Annual Report 2017-2018

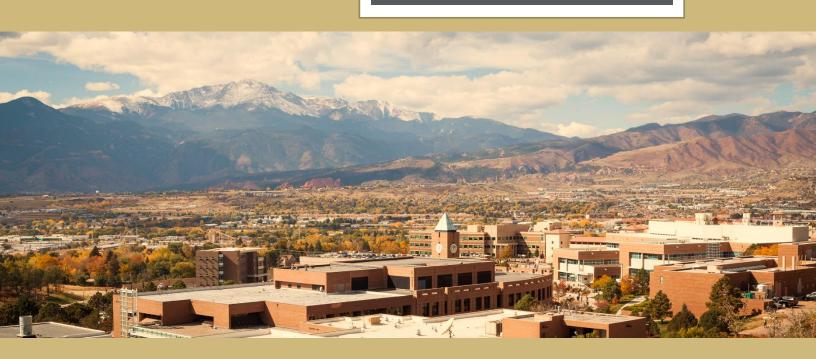
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June 2018





Global Engagement Office

UNIVERSITY OF COLORADO COLORADO SPRINGS

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Introduction

Introduction

The 2017-2018 academic year was a period of solidifying activities and the core student services for the office. The Global Engagement Office was reorganized August 2017 and incorporated within the Student Success Division. The Director is a direct report to the Vice Chancellor for Student Success which elevated the office profile as previous reporting was at a lower leadership level. It was the first academic year in a three year period that the office had the key positions of Director of Global Engagement, Senior Education Abroad Advisor and Senior International Student Advisor filled. The office also incorporated all core international student and scholar advising functions and Federal Immigration reporting this past academic year as a result of the final transitioning of current international student services from Enrollment Services. More students were served by the office than any other in the past three years with the utmost of attention due to international education expertise and staffing.

It is important to still note that Global Engagement Office is a nascent international center that was founded in 2012 as a result of the strategic plan. Below is a image of the Goal 4 focused on Internationalization at UCCS and was approved by the Board of Regents in April 2016

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.

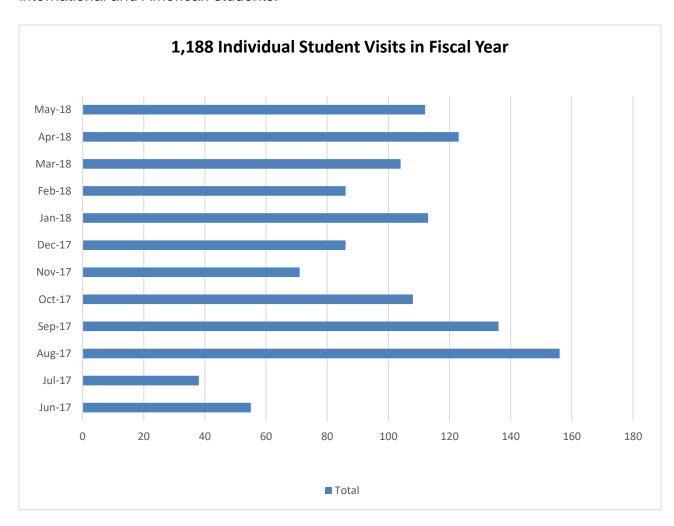
- UCCS will develop a centralized international office, reporting at the provost level, focused on UCCS internationalization.
- We will develop and implement an international student recruitment, enrollment, and retention plan with the goal of increasing the international student body to 384 by 2020.
- 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 section includes a description of some of the accomplishments at the Global Engagement Office over the past academic year:

Reorganization with Seasoned and Professional International Educators

The office was realigned in August 2017 with the Student Success Division and the Director is a direct report to the Vice Chancellor of Student Success. This reorganization gives greater focus on services provided by the office to its international students and education abroad students. Additionally, the transition of all current international student and scholar support moved to the office. This creates focused alignment by providing support to all enrolled international students and scholars as well as education abroad students. As a result of offering centralized international education focused services for current students, the office had increased traffic and a heightened effort to provide timely, focused support to UCCS international students and education abroad students.

Starting as of June 1, 2017 to May 31, 2018, the Global Engagement Office had 1,188 visitors with their individual cases covering the everyday work of the Senior International Student Advisor; the Senior Education Abroad Advisor and other specific cases of both international and American students.



International Visiting Scholars

Effective Spring 2017, the Global Engagement Office took was responsible for the tracking of international scholars and in Fall 2018 fully took on Federal immigration responsibilities for visiting scholars to include the creation of visiting scholar guide for academic departments hosting scholars and advising and check-in of international scholars. UCCS hosted 18 international scholars in the 2017-2018 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. UCCS hosted 18 scholars from 12 different countries to include Brazil, China, Germany, Iran, Japan, Kuwait, Libya, Mexico, Philippines, Spain, Thailand, and Ukraine.

Fulbright Student and Scholar Advising and Communication

Effective Fall 2016 advising liaison responsibilities were transitioned to the Director of Global Engagement for student and scholar programs. Email communication continues to students, faculty and staff about such opportunities, an annual Fulbright workshop is held, and one-on-one meetings with student, faculty, and staff on such programs continues.

Internships and Training in International Education

The international education field is vast and there is a growing interest in learning about international education efforts at UCCS. Inquiries, informational interviews, and internship requests are from students, community members, and international colleagues. The Director has prioritized sharing about the field of international education and the efforts of the Global Engagement Office at UCCS via one-on-one meetings with individuals interested in international efforts at UCCS, international education as a field, training of students, and the hosting of international education interns.

As a result of such efforts, the director met or held conference calls with 15 individuals interested in the field over the course of the past year. These were a combination of current students, recent graduates, employees, and individuals outside of UCCS. Additionally the office hosted interns from the Student Affairs in Higher Education master's program. A total of three interns were hosted by the Global Engagement Office over the 2017-2018 academic year. Two interns, Mr. Chris Rief and Mr. Antonio Robinson worked closely with the Senior Education Abroad advisor to learn more about education abroad and assisted such activities as Abroad 101 sessions, tabling, data entry and maintenance in the TerraDotta study abroad software system, and social media efforts. One intern, Mr. Ben Vargas, worked closely with the Senior International Student Advisor and completed as part of his internships such activities as shadowing of immigration

related advisor meetings, international student workshops, and helped in the hosting of 22 students from Mexico through the Proyecta 100,000 Strong Initiative.

Japanese Government Intern Program: The Long-term Education Administrators Program

The Director applied to host a Long-term Education Administrator Program (LEAP) intern. The opportunity to host a LEAPer puts UCCS on the map as having a professional international center/global engagement office, exposes our institution to university officials across Japan, and provides opportunities for students, staff, and faculty to engage with a Japanese citizen.

