 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:

1. 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
2. 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 pre-arrival, and continues throughout a student's time on the UCCS campus as they pass through different stages of study, and often beyond.

A challenge faced in 2016-17 was in standardizing the institutional interpretations of various regulations and putting in place information, forms, and policies and making them known to students. The advisor consulted with the previous officer for most of these procedures in trying to make the transition as transparent and seamless as possible. This process continues into the coming academic year.

OPT advising for former students

One thing that is not well-known, but is a factor in the duties of the advisor, is that a significant number of former UCCS students, now international student alumni, still holding F-1 status while elsewhere in the U.S. continue to be monitored and advised through GEO. This is because these international alumni now hold a work permission called OPT (Optional Practical Training) that is facilitated by GEO and approved by USCIS. The university continues to have (by federal regulation) 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 June 2017, students in this situation currently number between 50 and 60, while our overall student enrolled population was about 245 in spring 2017. Changes in this OPT program in 2016, particularly in the STEM OPT extensions for which some students are eligible, has meant additional advising responsibilities in this area as the application procedure has grown more complex, and additional compliance reporting is now required.

OPT advising for specific cases typically begins in a degree student's final semester. Prior to that, any student is welcome to attend an OPT workshop, or to have drop-in or appointment advising to generally understand OPT. 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 in a STEM field and compliance during that first year 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

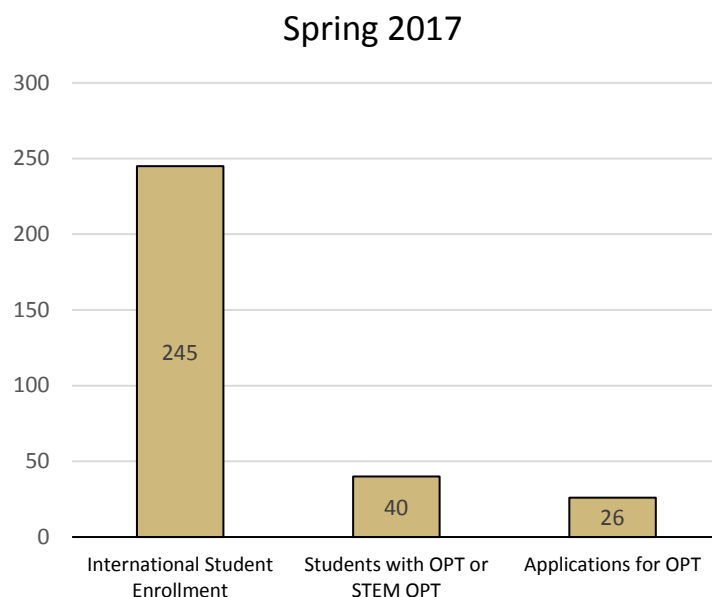
Extension OPT'). During this 24-month extension period of STEM OPT, compliance requirements actually increase, so that the advisor is assisting and reporting in SEVIS as required several times, as well as assisting students with any issues or questions that may come up.

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.

Spring 2017

- International student enrollment – **245**
- Students with OPT or STEM OPT approved already, no longer USCIS students in spring 2017– **40**
- Spring 2017 applications for OPT or STEM OPT – **26**



CPT 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, for pay or unpaid.

The advisor's role in CPT required that a policy be formulated in spring 2017 semester, and put in place via the required applications forms. Because of the requirement that the internship be an integral part of a student's degree program, CPT is limited at UCCS as most programs do not have a mechanism to fulfill that requirement.

At the current time, 7 continuing UCCS international students have CPT authorization for the current summer 2017 semester.

Taxation

Another important advising area that was addressed in 2016-17 was taxation. GEO advisors are not tax advisors and cannot advise students on their U.S. tax reporting obligations and process except in general terms. International students, however, do have tax reporting obligations and are responsible for fulfilling those obligations. For that reason, GEO purchased licenses to the Sprintax software program for non-resident taxes, and facilitated the process of having students use Sprintax to complete their reporting and filing. A workshop was offered on taxes in spring 2017 before the U.S. tax deadline, with the assistance of the tax specialist at UC-Denver, Alicia Dandenau.

Advising regarding Executive Orders

Finally, a significant amount of time was spent in spring 2017 in managing advising and information for our students in response to events in the political arena. The U.S. president's two executive orders on immigration and travel had a great impact on student advising concerns, as the effects of the orders (if they had actually continued) would have had severe consequences for students from several countries. Of the 7 countries on the original order, UCCS has students from three, and these students were of course especially concerned, but student concern and stress was not limited to students from those countries. In response to the events and the need to support and advise students, the following steps were taken:

1. 3 special open information sessions were held for any interested or concerned student, faculty or staff. These were well-attended and occurred shortly after the first executive order.
2. Group sessions were done on request for specific groups, specifically to the College of Engineering and the Saudi student club.
3. A special webpage updated regularly and provided to students attempted to keep them informed and in the know as events unfolded
4. Advising was offered to any student interested in having specific questions or concerns addressed, in 1-1 advising sessions or by email or phone.

These sessions, website updates, and advising were offered through the weekly electronic GEO newsletter as well as through direct email to all students from the advisor. Advising students in regard to these political events and changes continues to be a concern going forward.

The transition to being a full-service advising shop for students is still occurring, and feedback has been positive. Going forward, continual tweaking of processes, schedules, and communication (especially outreach) needs to be done to ensure students understand how best to utilize GEO services. The focus of the international student advisor is to implement clear, service-oriented best-practices models for advising based upon standards in the field to ensure the most effective compliance practices for students and for the institution.

3. Technology & Website

The advisor position (along with Admissions & Records) uses the International Student & Scholar Management database system from Ellucian, which acts 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. A significant part of the first six months on the job for the advisor was spent on learning that system, along with CU-SIS, and documenting and developing business practices that work with the setup of the position and office. This system is a system-wide database shared by the four universities.

The GEO website was updated during the 2016-17 AY, and is due for more substantial revision during summer 2017 and in 2017-18 AY. Changes in 2016-17 involved:

- building a webpage for all international student forms needed for student requests,
- significant updating of information for admitted students (about arrival recommendations, university costs, and etc),
- an overhaul and extension of the limited tax information previously available, new sections about the health insurance situation for international students at UCCS, and
- a dedicated “Immigration Updates” page about the recent executive orders affecting international students in the U.S.

The advisor position has taken on greater responsibility for web updates and continuing training in this area is expected to continue with updates. According to UCCS IT a new web content system is expected to be in place during 2017 which will entail some additional work as the transition takes place.

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
- ISSS – The system from Ellucian purchased by the UC system schools to batch information to SEVIS, and to monitor student compliance
- PeopleSoft – the CU student information system where enrollment and academic information, address and contact information, and financial information, are all stored
- Singularity – currently, the official document management system of the Admissions and Records office where international student documents are electronically stored
- MS Office products
- Ingeniux – currently, the web design management system in use at UCCS

Having a good technology setup, and the ability to work with all the software packages required for the ISS 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 GEO or UCCS policies, USCIS updates, forms, with website updates
- To be able to add outside sources of information to the GEO webpages, as well as orientation session materials, workshops, etc., to keep our students and the campus informed.

4. Programming

GEO'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.

GEO programming consists of the following four following main initiatives:

- **Orientation** (fall and spring) - GEO collaborate with Admissions & Records' international student specialist (recruiter). The collaboration is effective and continually being evaluated and tweaked. Though GEO 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 GEO advisor leads is essential in the fulfillment of our compliance mission. In addition, GEO programs the short orientation (and testing) for our Intensive English Program students who start in Summer, Spring II, and Fall II (since there are no Admissions-led orientations for those sessions).

Fall 2016 Orientation (August) – in Fall 2016 orientation programming began on August 17 (Wednesday) with classes beginning on Monday, August 22. The main orientation programming occurred on the 17th and consisted of required sessions such as welcome sessions, SEVIS reporting, paying UCCS bills, campus tour, and discussion panel events. Thursday and Friday (the 18th and 19th) had other events occurring such as additional workshops on employment, banking, health care, and more.

Spring 2017 Orientation (January) – Orientation in spring semesters is held on the Friday before classes begin, and in 2017 this occurred on January 13. Orientation programming moved to the Admissions & Records office for the spring semester, and GEO collaborated in several ways in the events. The SEVIS reporting session required of all new students was presented by the International Student Advisor. 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 2017.

Special IEP Orientations (October, March, June) – Orientation is provided to beginning Intensive English Students who begin in the mid-semester and summer starts, since there is no normal orientation for those dates. The IEP orientation is simple and consists of a one-hour orientation to UCCS, the campus and community, and the SEVIS reporting highlights and documents. Then, the students complete the KITE (Kaplan International Test of English) placement testing, and are hosted by GEO staff for lunch on-campus. Following that, a comprehensive tour of campus is conducted which includes a stop at the ID card station in

University Center, the Recreation and Wellness Center, the GEO office, Writing Excel Center, Bookstore, Communication Excel Center, Public Safety/UCCS Police, Library and MOSAIC office. The tour includes a brief explanation of the shuttle service and a ride on the shuttle when it is in operation (in October and in March, but not in June).

iWorkshops – GEO's international student advisor puts together a workshop schedule each semester, starting with orientation workshops (coordinated with Admissions and Records) and running through nearly the end of each semester. These workshops have included sessions on 'Getting an SSN and/or DL,' 'Employment Rules for International Students,' 'Tips for Finding Employment,' 'OPT Info Session,' 'Tips for Academic Success,' 'Understanding US Healthcare and Insurance,' 'Immigration Refresher,' 'Taxation,' 'Travel Q & A,' and more. Students are welcome to submit ideas for new workshops as well. Attendance at these workshops was low (typically between three and six students), and student comments referred to the fact that they were at a standard time and day when most students were not free to join. The accessibility of the venue was also an issue.