The LEAP program aims to train early-career Japanese university administrators and is supported by The Ministry of Education, Culture, Sports, Science, and Technology. Thirteen Japanese administrators were selected to come to the United States after a one-year internship with the Japanese government. The first two months of the program in the U.S. involved intensive English training in Bozeman, Montana. LEAPers are then placed at a U.S. institution of higher education.

The intern placed at UCCS, Mr. Yoshihisa Iwata, is an administrator at Tokyo University of Foreign Studies. He specifically selected UCCS as his internship location due to his interest in comprehensive Internationalization, UCCS' non-traditional student population, and ability to help in multiple areas of international education. During his internship, Mr. Iwata participated in standing meetings, researched student affairs at UCCS, assisted with orientations, student programming, facilitated classroom presentations on Japan related to specific content area (nursing and health care, language, geography) and education abroad opportunities in Japan.



Mr. Iwata, Dr. Kim Hunter Reed and Ms. Yan



Dr. Hansen and Mr. Iwata

Delegation Visits

The Global Engagement Office hosted the following delegations to help promote and foster internationalization, global learning for students, faculty and staff, future partnerships (revenue generating as well as exchange), as well as showcase the campus and scholarship at UCCS. Delegations for the 2017-2018 Academic Year include the following:

- Department of State, International Visitor Leadership Program and World Affairs Council, Japanese delegates for Disability Access and Inclusion
- Economic Perspectives from China and partnership discussion, Dr. Zhao from Xiamen University in China
- Konan University, Partnerships and intensive English programs
- Department of State, International Visitor Leadership Program and World Affairs Council, Global Economic Exchange
- Asahi University in Japan, Sports medicine related programs and partnership discussion
- Beijing Technology (BIZTH), Dr. Zhen, short-term programming and dual degrees
- Chiba Language School in Taiwan, partnerships, teacher exchange
- Kuwaiti Consulate, advising and sponsored student visit
- Hannam University in South Korea, partnership and collaboration visit
- University of Nagano in Japan, partnership and collaboration visit in Denver with StudyColorado
- Indian Institute of Technology, Kharagpur in India, partnership and collaboration visit
- University of Hull in the United Kingdom, exchange and partnership discussion
- Young Champion Ambassador Program in Colorado Springs, reception for members
- Mr. Zheng English schools in Shenyang, China, partnership discussion
- SEVIS Site Visit, USA, University site visit by Colorado Field Representative

Short-term Programming

The Director of Global Engagement secured a \$87,000 revenue generating proposal through the Proyecta 100,000 Strong program in Mexico. Additional proposals for short-term programming and intensive English study were designed and pursued for the following programs:

- Proyecta 100,000 Strong, Mexico, funded
- BITZH, China
- University of Nagano, Japan

- Hannam University, South Korea
- Konan University, Japan
- Shenyan Language Schools, China



Día de los Muertos (Day of the Dead) Dr. Hansen and Mexican Students of Proyecta 100,000 Strong Initiative

Hike in Pulpit Rock with Mexican Students of Proyecta 100,000 Strong Initiative (October 2017)



Partnerships

The office explored several partnerships for future exchange that are strategic and sustainable. Details on partnerships were further developed and updated on the website.

Below is an outline of the partnerships for the 2017-2018 academic year.

Organization / Participant	Туре	Purpose
AIFS - American Institute For Foreign Study	Provider	EA Provider Agreement
Beijing Infinity Education Technology Co. Ltd.		
(BYB)	Academic Institution	Letter of Intent
BI Norwegian Business School	Academic Institution	Agreement / MOU
CIEE - Council on International Education		
Exchange	Provider	EA Provider Agreement
Cologne Business School	Academic Institution	Agreement / MOU
Colorado School of English	Academic Institution	Transfer Agreement
Dalian Maritime University of China (DMU)	Academic Institution	Letter of Intent
Escola Tecnica Superior D'enginyeries Industrial I Aeronautica De Terrassa, Universitat Politecnica De Catalunya (ETSEIAT-UPC)	Academic Institution	Agreement / MOU
Ewha Womans University EWU	Academic Institution	Letter of Intent
Frankfurt School of Finance and Management	Academic Institution	Agreement / MOU
GlobalLinks Learning Abroad	Provider	EA Provider Agreement
Hankuk University of Foreign Studies	Academic Institution	Agreement / MOU
ICES-Institut Catholique d'Etudes Superieures	Academic Institution	Agreement / MOU
ICES-Institut Catholique d'Etudes Superieures	Academic Institution	Agreement / MOU
Institute for Shipboard Education (Semester At Sea)	Provider	EA Provider Agreement
International Education of Students (IES Abroad)	Provider	EA Provider Agreement
Istanbul Bilgi University	Academic Institution	Agreement / MOU
Jiangyin Polytechnic College of China (JPC)	Academic Institution	Letter of Intent
Jinan University	Academic Institution	Agreement / MOU
Korean National Univversity of Education (KNUE)	Academic Institution	Letter of Intent
Language Consultants international	Academic Institution	Agreement / MOU
Loughborough University	Academic Institution	Agreement / MOU
Mari State University (MSU)	Academic Institution	Letter of Intent
MCI Management Center Innsbruck	Academic Institution	Agreement / MOU
Munich Business School	Academic Institution	Agreement / MOU
Nantong Vocational College of China (NVC)	Academic Institution	Letter of Intent
National Taiwan Unviersity of Sicence and		
Technology	Academic Institution	Agreement / MOU
OEI College dba Olympia Education Institute	Academic Institution	Agreement / MOU
Radboud University Nijmegen	Academic Institution	Agreement / MOU
Radboud University Nijmegen (Business only)	Academic Institution	Agreement / MOU
Sol Education Abroad	Provider	EA Provider Agreement
Spring International Language Center	Academic Institution	Transfer Agreement
Stockholm University School of Business	Academic Institution	Agreement / MOU

SWPS - University of Social Sciences and		
Humanities Warsaw	Academic Institution	Agreement / MOU
The Southern Institute of Technology, Invercargill	Academic Institution	Agreement / MOU
The University of Castilla - La Mancha	Academic Institution	Agreement / MOU
Universidad Americana Managua (UAM),		
Nicaragua	Academic Institution	Letter of Intent
Universidad Peruana De Ciencias Aplicadas S.A.C.	Academic Institution	Agreement / MOU
Universitat D'Andorra	Academic Institution	Letter of Intent
University College of Southeast Norway (Business		
only)	Academic Institution	Agreement / MOU
University of Andorra	Academic Institution	Exchange Agreement
University of Duisburg-Essen Mercator School of		
Management	Academic Institution	Agreement / MOU
University of Guadalajara	Academic Institution	Agreement / MOU
University of Hertfordshire	Academic Institution	Agreement / MOU
USC International Academy (USCIA)	Academic Institution	Agreement / MOU
Waseda University	Academic Institution	Agreement / MOU
Wuxi City College of Vocational Technology of		
China (WCCVT)	Academic Institution	Letter of Intent
Wuxi Institute of Commerce of China (WIC)	Academic Institution	Letter of Intent
Wuxi Vocational Institute of Commerce (WXIC)	Academic Institution	Letter of Intent
Yancheng Institute of Technology of China (YCIT)	Academic Institution	Letter of Intent

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.