In fall, the schedule will be varied to different days and times, to address that shortcoming. In addition, the workshops that showed greatest need (such as for employment information) will be offered several times a semester, and attendance will be required for student going forward with requests for employment authorization.

GEO collaborated with other university units on several of these offerings (noted in the table).



UCCS International Students attending the student employment workshop



Dr. Mandy Hansen, Director of GEO, presenting at one of our workshops

Workshops offered in fall 2016, and month offered. The tax workshop had attendance of about 35 students, the employment ones about 15 students each, and the rest averaged between 5 and 10 students.

On-Campus Employment	August
Planning the Future as IEP Students	August
Bank Accounts in the U.S. (with ENT CU)	August
Health System in the U.S.	August
Getting SSN and DL	August
Interview Skills (w/ Excel Communication Center)	September
Insurance Overviews (w/ Wellness Center)	September
F-1/J-1 Employment: OPT and CPT	October
Taxes (w/ CU tax specialist)	October
Employment (w/ Career Center)	October
SSN and DL	November
Travel Signing Days (2)	November, December

Workshops offered (spring 2017), and month offered:

The Executive Orders workshops had total attendance of 32 students, and the other sessions ranged from 3 to 8.

Getting SSN and DL	January
Executive Orders (3 sessions)	January, February
F-1 Basics	February
Health and Health Insurance (w/ Wellness Center)	February
Academic Success (w/ First Year Office)	February
Taxes	February
OPT and STEM OPT	March
Employment (w/ Career Center, and Excel Communication Center)	March

- GEO Events** – the office has put together events to bring students together in social, cultural and educational settings, away from campus (usually). In 2016-17, these included a trip to the US Air Force Academy, hiking day trips, an outing to a Skysox baseball game, Earth Day events, a Fine Arts Center visit, and the Recognition Celebration held each fall and spring for our departing students and scholars (see a full description below). GEO collaborates with the MOSAIC office for some of this programming, as well as other events. Like the iWorkshops, these events were not well-attended (with the exception of the visit to the Air Force Academy, which had a total of 30 students join). Plans for the future will focus on student requests for events, and collaborating as much as possible with MOSAIC and other units on events that involve international students, more than planning an extensive slate of GEO-only events.



UCCS International Students at their Garden of the Gods Trip

International Student & Scholar Recognition Celebration – This event, held by GEO each April/May and November/December, celebrates students in the following categories:

- Graduate students completing their degree in that semester
- Undergraduate students completing a degree in that semester
- Departing exchange students
- Departing scholars
- Intensive English students completing the program
- Intensive English students completing a level and continuing

In fall, the event had approximately 20 participants, mostly exchange students. In the spring, there were approximately 40 honorees. Also in spring, approximately 25 UCCS staff and faculty (members of the GEO “Friends of Internationals” list) as well as about 15 friends and family members of the honorees attended the event and joined in celebrating the achievements of these individuals.

The ceremony in spring and forthwith included an introduction to the Alumni group at UCCS and a raffle of alumni prizes. A reception with light refreshments follows the ceremony. Feedback from students as well as faculty and staff about this event is extremely positive, and it seems to go a long way in establishing goodwill toward GEO among students, staff and faculty.



Sean Milton, Senior International Student Advisor, presenting at the Recognition Ceremony

International Week 2016 – in 2016 International Education Week events were held Monday, November 14 – Friday, November 18. The schedule included Education Abroad advising events (one for students, and one for faculty and staff), language tabling events (Japanese, Spanish, American Sign Language, French and German), a Parade of Nations and Chinese Dragon Dance event, an international student and faculty panel, a foreign film event, and a geography trivia event.

INTERNATIONAL EDUCATION WEEK

NOVEMBER 14-18, 2016

uccs.edu/geo

MONDAY, 11/14

10:00AM – 11:00AM EDUCATION ABROAD 101
Copper House Multi-purpose Room 9204
Interested in Education Abroad? Find answers to all your questions about application process, costs, locations & coursework, and passport & visa information!

11:30AM – PARADE OF NATIONS AND CHINESE DRAGON DANCE

Copper House to [University Center](#)
International students at UCCS will proudly share their countries' colors! APISU will lead the parade with traditional lion dance! The parade will depart Copper House and end at the University Center.

11:30AM – 2:30PM LANGUAGE TABLE: SPANISH

UC table outside Berger Hall

Hola! It's time to learn Spanish!

TUESDAY, 11/15

11:30AM – 2:30PM LANGUAGE TABLE - JAPANESE

UC table outside Berger Hall

Learn how to write your name in Japanese!

3:00PM - 4:00PM FACULTY FULBRIGHT SCHOLAR INFORMATION SESSION

Kraemer Family Library (APSE-3rd Floor)
This session is for faculty only and will be presented by a Fulbright representative, on the application process and programs for Fulbright scholars.

5:00PM - 7:00PM EAST AFRICA STUDY ABROAD FILM

Kraemer Family Library (APSE-3rd Floor)
All students interested in the East Africa Study Abroad trip are encouraged to attend this informative event! You'll have an opportunity to meet the filmmaker, Matt Getze, and interact with a panel of faculty, students, and staff.

WEDNESDAY, 11/16

10:00AM-12:00PM FACULTY & STAFF DIRECTED ABROAD INFORMATION SESSION

Copper House Multi-purpose Room 9204
All faculty and staff are invited to learn about facilitating and planning short-term trips abroad.

11:30AM – 2:30PM LANGUAGE TABLE: AMERICAN SIGN LANGUAGE

UC table outside Berger Hall
Learn to speak with your hands, and listen with your eyes.

3:00PM INTERNATIONAL STUDENT & FACULTY PANEL

Kraemer Family Library (APSE-3rd Floor)
A panel with international students and faculty will discuss the challenges and opportunities for international students and faculty at UCCS (cultural adaptation, academic adaptation, ideas on working with international learners, etc.)

6:30PM FILM: HE NAMED ME MALALA

UC 302
MOSAIC will be showing the documentary film about education activist and Nobel Peace Prize Laureate Malala Yousafzai's life and her fight for girls' education.

THURSDAY, 11/17

11:30AM – 2:30PM LANGUAGE TABLE: GERMAN

UC table outside Berger Hall

Learn how to order food and drinks in German.

6:00PM-8:00PM GEO CLUB SPONSORED GEOGRAPHY TRIVIA NIGHT

University Center, Clyde's
Test your knowledge of world geography while meeting and socializing with other UCCS students!

FRIDAY, 11/18

11:30AM – 2:30PM LANGUAGE TABLE: FRENCH

UC table outside Berger Hall

Learn the most romantic language in the world!

WEEK LONG EVENTS

UC THE WORLD PHOTO CONTEST

Vote all week during International Education Week for your favorite internationally themed photos taken by UCCS students, faculty and staff abroad! Voting takes place in the Kraemer Family Library and UCCS' Education Abroad Facebook and Instagram. The winners with the most likes will receive prizes!

INTERNATIONAL FOOD

Come visit the Roaring Fork for the World Plates station and international food offered every day!

PRESENTED BY

UCCS Global Engagement Office
UNIVERSITY OF COLORADO COLORADO SPRINGS

UCCS Global Intercultural Research Center
UNIVERSITY OF COLORADO COLORADO SPRINGS

In collaboration with Dining and Food Services, MOSAIC, APISU, Kraemer Family Library, and Languages and Social Science Center.

uccs.edu/geo
international@uccs.edu

- **Specific programming for the Intensive English Program** – Students in the IEP were programmed events aimed specifically at them for purposes of helping them interact in and practice English, experience U.S. culture, and welcome and support them in the campus and community. These included hikes, lunch and dinner events, Earth Day events, and others.



Finally, GEO has made efforts and progress in collaborating with other university units and off-campus organizations on programming events aimed at international students. Most of this happens through the very active MOSAIC office, but GEO has also worked with the Wellness Center, the Graduate School, Academic Affairs, the Career Center, and other units on various events. We look forward to future productive collaborations that can benefit international students as well as the campus and greater community. Getting other campus units on the UCCS campus totally involved in our programs, and vice versa, is truly a win-win for all.

Collaborating is important for several reasons:

1. The legacy of previous international student programming at UCCS requires that GEO highly collaborate with other university units (primarily with MOSAIC), since prior to 2016 there were no international student events except those done by MOSAIC.
2. There is a multitude of events on campus, and collaboration is needed to make sure that we don't cross-program things with another office, thereby harming each event attempted
3. The limited budget(s) of the offices involved mean that collaboration is a better value use of programming dollars, and can offer the most bang for the buck
4. The expertise is different in different offices, and collaborating is a way to take advantage of that
5. Collaboration helps keep our stakeholders involved, interested, and motivated on the GEO mission, and helps to internationalize the UCCS work force
6. Collaboration introduces and shows our students the multitude of parties on campus interested in international students and their success and happiness

5. Survey on GEO services

The GEO office conducted surveys of students at the end of the spring for the first time to get **feedback regarding GEO services and programming efforts**. Responses showed the following:

- 67% of the international student respondents to the survey visited the Global Engagement Office between 1-5 times
- 87% of the respondents rated their overall experience (their appointments with staff members) positive and said that the staff member was knowledgeable and courteous
- All respondents agreed that GEO staff is interested in their needs as an international student, and almost 90% felt that the advisor understood their concerns
- 80% of respondents agreed that the staff at the front desk is knowledgeable

- 54% of respondents rated the overall impression of GEO as excellent and 38% as good, which means that 92% had a great experience with GEO services.