Funding and Community Partners

The director met the previous academic year with the Advancement team and was later invited to a staff meeting. Information on the office was shared as well as quick facts. A result of this led to meetings with a local business in University Village and then a meeting with another business within the same complex. These were a result of leads shared by the UCCS Advancement team. The second meeting resulted in relationship and donation of funds effective fall 2018 by Springs Modern Dentistry. Work with the Vice Chancellor of Student Success on scholarship funding for education abroad experiences is expected to be a key foci for the upcoming academic years.

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.

Moving Forward

Each section below includes a section related to moving forward for the respective areas of education abroad, international student and scholar support, and the Intensive English Program.

- Exploration of funding opportunities for education abroad to include collaboration with the Advancement team and Vice Chancellor for Student Success.
- Development of a Fulbright Committee to advise students and scholars is needed. Such plans are underway but are contingent upon resources and time to formalize a student review process for Fulbright applications for the 2019 cycle and more regular workshops and one-on-one meetings with faculty about Fulbright opportunities.
- Establishment of a global focused international living and learning community with in a Residence Hall that will include robust programming as well as the creation of a new GPS class.
- Research and further collaboration with local community organizations to further advance campus internationalization.

- Updating of the student international education travel policy to reflect the updated Department of State travel warning system.
- The office is focused on student services and staffs the front desk with two graduate students, interns, and undergraduate students. However, full staffing of the front desk was expressed as a need during the academic year.
- Exploration of the designation of a visitor parking space for office visitors that need to come in for short periods to drop-off or pick-up materials.

International Student Services

The 2017-18 academic year saw international student services in GEO offered on a full-time basis for the full year, for the first time, under the direction of Mr. Sean Milton. Mr. Milton's role is international student advisor (ISA). The primary functions of the ISA position are immigration advising, programming, and leading and coordinating campus immigration compliance and support efforts to international students and scholars. Such efforts are essential as they not only provide for student success but institutional compliance to Federal regulations that permit the institution to host international students and scholars.

In addition to serving international students effectively, 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.

In addition, in fall 2017 the ISA role took on the responsibility of most administrative tasks for the J-1 EV Scholar program for UCCS, as the director of GEO took over the 'Responsible Officer' (RO) role and the ISA the 'Alternate Responsible Officer' (ARO) position. The J-1 scholar program makes it possible for temporary researchers, instructors, and professors to be on site at UCCS for collaborative activities under the sponsorship of a UCCS department.

Those processes have now moved over to GEO in their entirely and the office offers comprehensive services for UCCS international students and scholars to include immigration related services and programming.

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.

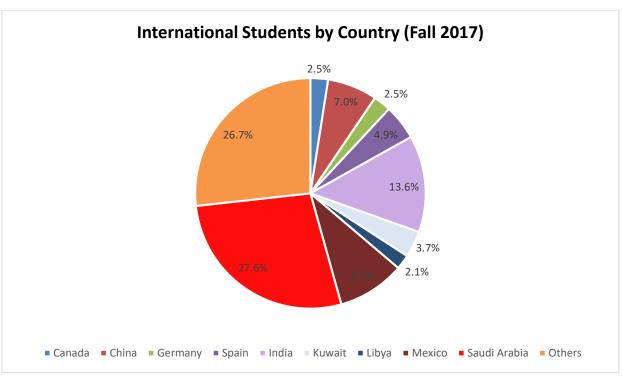
Working with international students in helping them integrate as well as share their unique perspectives are important goals.

International Student Numbers and Profile

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

Enrollment among international students at UCCS is decreasing, and for the fall 2017 semester the count was 243 students. As discussed in last year's report, the population decline is due primarily to factors external to the university.

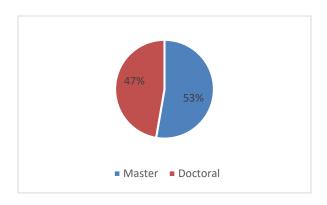
The diversity of the international student population is shown in the fact that 47 different countries were represented on campus in fall 2017. The top countries represented at UCCS in fall 2017 by population count were Saudi Arabia (67), India (33), Mexico (23), China (17), Spain (12), Kuwait (9), Germany (6), Canada (6), and Libya (5).



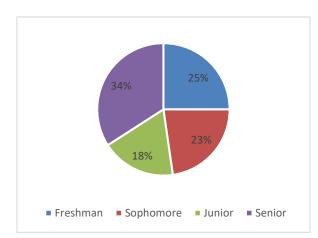
The majority of these students not from European countries are degree-seeking and hold F-1 status, which means they are typically here for a longer period to complete their UCCS degrees over a multi-year timeframe. The fall 2017 count shows that 45.3% are studying in graduate programs.

For fall 2017, here are the numbers:

Graduate:	110	Total
Masters	58	
Doctoral	52	



Undergraduate:	88	Total
Freshman	22	
Sophomore	20	
Junior	16	
Senior	30	



Non-Degree

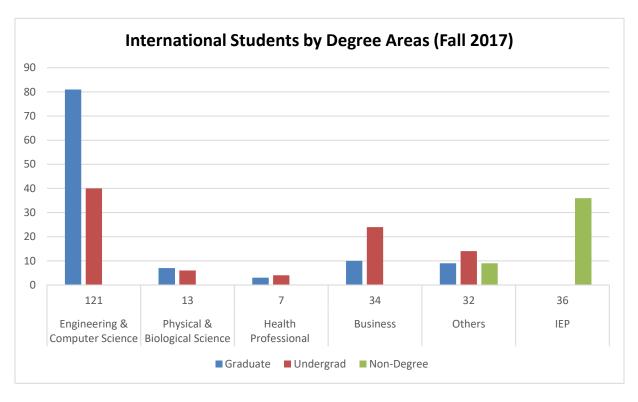
Exchange 9
Intensive English 36
(including short-term program students)

*All numbers come from fall 2017 Open Doors data as reported to the Institute for International Education following that report's protocol.

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

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

	Total	Graduate	Undergrad	Non-Degree
Engineering & Computer Science	121	81	40	
Physical & Biological Science	13	7	6	
Health Professional	7	3	4	
Business	34	10	24	
Others	32	9	14	9
IEP	36			36
Total	243	110	88	45



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. UCCS is now similar to other small public institutions with similar numbers, in that international student advising is a full-time position.

The advising services consist of:

 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 bi-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
- 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 turnaround time for student requests and applications (such as for changes to student immigration documents, requests for an office letter to assist with SSN application, requests for a signature on the immigration document for travel, for example), of 1-2 business days and often on the same day

Perhaps the most important function of the advisor position is that of immigration advising, to assist students in maintaining compliance with U.S. regulations and complete mandatory Federal reporting required for UCCS to host international students and scholars. Many aspects of international student life have an immigration-related component, and keeping up-to-date with U.S. regulations, changes, and proposed changes is critical. The advisor position liaises with the Department of Homeland Security (and its constituent units) 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:

- 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.

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

OPT Advising for Former Students

The ISA continues to have a major portion of time dedicated to advising of <u>former UCCS students</u>, 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 May 2018, students in this situation currently number more than 65 (an increase of more than 10% from the same time last year), while our overall student enrolled population was about 227 in spring 2018. The OPT and STEM OPT programs continue to change which requires additional research and advising for the ISA position. Most recently, SEVP (which administers the SEVIS system, and OPT) implemented a SEVIS OPT Portal for students to do self-reporting of some OPT information, which was a welcome update.

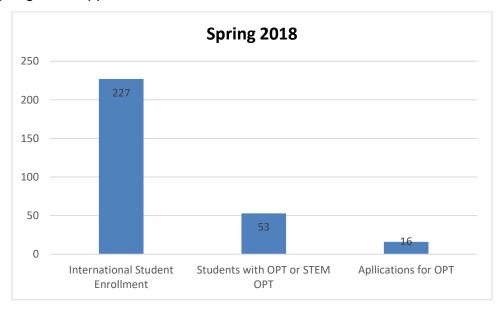
OPT advising for specific cases typically begins in a degree student's final semester. Attendance at an OPT application workshop is required, as an introduction to the application process and important OPT regulations. In the final semester, an application is made to USCIS by the student with an I-20 from the international student advisor, recommending the permission. If eligible, the student is granted one year of work permission tied to their academic major. If 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 2018

- International student enrollment 227
- Students with OPT or STEM OPT approved already, no longer USCIS students in spring 2018 – 53
- Spring 2018 applications for OPT or STEM OPT 16



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.

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

At the current time, 6 continuing UCCS international students have CPT authorization for the current Spring 2018 semester, and 3 for Summer 2018.

Taxation

U.S. taxation is a difficult area in which advising for international students and scholars is needed. However, GEO advisors are not tax advisors and cannot advise students on their U.S. tax reporting obligations and process except in general terms, to avoid institutional liability. International students, however, do have tax reporting obligations and are responsible for fulfilling those obligations. As the immigration arena becomes increasingly

strict in the U.S. political environment, helping students and scholars understand and fulfill their compliance requirements becomes even more important.

For the 2017 tax year (with tax returns due in April 2018), the CU International Tax Office (located in Denver) provided licenses to a different tax software product, the Windstar produce from Thompson-Reuters. The office was able to budget for licenses only for those students and scholars with CU income (wages, stipends, and/or taxable scholarships). That means many students did not receive a software license, even though they have tax filing/reporting obligations.

GEO provided the communications from the CU International Tax Office, and arranged a well-attended workshop in February 2018 for all international students and scholars. GEO also provided discount codes (for federal return tax prep) for all students to use Sprintax, if needed or desired. Comments from users about Sprintax indicate it is well-liked, easy to use, and the support staff is responsive and helpful. In addition, Sprintax can help with state returns (at an additional cost), and WindStar and other products cannot.

Advising regarding Executive Orders

The confusion and concern regarding events in the U.S. political arena subsided somewhat in 2017-18. The information provided in this area was restricted to updates to our Immigration Updates webpage, and in direct advising provided upon request or student questions (which were few). UCCS students have not yet been impacted by these confusing events, thus far, aside from what seems to be increased scrutiny in visa applications and visa renewals. It is impossible to know if prospective students or interested applicants have been impacted, however.

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.

Transition to Full-Service Advising

The transition to being a full-service advising shop for students is largely complete, and current and incoming students are now aware, with very few exceptions, of the ISA position, the advising protocol, the location of the office, and other concrete logistical details. Feedback has been positive. Still to improve is making students aware of the drop-in and appointment advising schedule, to the largest extent possible.

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. Information provided at the pre-arrival stage, and at arrival orientation to new incoming students, will continue to address getting this information in the hands of students as early as possible. 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.

Institutional Compliance and SEVP Certification

In 2017, the 'Primary Designated School Official' position transferred from the previous Admissions Office official, to the ISA in GEO. The ISA in GEO is now responsible for UCCS compliance with the regulations relating to the F-1 program (international students on F-1 visas).

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

- Ongoing university procedures and policies of working with international students in regard to the requirements and benefits of their F-1 status, and ensuring their compliance with the F-1 regulations
- Working with university units to assist them in understanding the F-1 regulations that affect their students, and their programs
- Making sure that record-keeping and document management are handled in such a way as to be in compliance with the F-1 regulations
- Submitting any needed updates to the U.S. government agency (SEVP) that oversees the F-1 program, in relation to UCCS information and programs
- Submitting recertification application and supporting information and documentation every 2-3 years, as required by SEVP. This last process is currently underway, and UCCS programs are currently locked as we await the recertification to be approved, and extended, subsequent to the application made in April 2018. As part of the recertification application, information about a new DSO was submitted and has already been approved. That means UCCS currently has 4 designated school officials two in GEO, one in Admissions, and one in the Graduate School.

Technology and Website

International Student Information Management System

The advisor position (along with Admissions & Records) currently uses the International Student & Scholar Management database system from Ellucian, which acts as a gobetween for the CU-SIS system, and SEVIS, the federal database used to monitor F-1 and J-1 students, scholars, and dependents. This system is in use at UCCS because of its selection and use at the rest of the CU system.

However, in 2017 the decision was made to purchase an alternative system, Sunapsis. Meetings with the CU tech and ISS teams over the 2017-18 academic year have resulted in a go-live date for that system to occur in fall 2018. As of this writing, this go-live date planned is September/October 2018. This date is subject to the progress made by the

implementation team at CU UIS. On-site training users was provided by the Sunapsis team in April 2018, at the UC-Denver offices. Planning continues for the implementation, including the separation as appropriate for the business processes at the various CU schools to be accurately reflected in the configurations for each campus. The configurations are the responsibility of the tech team at UIS, in Denver, in coordination with UCCS GEO and Admissions officers. Individual configurations for the UCCS campus, to reflect UCCS policies and practices, for e-forms, etc. will be taken on by the ISA in GEO along with the school official who uses ISSM currently for Admissions to issue initial I-20s, with assistance from UIS.