International students visited the Global Engagement Office for many reasons. The top reasons for visiting GEO were Letters, Documents, Signatures (42%), Check-In/Orientation (38%), Updating Information (31%), OPT/CPT (27%), and Employment Matters, Academic Matters, GEO Program/Workshop (all 27%).

International Students are mostly concerned about securing a job in the U.S. after graduation (79%), having adequate financial support (67%), understanding the U.S. medical insurance and services (65%), understanding their U.S. tax obligation (62%), finding on-campus employment opportunities (58%), and maintaining contact with family and friends at home (50%).

Additional comments included:

- 'The GEO office does a great job in disseminating information among international students'
- 'The weekly informative lectures/sessions are very useful in helping international students understand specific issues in the U.S. and at UCCS'
- 'E-Mails sent out by the international advisor are really helpful and useful'

The **survey regarding future GEO programming efforts** showed the following responses:

- Most students (73%) are available on weekends, including Friday evenings, for events
- 63% of the respondents would like to attend Professional Development and Food Events next year
- 45% of the respondents would like to attend Museums, Art, and other Cultural Activities

6. Liaising With Other University Units

By virtue of the responsibilities of the advisor position, GEO 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 deal with most often. The advisor's first 6 months on campus have consisted of considerable outreach to various individuals in these units and the working relationship and collaboration in each case is excellent.

A project carried out during the year involved compiling a 'Friends of Internationals' mailing and communication list. These individuals were UCCS faculty and staff who

expressed an interest in working with and supporting international students, and knowing more about GEO programming with those goals. This list is used to invite UCCS guests to GEO events. The list has grown to include over 60 individuals, and these staff and faculty receive the international student electronic newsletter with the goals of developing a collaborative and inclusive approach to understanding and supporting our international student population.

The importance of GEO'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 ISS unit become extremely difficult, perhaps impossible.

7. Professional Development

Sean Milton (International Student Advisor):

- Attended NAFSA Annual Conference, Los Angeles, May 2017
- Completed certificate pre-conference workshop, 'Principles of Non-Resident Taxation,' NAFSA Annual Conference, Los Angeles 2017

8. Going Forward

A. Challenges

It has been a productive year in this area at GEO and 2017-18 should bring new challenges, as well as consolidating and solidifying some of the gains made in 2016-17. One challenge is the staffing shortage in GEO, as long as funds available for front desk staffing remain very limited. Since a full-service advising office is the primary goal, this staffing issue is a real concern.

Another challenge is that of continuing to work with and educate our students toward a better understanding of how GEO services and processes are constructed toward our goals, since that has been such a significant change from years past. Workshop attendance, in particular, may have been low due to the simple fact that an advisor is now able to meet with students about questions of any nature, on an individual basis without much difficulty. Part of the structure of advising is not only to be accessible, but to assist the students in adapting to our U.S. culture in terms of appointment-making and keeping, understanding and following established office procedures, etc. For example, certain nationalities prefer to be advised over the phone, or to drop in anytime for face-to-face advising. Either of these may or may not be possible. We are working to make the ISS

advising structure clearer and work with students in adapting to it, as far as protocol, availability, and to address concerns about issues such as no-show appointments.

B. Opportunities going forward

Opportunities include the increased voice that GEO has been given in various areas, such as in campus compliance, support services, in housing, and other areas. It has been positive to see how much interest there is on campus in becoming a more international-friendly, and knowledgeable, institution.

For the coming year a graduate student interested in being in GEO will have a practicum of 100 office hours, and will be assigned to work with ISS primarily. This will occur starting in June, and end in late September or early October. This opportunity will allow ISS to formalize a general training program and schedule, for internships and practicums for different academic programs on campus. Having an intern in the office is useful and educational for all involved, and can also assist with staffing shortages.

Also, in 2017 UCCS will transition along with UC-Boulder and UC-Denver to a new database system called Sunapsis which will greatly assist in advising and monitoring students, in managing the document storage and access for international student services, as well as ensuring institutional compliance. The challenges faced in this transition should easily be outweighed by the advantages the new system will provide to GEO and other campus stakeholders.

We look forward another positive year of contributing at UCCS toward international student support, success and retention, as well as improving the internationalization of the campus.

III. Intensive English Program (IEP)

1. History of the Intensive English Program

The UCCS-Global Engagement Office's Intensive English Program (IEP) was established in the spring of 2011 to prepare students whose first language is not English for success in undergraduate and graduate studies at UCCS. It does so by providing students with a culturally sensitive and supportive environment in which to build their English language proficiency through creative language practice and expressing their ideas. The IEP's instructors regard their students as motivated, self-directed individuals and respond to their varied learning styles and educational backgrounds by selecting instructional techniques and materials that will facilitate students' progress toward fluent, accurate English and the content knowledge they will need to independently participate in the university's academic programs.

2. Contributions of the IEP

In addition to serving its student population, the IEP contributes to UCCS in many important ways. Above all, it serves as a degree-feeder program and assists in the recruitment and retention of international students for the university's academic programs. This contribution is supported by research that indicates that university-housed IEPs are valuable international student recruitment tools and the fact that the availability of on-campus ESL programming is a top-5 student recruitment fair question. The IEP contributes to Colorado Springs by assisting local adult learners who want to improve their language skills so that they can better integrate into the city's English-speaking community.

Since 2011, revenue for GEO is generated through two main sources: a partnership with Yeungjin College (YJC) in Daegu, South Korea, and student enrollment through the IEP. The former, which entailed GEO recruiting and helping to manage approximately 50 on-site international English instructors for the Daegu English Village (in South Korea), contributed \$250,000 in revenue annually to GEO; however, the partnership with YJC was terminated in October 2014.

Over the past three years, the program has decreased enrollment. The decrease in IEP enrollment is a national trend and reflected across the United States. The elimination of the Science without Borders Program in Brazil funded by the Brazilian government and decreases in the Saudi scholarship funding from the government in Saudi Arabia reflect smaller enrollments of students pursuing intensive English study. This decrease in enrollment is further impacted by the negative perception that the United States has as a

welcoming location for international students due to the current political climate at the national level.

3. Budget Summary

In March 2016 a deficit in the Intensive English budget resulted in additional research and understanding of the auxiliary account associated with this program. The Director of Global Engagement did significant analysis and estimates in summer 2016 regarding the budget in close consultation with the assigned budget analysis.

Efforts to generate revenue are outlined in the previous section titled “Short-term Programming.” Additional efforts to network and promote the program included follow-up with the Saudi Arabian Cultural Mission and the creation of a test preparation program for fall 2016; meetings with local business members interested in sending students from China; and informational/recruitment meetings with the local AuPair program.

The program is expected to run in the black due securing a short-term program proposal secured by the Director of Global Engagement through the 100,000 Strong Program in Mexico which brought 28 fee-paying students from Mexico to study intensive English. In addition, the Director of Global Engagement restructured the program with close consultation with intensive English instructors. This led to course offerings that focus on core English learning skills for a small program of 10-15 enrolled students.

4. IEP Structures and Policies

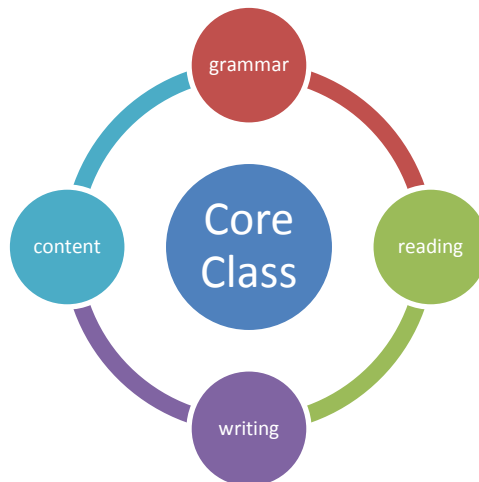
The IEP consists of 18-20 hours of instruction per week. Students enroll in a grammar/writing/reading course and then one satellite course. To make placement decisions, the IEP assesses the English language proficiency of all newly admitted students. Student progress and proficiency are assessed at the end of each semester session through course grades and KITE results. Student promotion is based upon achieving level outcomes and student proficiency test scores.

Students earn continuing education (i.e. non-credit) units for their IEP courses through UCCS Campus-Wide Extended Studies. Policy for the program’s attendance and student expectations was updated and posted online as a reference for students.

Classes

Core Classes

The core class is the heart of each language level. As illustrated in the figure below, this class focuses on both language skills (i.e. grammar, reading, writing, and listening and speaking) and content knowledge (in relation to science, social studies, literature, art, culture, and history). Each core class meets 2.5 hours per day, 4 days per week.



Satellite Classes

In addition to the core class, all students choose one satellite class. This class entails 8 hours of instruction per week. The current satellite course is listening and speaking and additional classes will be created as the program enrollment grows.

Additional Activities

Students in the IEP have many additional opportunities for practicing and developing their English fluency and confidence through activities that the program organizes outside of class. Each session the GEO (often working together with the MOSAIC office) organizes outings, workshops, tutoring services, conversation clubs and special celebrations. In addition, IEP students have access to – and are encouraged to take advantage of – everything that is available to other UCCS students, including sports and arts events, recreational facilities, Colorado outdoor experiences (as organized by the Rec Center), and more than 200 student organizations. GEO also recognizes IEP students' achievements at the end of each semester with a certificate at the formal recognition ceremony held for all international students at UCCS.

5. Admissions Process

Individuals who want to be admitted to the IEP must complete an application; submit copies of their passport, current visa(s), and proof of financial ability; and pay a \$50 application fee. Students who have been granted conditional admission to UCCS are waived from submitting the application and application fee (but must submit the other items). Once all required documents are received, the graduate student worker completes the application process by creating a non-credit admissions application and a letter of admission. GEO staff create an I-20 (see below), which is then sent to the student with the IEP admissions letter and directions for paying the SEVIS fee. Once a student has submitted a complete application package, the goal is to complete the admissions process within 4-7 days.