The GEO Website

The GEO website was migrated to an alternative system in February 2018. The new system, Drupal, is significantly easier to work with and thus website updates are simpler to take on, in general. More complex edits still require the assistance of the website team at UCCS (and they are responsive in providing that assistance).

The next large challenge for the ISS area of the webpages is to reflect the change to using Sunapsis, in fall 2018, since that change will see some big changes to how students can submit requests and interact with the advisor.

Other areas that continue to need constant updating to reflect changes are the OPT, CPT, and STEM OPT information pages, the Forms pages containing request forms and information handouts, and the taxation pages. These updates are a project for summer 2018.

Document Management

This is a major part of compliance for the ISA position, in that documentation for international students' needs to be rigorously and consistently required and retained, to maintain compliance with the regulations. In the past, document management for international students was largely maintained in the systems used by Admissions: Singularity, and then OnBase (migrated over from Singularity in the 2017-18 AY). This meant that documents for current students were not maintained in ISSM.

In fall 2017, the decision was made to maintain documents for current students in ISSM, and then for those documents to be merged into Sunapsis when the migration to that systems takes effect. Testing has shown this to be successful. In addition, the 'Notes' function in ISSM has been used on a much more regular basis in the current academic year, and those notes (for student requests, advising notes, etc.) will also migrate into Sunapsis.

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
- ISSM The system from Ellucian purchased by the UC system schools to batch information to SEVIS, and to monitor student compliance (and soon to be replaced by Sunapis)
- PeopleSoft the CU student information system where enrollment and academic information, address and contact information, and financial information, are all stored
- MS Office products

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

Having a good technology setup, and the ability to work with all the software packages required for the 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.

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 consisted in 2017-18 of the following main initiatives:

 Orientation (Fall and Spring) – The International Student Specialist position in Admissions coordinates orientation, in collaboration with GEO and other university units. 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 currently programs the short orientation (and testing) for the Intensive English Program students who start in Summer, Spring II, and Fall II (since there are no Admissionsled orientations for those sessions).



Fall 2017 Orientation (August) – every fall orientation programming begins on the Wednesday preceding the start of classes the following week. The main orientation programming in fall 2017 consisted of required sessions such as

welcome sessions, SEVIS reporting, paying UCCS bills, campus tour, and discussion panel events. Thursday and Friday following the main orientation date had other events occurring such as additional workshops on employment, banking, health care, and more.

Spring 2018 Orientation (January) – Orientation in spring semesters is held on the Friday before classes begin. 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 30 students attended orientation programming as new UCCS students in spring 2018. This count included new incoming degree students (both graduate and undergraduate), returning students beginning new degree programs, new exchange students, new IEP students, and other international students in statuses other than F-1/J-1.

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).

i-Workshops – 'I-Workshops' is the name given to the series of workshops that GEO's international student advisor puts together each semester, starting with orientation workshops (coordinated with Admissions and Records) and running through nearly the end of each semester. These workshops have 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 the workshops was higher in fall 2017 and spring 2018 for the main offerings (OPT, taxation, primarily) than in the previous year, probably due to increased awareness of the workshop offerings. For OPT, attendance at a workshop is a requirement for applying, which was a change from the previous

year. The best attended workshops were the Taxation workshop in spring 2018, which saw about 40 attendees, and the OPT workshops (approximately 40 attendees at multiple workshops dates/times).

The decision was made after fall 2017 to focus on the areas of greatest interest, and need for the workshops, primarily OPT and taxation, since turnout at the other workshops was low. Advising on those other areas, such as health insurance, money and banking, etc., can occur in direct advising in response to student inquiries, and through direct email and website updates to the entire student population.

Workshops offered in fall 2017 and spring 2018: The tax workshop had attendance of about 35 students, the employment ones about 15 students each, the Options After Graduation 15, and the rest averaged between 5 and 10 students.

Social Security Numbers & Drivers Licenses	August, January
Employment Information for International Students	August, January
Bank Accounts in the U.S. (with ENT Credit Union)	August
OPT (Optional Practical Training) Application Workshop	September, October, February, March, April
Health Care & Health Insurance in the U.S.	September
U.S. Taxes and International Students (with the CU international tax office)	September, February
Money & Banking in the U.S.	September
Job-Hunting in the U.S.	October
STEM OPT – Applying for STEM OPT	October
Internships & International Students (with a local employer representative)	January
Options After Graduation (with attorney Steven G. Williams)	April

GEO and partnering events – the office has put together events to bring students together in social, cultural and educational settings, away from campus (usually). In 2017-18, these included a trip to the US Air Force Academy, hiking day trips, attendance at UCCS athletics events, and the Recognition Celebration held each fall and spring for our departing students and scholars (see a full description

below). In addition, GEO collaborates with the MOSAIC office for some events, and other organizations for some event programming. In 2017-18, the GEO sponsored events focused on Friday events, offered in an attempt to help IEP students use their English outside of the classroom and have a chance to socialize together and with other UCCS students.



Due to the continued low turnout and interest in these events, as well as lack of available manpower to organize and lead these events, going forward the focus of GEO in the event programming area will be to support the events already planned for international students (such as events from Mosaic, and ISI) and help promote those events.

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 and Balsells program students
- Departing scholars
- Intensive English students completing the program
- Intensive English students completing a level and continuing



The program for this event includes welcome remarks, recognition of the honorees, an introduction with comments from participation in the Global Ambassadors (UCCS students and alumni), special recognitions and thank-yous, and an informal reception.

In Fall 2017, the event had approximately 45 participants, mostly degree and IEP students. In the Spring, the event had approximately 36 participants (mostly degree students) and 15-20 guests.

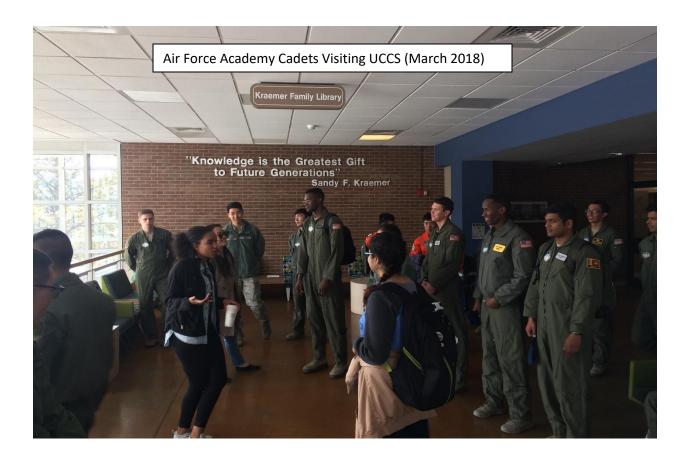
International Week 2017 – in 2017 International Education Week events were held Monday, November 13 – Saturday, November 18. The schedule included Education Abroad advising events (one for students, and one for faculty and staff, and one on scholarship), language tabling events (Japanese, Spanish, American Sign Language, French and German), a Parade of Nations event, an interactive art project entitled 'The UNITY Project,' an Indian educational event, a volunteering event, an intercultural training event for faculty and staff, a foreign documentary film showing, an informational event about the Fulbright Program, an Asian cultural festival event, an international student panel, a geography trivia event, and an African cultural event.



Information about the UCCS International Week event was included in a US Department of State's blog posting about International Education Week 2017 (no longer available online). More details about International Education Week 2017 at https://www.uccs.edu/international/international-education-week-2017



• 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 visits to local museums and cultural spots, hikes, lunch and dinner events, Earth Day events, and others.



Finally, GEO continues to collaborate to the fullest extent possible on events that have as their focus campus and community internationalization, as well as integrating and supporting international students. These events, whether sponsored by GEO or not, are central to the GEO mission. 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:

- 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 program events in conflict with other programming from other offices, 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 knowing about and contributing to international students' academic, professional, and personal success.

Survey on GEO Services

The GEO office conducted anonymous voluntary surveys of students at the end of the spring 2018 semester for the second time, in order to get feedback regarding GEO services and programming efforts. There were 24 responses. Reponses showed the following:

- 75% of the international student respondents to the survey visited the Global Engagement Office between 1-5 times, and 12.5% visited 6-10 times, and 12.5 visited more than 10 times.
- 87.5% of the respondents said that the Global Engagement Office assisted them in a timely manner.
- 73.9% of the respondents rated their overall experience (their appointments with staff members) positive and said that the staff member was knowledgeable and courteous
- 91.6% felt that the advisor understood their concerns
- 58.3% of respondents agreed and somewhat agreed that the staff at the front desk is knowledgeable, 37.5% of respondents somewhat agreed that the staff at the front desk is knowledgeable, which totals 95.8% of respondents.
- 62.5% of respondents rated their overall impression of GEO as excellent and 20.8% as good, which means that 83.3% have a positive impression and experience of GEO services.

International students visited the Global Engagement Office for many reasons. The top reasons for visiting GEO were Letters, Documents, Signatures (79.2%), Updating Information (37.5%), Check-In/Orientation (33.3%), OPT/CPT (20.8%), and other iWorkshops (16.7%).

International Students are mostly concerned about understanding their U.S. tax obligation (79.1%), understanding the U.S. medical insurance and services (79.1%), obtaining a drivers license (79.1 %) securing a job in the U.S. after graduation (70.3%), finding oncampus employment opportunities (70.3%), [finding a good balance between school work and free time (70.3%), and making friends with Americans (66.6%).

Additional comments regarding concerns included: obtaining good grades.

The survey regarding future GEO programming efforts showed the following responses: International students would like to attend events like professional development (62.5%), cultural activities (54.2%), hiking and outdoors events (54.2%), dinners and other food events (50%), music concerts (45.8%), sports events (45.8%), dance party (29.2%), activities with animals (4.2%), and events about the U.S. green card process (4.2%).

Most students (58.2 %) responded that they have availabilities for event on weekends, including Friday evenings, 33% students like to meet Monday to Thursday evenings, and 25% students prefer Monday to Thursday morning or afternoons.

Other comments include Olympic Training Center Tour request, hiring Arab student workers, and offering more funding information to international students.

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. 2017-18 constituted the first complete academic year of the advisor being in this liaison role. It has become apparent that the campus community now recognizes the ISA role and individual to be 'the person' to communicate with and collaborate with on questions and issues relating to international students' unique needs and responsibilities here at UCCS. The relationship of the ISA to these various individuals and units continues to be excellent. More outreach could continue to build and improve these relationships.

The 'Friends of Internationals' mailing and communication list continues to be the core resource of individuals who are communicated with about international student issues. The list now constitutes about 60 UCCS faculty and staff. Comments from these individuals are often received after they have had a chance to view the electronic newsletters that are sent to the international student population. Contributions for the newsletter from these friends are also welcome and included in the newsletter for international students.

The importance of 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. In addition, a focus for the coming year should be on better working with critical units on developing a proactive understanding of international student compliance regulations and issues.

Going Forward

Challenges:

It has been a productive year in this area at GEO and the upcoming year should bring new challenges, as well as consolidating and solidifying some of the gains made in 2016-17 and 2017-18. One core 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 (walk-in or by appointment). 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.

Another perceived challenge for some international students and staff is the location of the office. Since the nature of ISS is to be responsive, accessible, and service-based, being located at a distant building from the University Center, without dedicated short-term parking for students, is not ideal.

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.

GEO is fortunate that a particular academic program at UCCS is a perfect fit to provide interns to assist with GEO functions, in turn learning the field of International Education. This is the Student Affairs in Higher Education (SAHE) Masters Leadership program. Previous interns have been integral to the best functioning of the office, and hopefully for 2018-19 there will be additional internship assistance.

With the implementation of Sunapsis in summer/fall 2018, the advisor position should be able to more effectively and efficiently fulfill the primary job functions of immigration advising and institutional compliance. Although this transition is sure to pose challenges, any difficulties faced in this transition should be outweighed by the advantages the new system will provide to GEO and other campus stakeholders.

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

Intensive English Program (IEP)

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.

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 oncampus 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 onsite 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.

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 to securing short-term program proposals secured by the Director of Global Engagement through the 100,000 Strong Program in Mexico. This program brought 28 fee-paying students from Mexico to study intensive English in fall 2016, and 21 additional students in fall 2017. 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.

IEP Structures and Policies

The IEP is a 5-level program that offers 18-20 hours of instruction per week. Students enroll in two core courses: Reading/Writing/Grammar, and Listening/Speaking. In addition, Writing Lab tutoring sessions are offered to assist with university-level composition skills improvement, and level-appropriate conversation tables are part of the weekly schedule to focus on oral fluency skills. 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 in the courses, 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 classes teach all four productive and receptive language skills. Students in 2017-18 were divided into a higher-level and lower-level section of each course. Due to the small number of students and the experienced instructors, in-class activities could be focused on student levels and needs directly. The Reading/Writing/Grammar class focuses on both language skills (i.e. grammar, reading, writing) and content knowledge

(in relation to science, social studies, literature, art, culture, and history). The Listening/Speaking class focuses on oral fluency. The Reading/Writing/Grammar class meets 2.5 hours per day, 4 days per week, while the Listening/Speaking class meets 2 hours per day, 4 days per week. The additional work in the Writing Labs and Conversation Tables were offered outside of the IEP class schedule time, with many offered on Fridays



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.