Issuance of I-20s

Designated School Officials (DSO) in the Global Engagement generate I-20s; complete SEVIS check-ins, check-outs, and transfers; and assist students with other immigration matters, such as status changes and obtaining replacement I-20s. The Senior International Student Advisor advises IEP students on immigrations and cultural adjustment matters, serving as their first on-campus source of information.

Orientation

The IEP organizes a 1-2 day orientation for its students at the beginning of each 8-week session. Orientations provide students with information on campus services, living in the U.S. and Colorado, SEVIS check-in, and accessing their email and the portal; they also include both campus and city tours, English language testing, registration for classes, and the issuance of student IDs. GEO/IEP also hosts welcome ceremonies at the start of the Fall and Spring semesters and organizes social activities that encourage the mingling of international and domestic degree-seeking students throughout the course of each semester.

Staffing

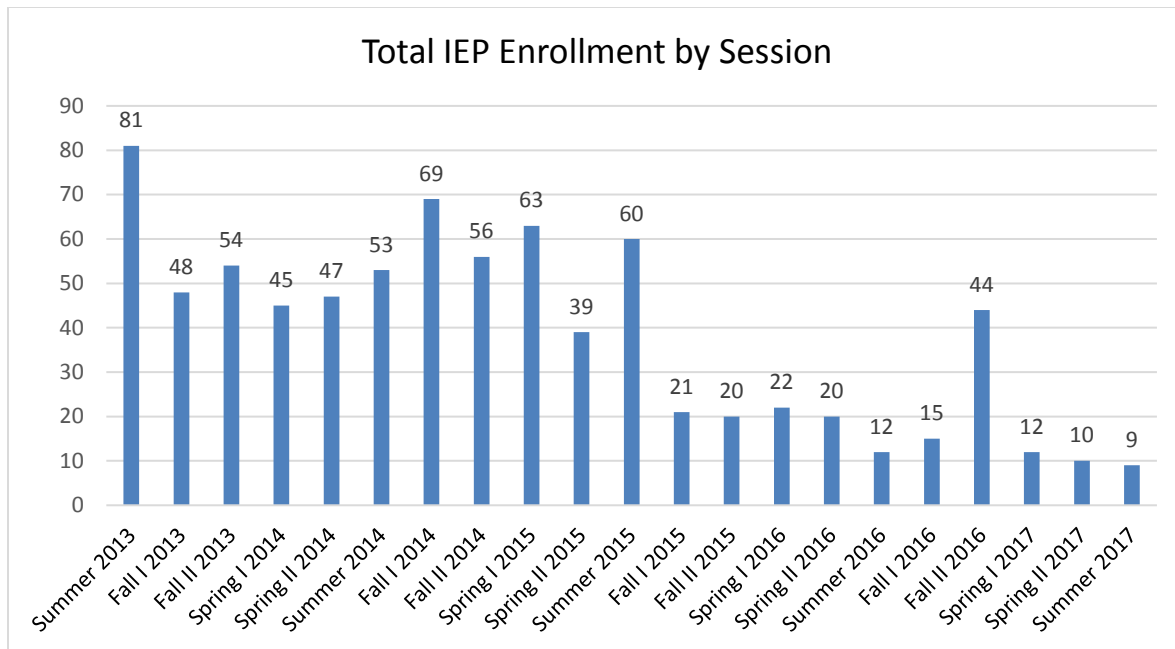
The associate director for the IEP program departed in September 2016. This left the program without a full-time manager. The Director of Global Engagement assumed responsibilities with the continued support of the part-time graduate student worker. The program has 2-3 adjunct instructors, and a part-time student employee. All IEP instructors are highly qualified, with a completed or in-progress MA in TESOL (or a related field), significant overseas experience, and years of classroom teaching.

6. IEP Enrollment Data

The below charts summarize IEP enrollment by total number of students; countries represented; and student composition, divided between special programs (i.e. short-term study) and traditional students (i.e. students studying English for academic purposes).

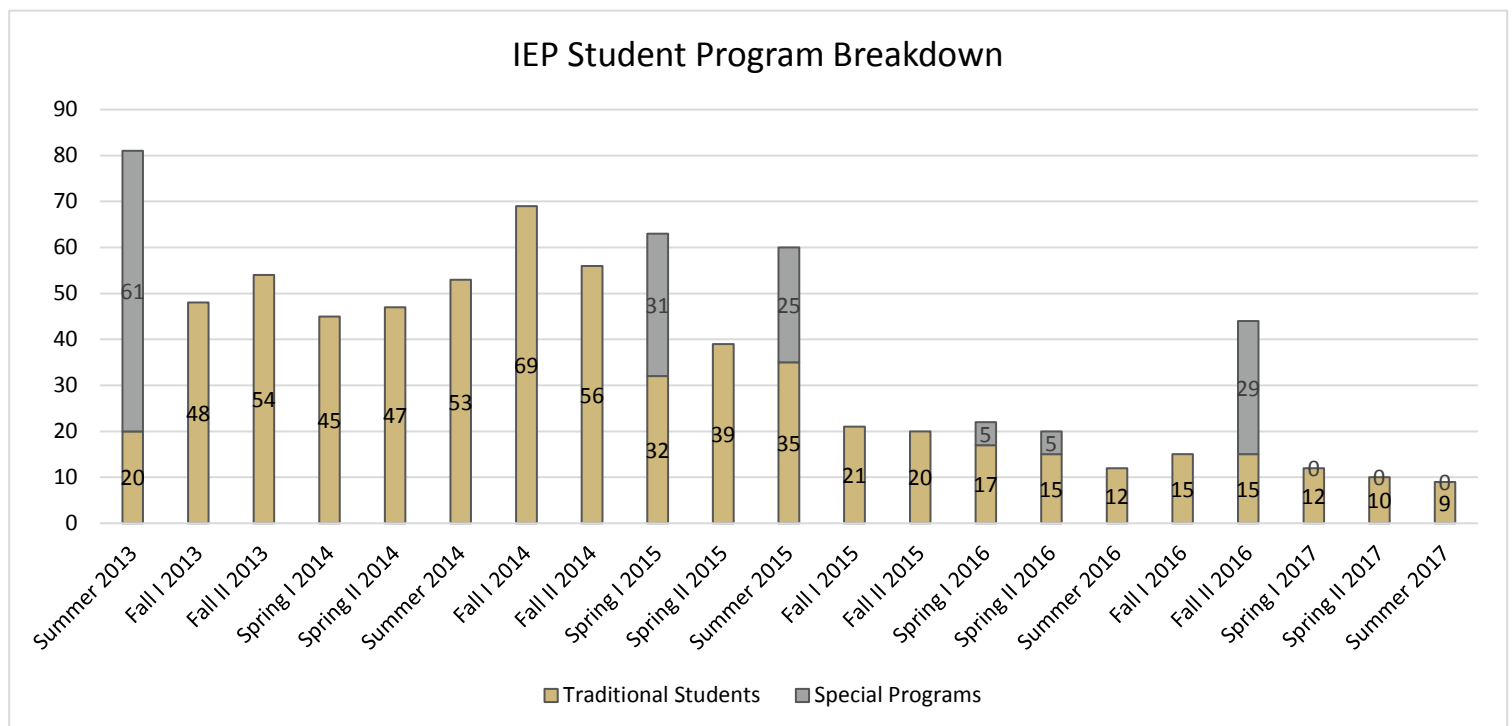
The enrollment peaks in this figure relate to the following special programs or large incoming groups: Summer 2013; Chinese Scholars Program; Fall 2014: the Brazilian Science and Mobility Program (BSMP); and Spring 1 2015/Summer 2015: University of Guadalajara. The Saudi government's reduction of Saudi Arabian Cultural Mission (SACM) scholarships and the Brazilian government's decision to end its BSMP are reflected in IEP enrollments beginning in Fall 2015.

Figure 1.A: Summary of IEP Enrollment by 8-Week Session, Summer 2013 – Summer 2017



Since the IEP's inception, traditional students have made up a minimum of 62% of its enrolled students; special programs contribute the remaining percentage. This percentage indicates that the IEP's main student base is somewhat stable.

Figure 1.B: Traditional vs. Special Program IEP students, 2011 – Summer 2017



IV. Education Abroad

Education abroad provides comprehensive global education and transformative programming for students, faculty and staff in order to advance the goals, mission and vision of UCCS. It strives to integrate student learning with the spirit of discovery through a wide range of global opportunities including traditional education abroad programming, faculty-directed programming, approved 3rd party programs, credit and non-credit service learning, research abroad and internships.

Education abroad is part of UCCS' 2012-2020 Strategic Plan Goals. Specifically goal 4 addresses education abroad by stating that the goal is to "Substantially increase international and domestic multicultural program opportunities..." In line with that education abroad is widely applicable to most of the strategic plan goals. It is not only because of strategic plan goals, but also the necessity to offer and prepare UCCS students to be success in an internationalized and globalized world. Education abroad had an increase in outgoing participants as well as increased UCCS' global partnership portfolio through more international exchange programs, which benefit UCCS in numerous ways.