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

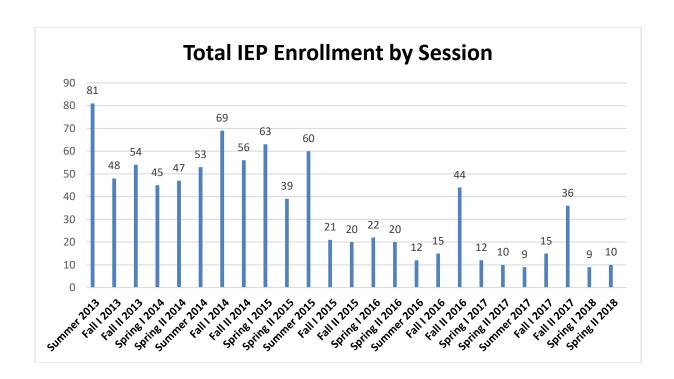
The associate director for the IEP program departed in September 2016. This left the program without a full-time manager. The Director of Global Engagement assumed responsibilities with the continued support of the part-time graduate student worker. Then in October 2017 these responsibilities were taken over in an interim capacity by the Senior International Student Advisor. 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.

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 – Spring 2018



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.

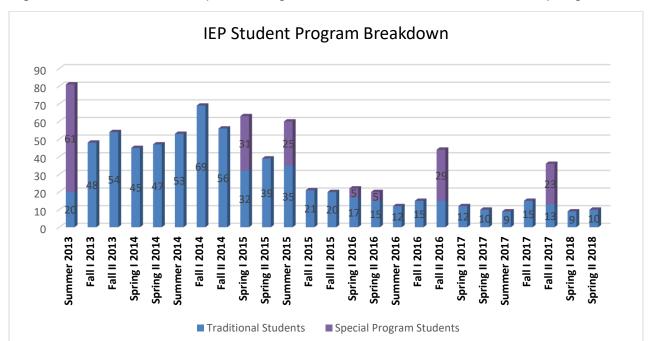


Figure 1.B: Traditional vs. Special Program IEP students, Summer 2013 – Spring 2018

Moving Forward

The Intensive English Program is running at a basic level that is not ideal for student learning as levels are combined for budgetary reasons. The budget does not allow for instructors at each level and the rehiring of a full-time program director is not possible. Therefore, one instructor and a tutor will teach the students and the program will be managed again by an interim, part-time program director under the supervision of the Director of Global Engagement. Low IEP enrollments are a result of a limited budget that prevent core recruitment to occur as well as national trends in decreasing international student mobility to the USA for intensive English study. The efforts to keep this program afloat will once again be consistently monitored by the Director and may reach a critical point in which a decision is needed to continue to support such a program. Proposals to host short-term English study students from China were developed as was a grant application to host Proyecta 100,000 Strong students in fall 2018. Such short-term programming is critical to the core operation of other key Global Engagement Office functions as funding for positions within this program as well as unaffiliated with this program are dependent upon intensive English program's profits.

Education Abroad

The 2017-2018 cycles for Education Abroad were critical to seeing how efforts made in the past years were working. New and improved processes, procedures and efforts made in the past year would, at minimum, be displayed one year out due to the cycles in which education abroad works. With additional staffing of one part-time student worker dedicated to education abroad, education abroad was able to reach more students than in previous years. It is with this effort that we still see an overall increase in participants going abroad. For the cycles analyzed, we saw 178 individuals participating on UCCS programs abroad. Again, this is a significant increase of 36.5% over the previous year. Previous projections predicted 108 individuals should be participating on our programs, in line with similar campuses across the U.S. This means we are overtaking our predictions for this year by over 60%.

Summer participation, especially with faculty/staff trips and produced the greatest increases in participation, with Fall, Spring and Academic-Year programs remaining steady, or having slight increases. Dramatic increases in summer programs are very telling about the preferences of programs for UCCS students. While doing a solid study of UCCS students would be a better indication of the psychology of why our students are choosing to summer programs over semester programs, assumptions may be made that point to several factors:

- The 'newness' of education abroad culture on campus
- Majors that do not require study abroad as a component of their programs
- Curricular and administrative limitations
- The non-traditional make-up of the UCCS student body which research shows are more apprehensive to participate in semester programming.

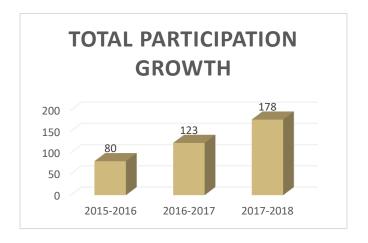
Significant effort has especially been made in the past year establishing solid faculty and staff-directed abroad programs, which has seen some of the biggest increases in the number of programs outgoing as well as the number of individuals participating in them. With these foundations only being laid within the past 2 years, we anticipate more newly established programs to run in the coming years with diversification in the departments and faculty/staff leading these trips. Additionally, newly established exchanges, especially in the UK have seen increased popularity with students.

Enrollment Breakdown

2017-2018 Participation: 178

2016-2017 Participation: 123

2015-2016 Participation: 80



In addition to another year of increases in Summer participation, Winter break also saw a large increase with two faculty/staff-directed programs pulling in more students than we have seen in the past.

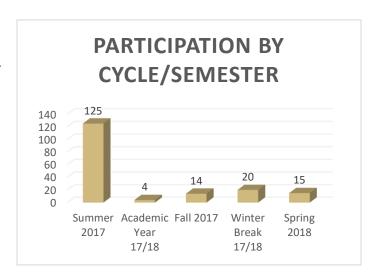
Summer 2017 Participation: 125

Academic-Year 17/18 Participation: 4

Fall 2017 Participation: 14

Winter Break 17/18 Participation: 20

Spring 2018 Participation: 15



Summer 2017

Total: 125

Summer 2017 proved to be another large year, seeing off 125 individuals to go abroad! This was a 72% increase over the previous year, and a 267% increase since we have started tracking in summer 2015. Compared with last year's report on program types for the summer cycle, all numbers have increased again, with the most increases in Faculty/Staff directed abroad and 3rd party programs.