1. Enrollment Breakdown

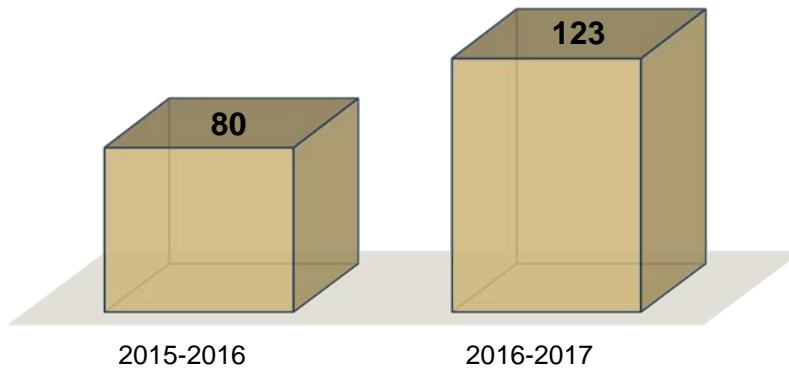
For the purposes of this report, analysis for enrollment will be outgoing students for cycles Summer 2016, Academic Year 2016-2017, Fall 2016, Winter 2016-2017 and Spring 2017.

Overall, education abroad saw an increase from 80 participants to 123. This is a total of 43 additional students over the previous year and a 54% increase in education abroad participation. This can be contributed to several factors including Education Abroad monitoring more outgoing programming including all students going abroad as a part of UCCS and an increase in faculty-directed programming. Also, it is the first time that a full-time education abroad professional was employed at UCCS which results in increased communication and promotion of education program and positively influenced the overall numbers and 54% increase over the previous year's data.

Summer participation increased dramatically, while Spring and Fall participation increased as well. Winter break and academic year participation both dropped slightly from previous cycles.

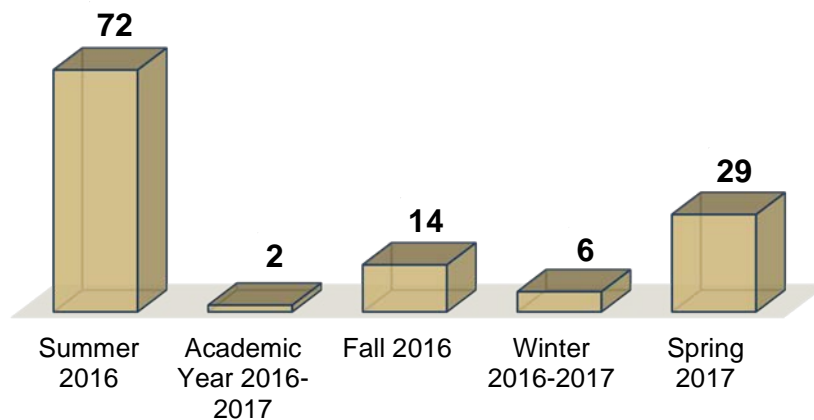
The total outgoing number exceeds this year's projections for study abroad by 30 participants. Projected numbers put outgoing participation at 93 students. This also exceeds our 2017-2018 projections of 108 as well.

Total Participation Growth 2015-2016 vs. 2016-2017



Total Outgoing Academic Year 2016-2017: 123 Students

Outgoing Participants by Cycle/Semester 2016-2017



Summer 2016

Summer saw a substantial increase in participation from 2015 to 2016. This is due to increase participation by UCCS student organization as well as summer UCCS Faculty-Directed programming. Overall, there was a 111.8% increase in outgoing participation between Summer 2015 and Summer 2016.

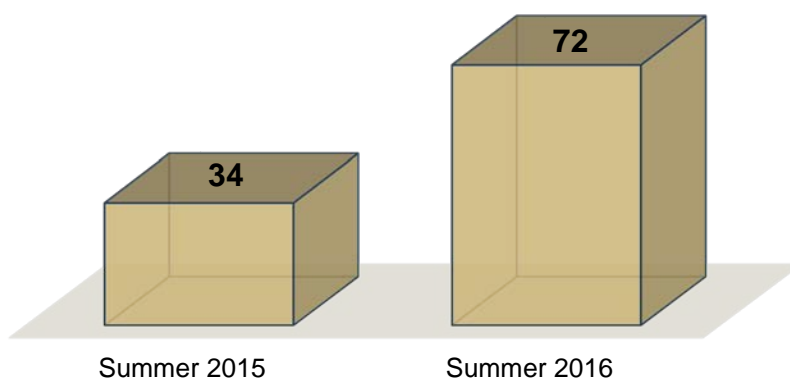
Total Outgoing: 72

3 rd Party	8
Non-credit abroad	38
Faculty-directed	20
Research	6

Countries of Destination: Japan, Canada, Guatemala, Panama, Czech Republic, China, Spain

Summer Outgoing Participation

2015 vs. 2016



Academic-Year 2016-2017

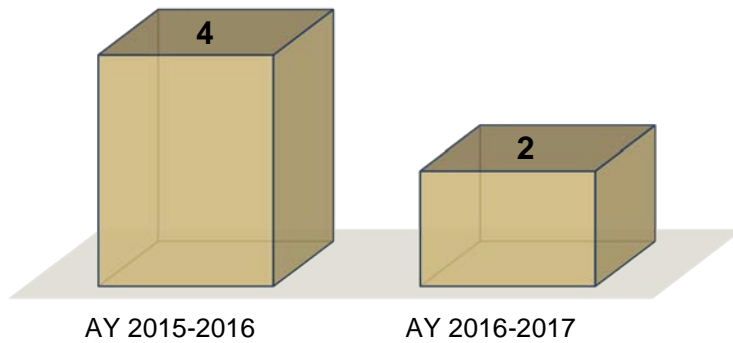
Academic Year study abroad saw a drop in enrollment from 4 students to 2 students. This is still obviously the lowest cycle of participation for education abroad. Nationally, academic year study abroad trends far below any other cycle as well.

Total Outgoing: 2

Exchange	2
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Country of Destination: Germany

Academic Year Outgoing Participation 2015-2016 vs. 2016-2017



Fall 2016

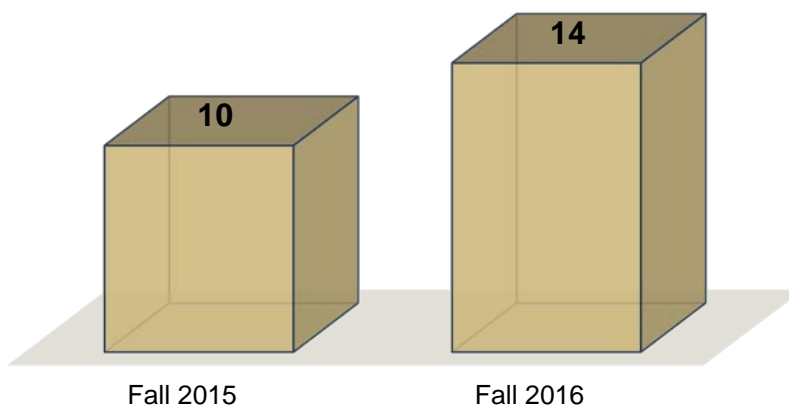
Fall semesters still trends as the lowest semester of enrollment but we still saw an increase of 35.7% overall increase between Fall 2015 and Fall 2016 in outgoing participation.

Total Outgoing: 14

3 rd Party	13
Internship	1

Countries of Destination: New Zealand, Italy, Australia, Morocco, France, Spain, China, Ireland, Japan, Poland, Czech Republic

Fall Outgoing Participation 2015 vs. 2016



Winter 2015-2016

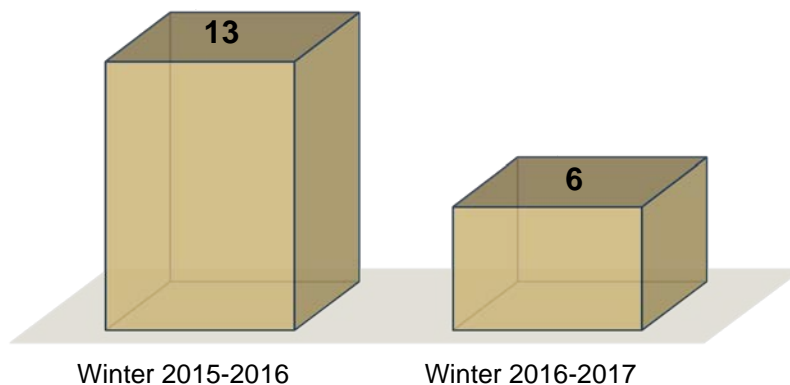
Winter 2016-2017 saw a 53.8% drop in enrollment from Winter 2015-2016. This was due to a faculty-directed run in Winter 2015-2016 not running for Winter 2016-2017. However, participation outside the faculty-directed program increased slightly.

Total Outgoing: 6

3 rd Party	3
Research	3

Countries of Destination: Africa, Spain, Italy, Philippines

Winter Outgoing Participation 2015-2016 vs. 2016-2017



Spring 2017

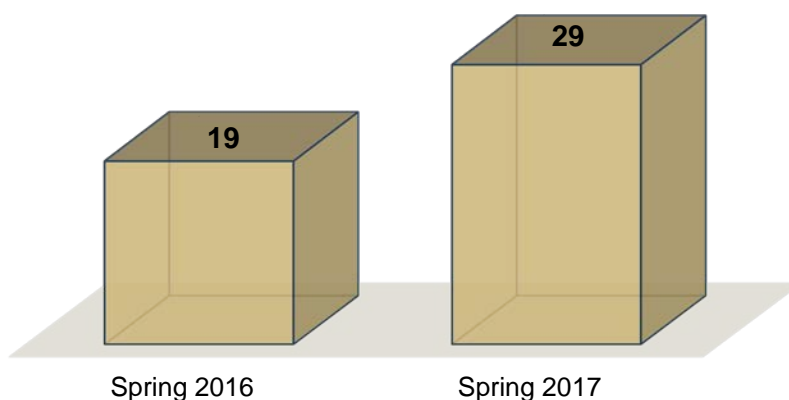
Spring semester is still has the highest outgoing participation during the academic year. Spring 2017 saw a 52.6% increase in outgoing participation with an increase in exchange program participation as well as faculty-directed programming during spring break.

Total Outgoing: 29

3 rd Party	9
Exchange	4
Faculty-directed	16

Countries of Destination: Germany, Austria, United Kingdom, France, Netherlands, Spain, Belgium, Italy, Czech Republic

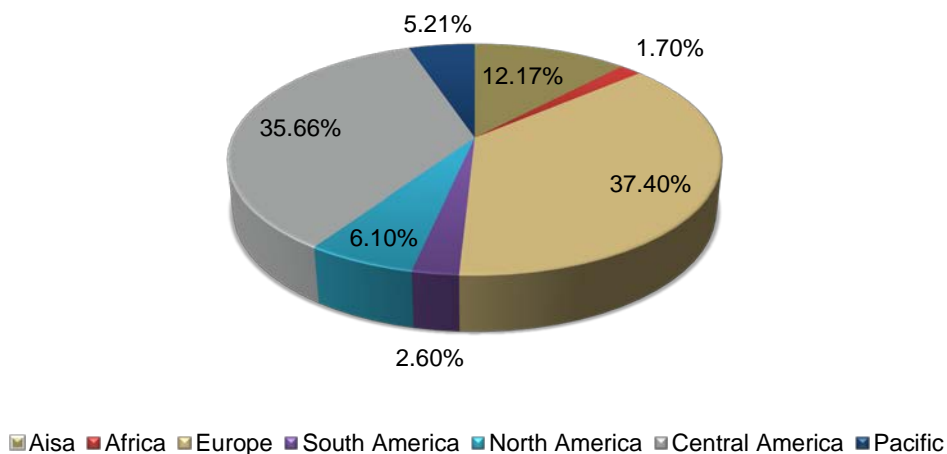
Spring Outgoing Participation 2016 vs. 2017



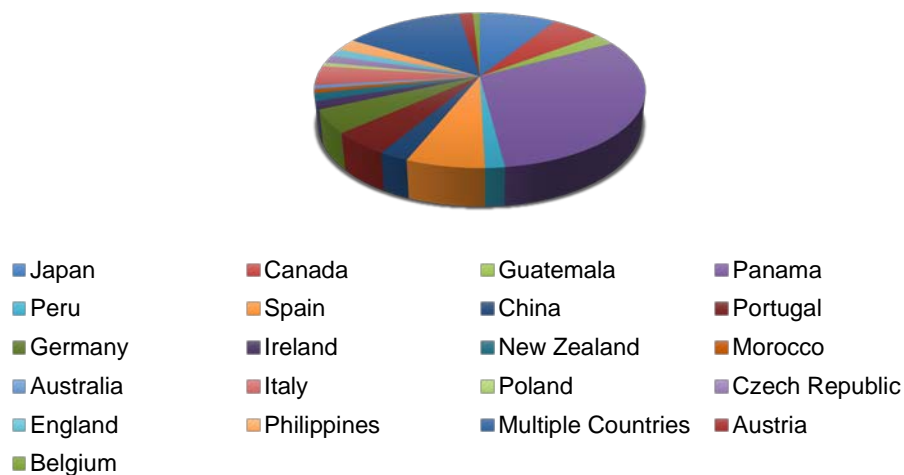
Outgoing Students by Destination

The European region dominates education abroad destinations at UCCS by far and will continue until the foreseen future to dominate destination interest in line with national trends. Asia has seen an increase nationally in interest, but still lags far behind the European region. A high number of outgoing participants in Central America can be attributed to an annual service/volunteer medical student group.

Outgoing Participants by Region



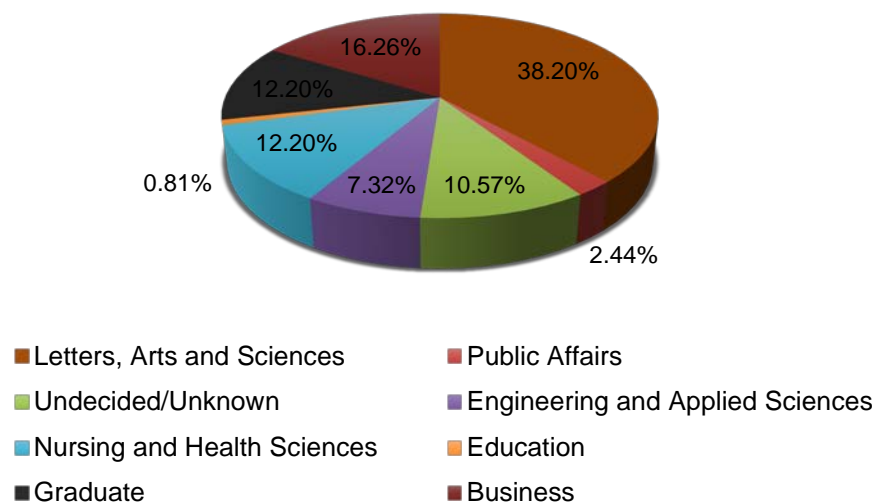
Outgoing Participants by Country



Outgoing Students by College/School

At UCCS, leading participation in education abroad programming is the College of Letters, Arts and Sciences. Second to that is the College of Business. Surprisingly, the least number of participants comes from the College of Education with only 1 reported participant in the cycles analyzed.

Outgoing Participation by College/School



Outgoing Students by Gender

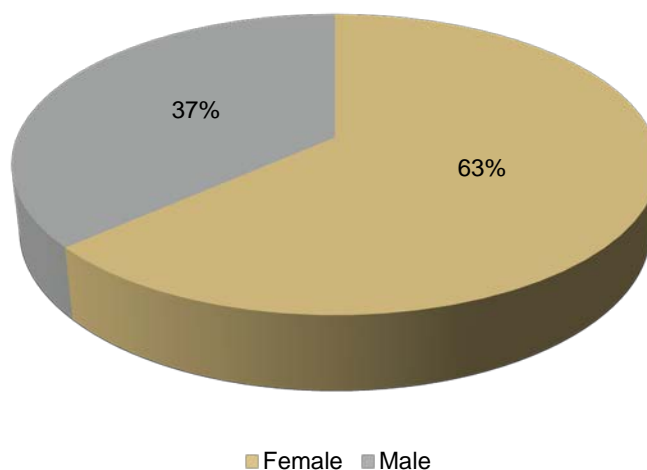
According to the most recent data provided by the Institute for International Education Open Door's Survey (2014-2015), 66.6% of study abroad students were female and 33.4% were male. At UCCS during the 2016-2017 cycles analyzed, we record a ratio of 63.4% identifying as female and 36.6% identifying as male. Comparing this to the 2015-2016 data set, while overall outgoing enrollment went up, the percentage of female participants went down 4.1%, and the percentage of male participants went up by 4.1%. Overall, this means that the gender ratio of outgoing students is better than the national average of outgoing students by showing a lower disparity of female to male ratio of outgoing students in education abroad.

There are some national initiatives to even out the ratio of male to female students in education abroad. UCCS strives to make education abroad an equal opportunity for all students and therefore strives to market and communication education abroad opportunities that are equally appealing to male and female students alike.

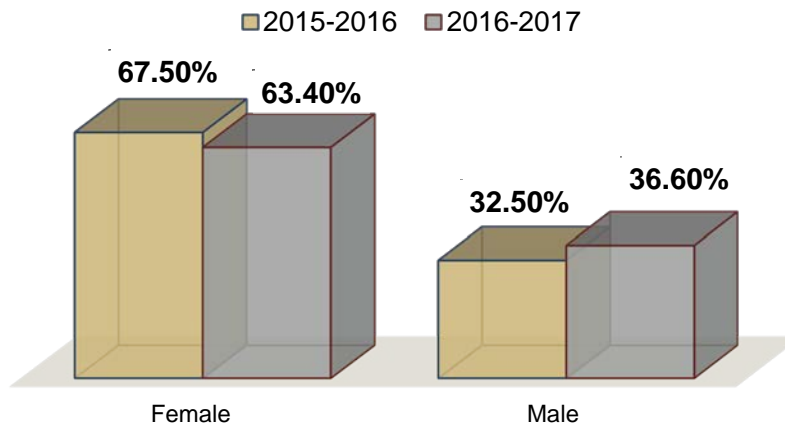
2016-2017 Education Abroad Gender Composition

GENDER	2015-2016 Outgoing Total	2016-2017 Outgoing Total	2015-2016 Percentage	2016-2017 Percentage
Female	54	78	67.5%	63.4%
Male	26	45	32.5%	36.6%

2016-2017 Outgoing Students by Gender



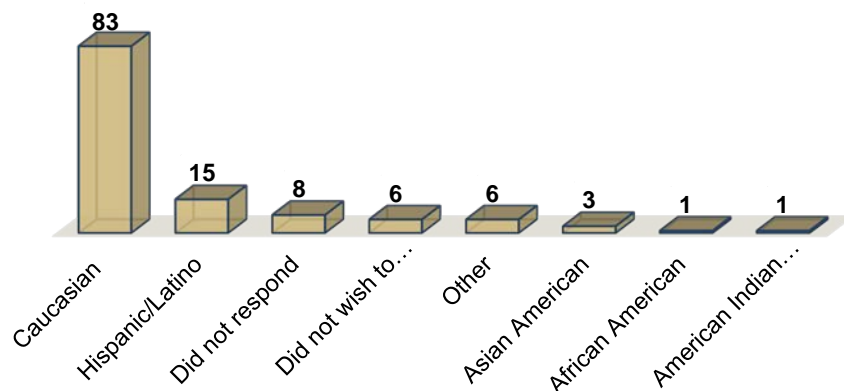
Gender Percentage Difference 2015-2016 vs. 2016-2017



Outgoing Students by Ethnicity

2016-2017 UCCS outgoing numbers and percentages still mainly reflect national trends, with those identifying as Caucasian comprising 67.5% of the population. Those identifying as Hispanic/Latino made up 12.2% of the outgoing population, an increase of 7.2% from the 2015-2016 data set. Participants identifying as Asian American, African American or American Indian or Alaska Native still only make up a very small percentage of UCCS' outbound student population. This reflects national trends according to the most recent IIE Open Doors data reported for 2015-2015.

2016-2017 Outgoing Students by Ethnicity



UCCS Education Abroad Students 2015-2016 vs. 2016-2017

ETHNICITY SELECTED	2015-2016 Outgoing Total	2016-2017 Outgoing Total	2015-2016 Percentage	2016-2017 Percentage	2014-2015 National Percentage
African American	2	1	2.5%	<1%	5.6%
American Indian or Alaska Native	1	1	1.25%	<1%	0.5%
Asian American	2	3	2.5%	2.5%	8.1%
Multiple Ethnicities Selected	2	0	2.5%	-	4.1%
Caucasian	55	83	68.75%	67.5%	72.9%
Hispanic/Latino	4	15	5.0%	12.2%	8.8%
Did not wish to report/Race and/or Ethnicity Unknown	5	6	6.25%	4.9%	-
Other	2	6	2.5%	4.9%	-
Did not respond	7	8	8.8%	6.5%	-

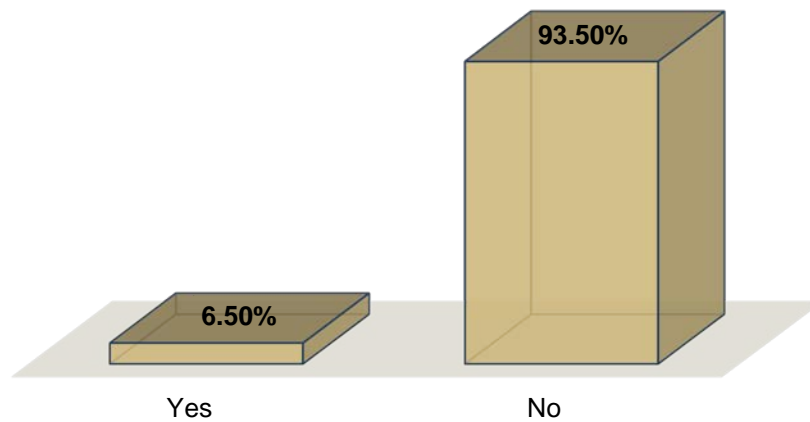
Breakdown of students by reported disability and veteran status

UCCS strives to create and promote abroad programming that is available to all students. We continued to make strides in diversity and outreach to all populations of students including non-traditional and underrepresented students in education abroad. Collaboration with IIE's Generation Study Abroad initiative helped to create awareness around diversity in education abroad and will continue to hold UCCS to its commitment to seek diversity in all areas, including education abroad.

A. Veteran/Military Status

UCCS serves a high number of veteran and active military students. In an effort to ascertain if veteran or military students are participating in education abroad opportunities, applicants can voluntarily indicate if they have ever served in the military. We saw for 2016-2017 6.5% (8 participants) of outgoing participants indicate that they have served in the military with 93.5% (115 participants) of outgoing participants indicate that they have not served in the military.

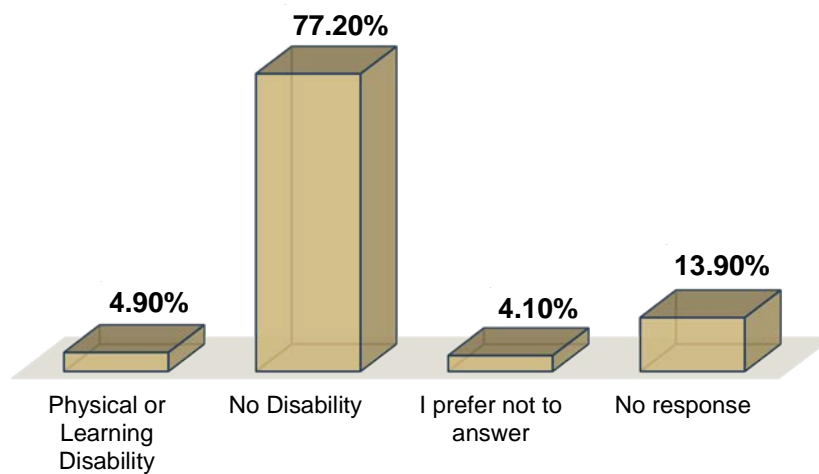
Military Status Indicator



B. Disability Status

Education abroad participants can voluntarily indicate if they do or do not have a disability. Participants can indicate if they have a learning or physical disability or no disability. 4.9% of those who disclosed indicated that they either have a physical or learning disability, 77.2% indicated that they do not have a disability, 4.9% indicated that they would prefer not to answer and 13.9% did not respond.

Disability Status Indicator



2. Marketing and Outreach

Marketing and outreach this past year continued along the same lines as the previous year but with a heavier and continued presence on campus by the advisor. This included attending orientation and recruitment events facilitated by UCCS admissions and recruitment, Abroad 101s, classrooms presentations, social media outlets, tabling and emailing. Between Abroad 101s and tabling sessions, we were able to outreach to over 80 additional students on campus.

Abroad 101

The main objective of an Abroad 101 was to take the confusion out of how to start the study abroad process. The advisor increased the number of Abroad 101s from 4 times a semester to once per week. Attendance at Abroad 101s depended on the date and time of the presentation and participation varied from 8 students to 1 student. Each Abroad 101 that was attended however produced interest among the students to follow-up directly with Education Abroad. Moving forward into next year, Abroad 101s will continue on a weekly basis with a heavier marketing presence to increase attendance.

Classroom presentations

Classroom presentations were facilitated by the advisor mainly in order to assist in the recruitment processes for faculty-directed programs. However, several classroom presentations were made for general study abroad information as well. These will continue on an as-needed basis to order to assist the recruitment process for the 2017-2018 year.

Social Media

Education Abroad continued to use its two main forms of social media to contribute to marketing and outreach. Social media played a small role during the past year in marketing and outreach. With new material, like a Connect with Us! card that will promote our social media pages, there will be a renewed focus on marketing and outreach through these social media outlets in the 2017-2018 academic year.

General Campus Outreach

Solid relationship foundations were built with the cultures and languages department, the Office of Military and Veteran Services, Financial Aid, Registrar's office, Academic Advising and the School of Public Affairs. Relationships with these offices and departments have helped to facilitate increased overall participation from 2015-2016 to 2016-2017. Additionally, tabling events with several 3rd party partners and attending admission and orientation events, helped to spread knowledge about education abroad opportunities on campus.

3. Partnership Building

Currently, partnerships can take three forms; Institutional Bilateral Exchanges, Business School Exchanges, 3rd Party Partnerships. The Global Engagement Office added 6 new partnerships to our Institutional Bilateral Exchanges and one 3rd Party Partnership. However, some of our Institutional Bilateral Exchanges are currently not active due to safety concerns.

Institutional Bilateral Exchanges:

- Universidad de Guadalajara-Guadalajara Mexico (Not-Active)
- Waseda University-Tokyo, Japan
- ICES Institute Catholique d'Etudes Superieures-La Roche-sur-Yon, France
- University of East Paris Creteil-Val-De-Marne-Paris, France
- Istanbul Bilgi University-Istanbul, Turkey (Not-Active)
- Escuela Tecnica Superior de Ingenieras Industrial y Aeronatica de Terrassa
Universitat Politecnica de Catalunya-Barcelona, Spain
- Radboud University Nijmegen-Nijmegen, Netherlands
- Universidad de Castilla-La Mancha- Toledo, Spain (New)
- Loughborough University-Loughborough, England (New)
- University of Hertfordshire-Hatfield, England (New)
- Peruvian University of Applied Sciences-Lima, Peru (New)
- Hankuk University of Foreign Studies-Seoul, South Korea (New)
- Southern Institute of Technology-Invercargill, New Zealand (New)

Business School 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
- National Taiwan University of Science and Technology-Taipei City, Taiwan
- BI Norwegian Business School-Oslo, Norway

3rd Party Partnerships:

- Semester at Sea
- Sol Education Abroad
- AIFS-American Institute for Foreign Study
- ISA-International Studies Abroad
- CIEE-Council on International Education Exchange
- IES Abroad (New)



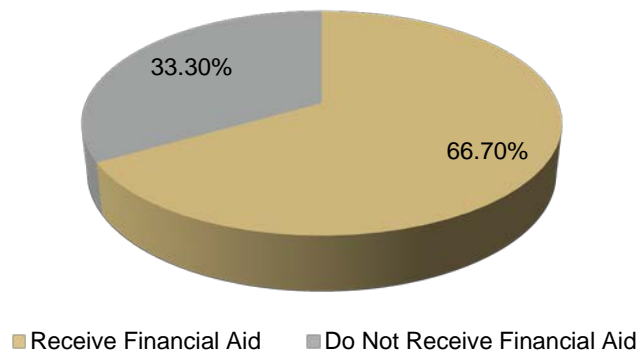
Blue markers: Business School Exchanges
Red markers: Institutional Exchanges
White markers: New Partnerships Established in 2016-2017

4. Funding

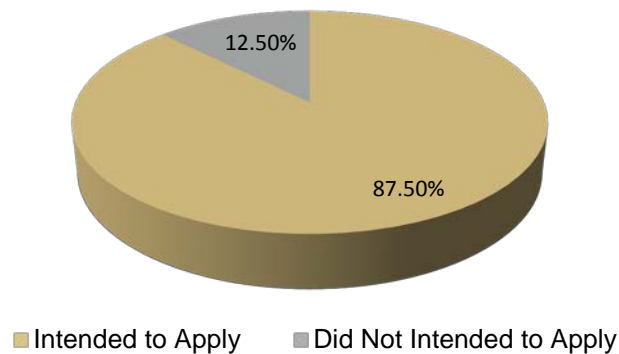
External funding for UCCS students who pursue education abroad continues with grant and scholarship funding available through outside sources. As the education abroad staff sees fit, we still recommend as many scholarships as apply to a student. Education Abroad assisted in finalizing several scholarships for potential Gilman recipients this past year.

Financial Aid continues to be an important component of students having the ability to pursue education abroad. During the cycles analyzed, students could voluntarily indicate their financial aid status in two ways; where they receive financial aid or not and whether they intend to apply for financial for the purposes of education abroad. According to this voluntary survey, of those who did education abroad in the cycles analyzed and who completed this survey, 66.7% of students indicated that they receive financial aid and 33.3% of students indicated that they did not receive financial aid. These numbers are lower than the number of students who indicated whether they intended to apply or use financial aid, grants or loans for education abroad which was 87.5% and 12.5% according to those who responded to the survey.

2016-2017 Education Abroad Student Financial Aid Status



2016-2017 Education Abroad Student Intention to Apply for Aid



5. Terra Dotta

Education Abroad still utilizes the software service Terra Dotta to process applications and keep vital records and statistics on our study abroad population. The fee breakdown for this service is seen below and is the same as last year:

Terra Dotta Annual Fee (w/o integration)	\$1,150.00
Applicant Fee (Billed to GEO)	\$27.00/applicant/year
UCCS Education Abroad Fee (Paid by student)	\$50.00

Terra Dotta continues to keep important documents on file for risk management and application process purposes. Individuals who register with our Terra Dotta system can securely store their travel documents, like a copy of their passport and then be able to access it anywhere in the future. It is also vital for the education abroad team to make sure that registrants are adequately prepared to go abroad. As the number of students increases, we will rely more heavily on Terra Dotta to track students registration and application process, as well as utilize that information in any cases of emergency. We foresee that the Education Abroad fee will continue to stay the same for the next academic year to cover the costs of utilizing this software.

6. Faculty-Directed Programming

Below contains an overview of the faculty-directed programs that the Education Abroad office assisted in facilitating during the 2016-2017 academic year. There was an increase in summer faculty programming from the summer 2015. The Faculty and Staff-Directed Abroad Handbook and Proposal was born during the Fall 2016 semester with distribution and presentations to interested faculty and staff during the Fall 2016 and Spring 2017 semesters.

Summer 2016 Programming

FCS 3890: Japanese Language and Culture

This was a week long trip visiting several major cities in Japan. It was attended mainly by Japanese language students to improve their language acquisition and learn about the culture of Japan.

Leaders(s):	Rieko McAdams
Credits:	3 UCCS Undergraduate credits in Foreign Languages
Cost:	\$3,800-4,200 excluding tuition
Student Enrollment:	10

SOC 4450/HIST 5450: Sociology and History in Montreal

This was a week-long trip to Montreal, Canada to attend the World Social Forum. A large gathering of individuals coming together to discuss current world issues.

Leader(s):	Jared Benson and Nick Lee
Credits:	3 UCCS undergraduate credits for Sociology 4450/5450 and History 3000
Cost:	\$950.00 excluding airfare and tuition
Student Enrollment:	7

FCS 3890: Spanish Literature and Poetry

This was a 10 day trip to Quetzaltenango, Guatemala to attend Festival Internacional de Poesia de Quetzaltenango for Spanish language students.

Leader(s):	Fernando Feliu-Moggi
Credits:	3 UCCS undergraduate credits in Foreign Languages
Cost:	\$1280 excluding airfare and tuition
Student Enrollment:	3

Spring 2017 Programming

LEAD 6000: SAHE Spring Break

This was a 10-day trip to London, Paris and Amsterdam that explored the world of higher education in Europe for students from the Student Affairs in Higher Education Masters program.

Leader(s):	Patty Witkowsky
Credits:	3 UCCS graduate credits for LEAD 6000
Cost:	\$5,000-\$6,000
Student Enrollment:	16

7. Moving Forward

Enrollment

UCCS will continue to increase in education abroad participation through flexibility and more program options. Summer 2017 will see the most outgoing participation in the history of education abroad program reporting at UCCS.

Summer 2017

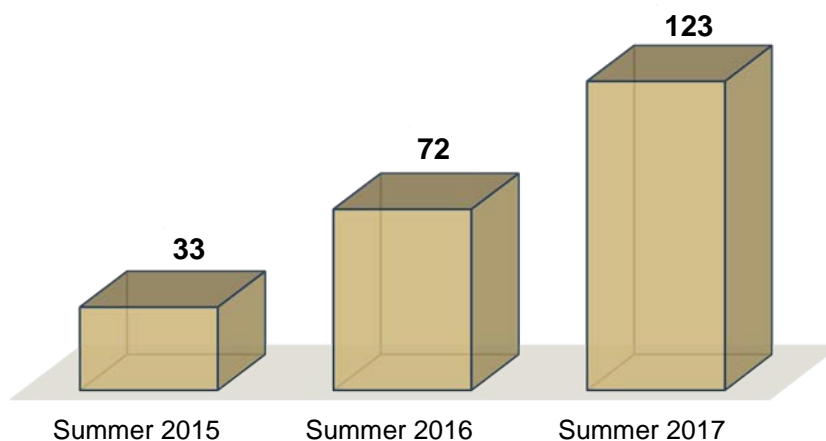
Summer study abroad is by far the most popular option for UCCS participants and we see continued dramatic growth from 2015 to 2017 cycles.

Total Estimated Outgoing: 125

3 rd Party	21
Faculty Directed	50
Non-credit abroad	51
Research	3

Countries of Destination: Japan, Peru, Nicaragua, Ireland, France, Germany, England, Spain, Costa Rica, Mexico

Summer 2015-summer 2017 participation



Fall 2017

Fall 2017 outgoing participation is seeing a 38.5% increase from Fall 2016. Exchange participation increased the most from 3 students to 9 students between Fall 2016 and Fall 2017. This could be attributed to increased advising on exchange programs in addition to an increase in institutional partnership in desirable locations. Additionally, diversity in location has increased as seen in the country of destination list.

Total Estimated Outgoing: 18

3 rd Party	9
Exchange	9

Countries of Destination: England, Germany, Paris, Spain, Thailand, Italy, South Korea, Japan, Costa Rica, Norway, Australia

Processes and Procedures

Education Abroad plans over the next year to standardize and provide more information about the many processes and procedures to make the abroad process easier for students, parents, faculty and staff to understand. This means website updates will

happen with clearer student-friendly instructions as well as handouts and emails for students during each phase of the process.

Marketing and Outreach

Marketing and outreach will continue with the assistance of a dedicated education abroad student worker. With this assistance, outreach, participation and follow-up will continue with more consistency in the forms of Abroad 101s, some classroom presentations, social media and general campus outreach.

- Abroad 101

Education Abroad will do a weekly presentation over the next year, during the academic year about the abroad process. These will be marketed more heavily in order to increase participation in these information sessions.

- Classroom Presentations

Classroom presentations will continue into 2017-2018 on an ad-hoc and as-needed basis to promote specific programs and by request.

- Social Media

Social media campaigns will continue with more consistency in order to promote programs, deadlines, and participation in events.

- General Campus Outreach

This next year will continue to build partnerships between GEO and other academic and administrative offices for education abroad.

Partnership Building

With new vital institutional partnerships taking shape over the 2016-2017 year, participation in exchange programming increased. New partnerships may be identified during the 2017-2018 year, but less of an emphasis will be placed on increasing exchange partnerships due to somewhat limited capacity to facilitate a large amount of exchange partnerships with limited staffing. One 3rd party partner was brought on board during the 2016-2017 cycle, IES Abroad. IES Abroad was specifically brought on board for internship opportunities but also provides a wide variety of traditional education abroad options for students as well.

Unique Opportunities

We will continue to drive down more opportunities to expand education abroad through the entire student population at UCCS. Working closely with the Office of Veteran and Military Services, we will try to standardize the process for vets and military students to

peruse education abroad and increase the visibility throughout that population of students. Specifically, we will work to make known how different VA chapter funding may or may not be able to be applied to education abroad.

We will also work to expand our knowledge base for education abroad opportunities for students with a disability. Working with the applicable offices on campus, we will work to promote education abroad opportunities.

With more interest in service-learning, interning and volunteer opportunities abroad we will also continue to support the existing programs as well as find creative ways for more opportunities in these areas. There is still high interest with the Global Brigades student group as well as potential new volunteer/service-learning opportunities in Central America.

Funding

Funding opportunities will continue to be pursued as they arise with no annual institutional dedication to grants or scholarships. Grants and scholarships will continue to be facilitated by academic departments and offices on an ad-hoc basis. Long-term, as the UCCS education abroad alumni base grows, we could anticipate some annual funding dedicated to education abroad purposes.

Faculty-Directed Programming

As GEO helps increase capacity for faculty and staff-directed programming through a standardized campus process and recruitment of faculty and staff interested in leading programs, it projected that faculty and staff directed programming will continue to increase. GEO will continue to work with faculty and staff to liaison independent UCCS programming as well as with approved 3rd party providers. Over the next year, the Faculty and Staff-Directed Abroad Handbook and Proposal will continue to evolve and become more comprehensive as needed.