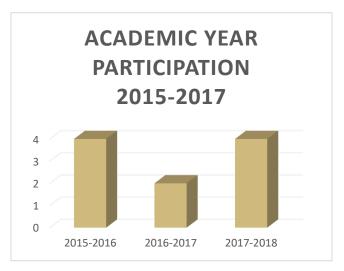
Program Type	2017-2018 Participation	2016-2017 Participation
Faculty/Staff Directed Abroad	49	20
Student Groups Abroad	48	38
Research/Other	7	6
3 rd Party	21	8

Countries of Destination: Nicaragua, United Kingdom, Japan, Costa Rica, Spain, Portugal, Peru, Mexico, France, Germany, Ireland, Russia, Canada

Academic Year

Total: 4

Studying abroad for the whole academic year is still the most prohibitive type of study abroad timeframe which reflects the lowest numbers with little consistency.



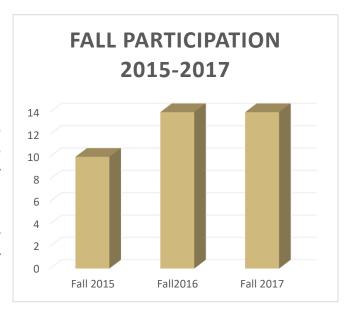
Program Type	2017-2018 Participation	2016-2017 Participation
Exchange	1	2
3 rd party	3	0

Countries of destination: Spain, Japan, Germany

Fall 2017

Total: 14

Still being the lowest semester program of participation, in line with national education abroad trends, we remained the same this year as we did last year. An interesting data point however is the increase in participation in exchange programs. This is in line with the strategy taken in the previous year to market and push UCCS exchanges. This was also in line with the previous VA funding policy of only funding exchange programs for study abroad.



Program Type	2017-2018 Participation	2016-2017 Participation
Exchange	7	0
3 rd Party	7	13
Internship	0	1

Countries of destination: Germany, Spain, United Kingdom, Italy, South Korea, Thailand, France, Norway, Australia, Czech Republic

Winter-Break 17/18

Total: 20

Another cycle with a large increase over the last year is our Winter participation numbers. This is due to two faculty/staff-led programs departing over break, both to non-traditional destinations. We also saw a couple of students' participation in an affiliate business program to multiple destinations in Europe.



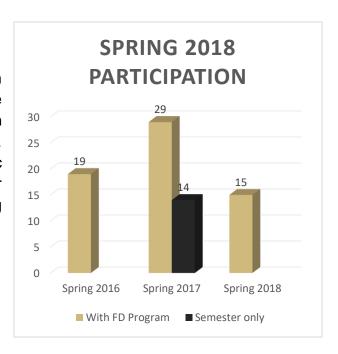
Program Type	2017-2018 Participation	2016-2017 Participation
Faculty/Staff Directed Abroad	18	0
3 rd Party	2	3
Research	0	3

Countries of destination: Guatemala, Uganda, Rwanda and multiple destinations in Europe

Spring 2018

Total: 15

Spring numbers continue to remain steady from the previous year. An overall decrease can be attributed to a spring-break faculty-led trip in 2017, which is happening again in Fall 2018. This semester also displays that dramatic difference that is seen between semester programs and program participation during semester breaks (winter and summer).



Program Type	2017-2018 Participation	2016-2017 Participation
Exchange	3	4
3 rd Party	9	9
Internship	3	0
Faculty/Staff directed abroad	0	16

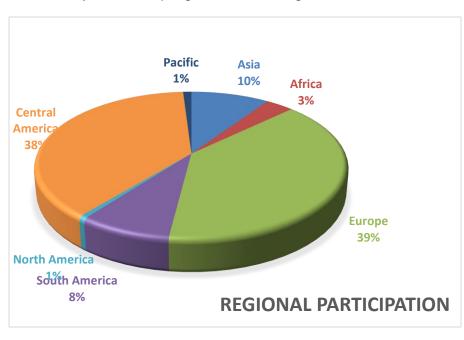
Countries of destination: United Kingdom, Japan, India, Netherlands, Australia, Italy, Germany Norway, Canada, Costa Rica



Regional Participation

Europe continues to dominate other regions for outgoing participants. This is intensified by a majority of the faculty/staff-led programs abroad also choosing Europe as their destination. However, there are several faculty/staff led programs that do go to non-

non-European traditional or destinations like Guatemala. Uganda, Rwanda, Peru and Japan. These programs can account for most, if not all of the outgoing numbers in those regions, except for Asia. Continued interest in semester/summer study abroad in Costa Rica can also attribute to numbers for Central outgoing America. Nevertheless, traditional attitudes towards study abroad on the UCCS campus may still contribute to the greatest number of participants studying abroad in Europe.





UCCS still does have great participation this year in a diverse world with many non-traditional destinations represented for summer/semester programs like India, Thailand, Mexico, Russia and Costa Rica. However, direct reason for decreased study abroad, compared to European location, in non-traditional destinations are the following:

- Lack of infrastructure for American study abroad students (i.e. courses in English, housing)
- Traditional perspectives of study abroad among UCCS students
- Lack of majors/minors on UCCS' campus that promote study abroad in nontraditional destinations
- Hesitation among UCCS students to participate in a non/faculty-led program abroad in a non-traditional destination
- Safety/Security concerns
- Faculty/Staff-led programs primarily going to European locations
- Faculty/Staff-led offered to non-traditional destinations not meeting minimum enrollment numbers

Participation by UCCS College/School

The **College of Letters, Arts and Sciences** continues to be the most represented among those that participate in study abroad. While this college contains the most majors on campus, the areas of study it contains also lend the most to education abroad like the foreign language majors/minors.

This historical relationships that the **College of Business** has with exchange partners as well as having an international marketing major also makes sure it is represented well.

The increase in faculty-led programs out of the **School of Public** Affairs has also dramatically increased the number of study abroad students represented.

Health Sciences and Nursing also is represented due to an annual student interest trip and an increased number of programs offered abroad for health sciences.

The **College of Education** still lacks study abroad numbers outside of the faculty-led graduate program.

The **College of Engineering and Applied Sciences** students are seen to have the desire to go abroad, and mostly go on summer or winter STEM programs abroad.

The **Graduate School**, in line with national trends, is limited in the number of students it sends abroad. This can be due to the rigor of graduate programs that do not offer study abroad options on campus as well as the limited study abroad options for graduate students on traditional study abroad programs.

T9 LAS SPA 11 Business 20 Education 1

COLLEGE NUMBERS

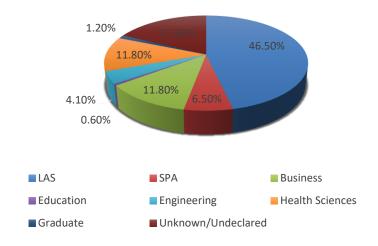
Engineering 7

Health Sciences 20

Graduate 2

Unknown/Undeclared 30

Participation by College/School



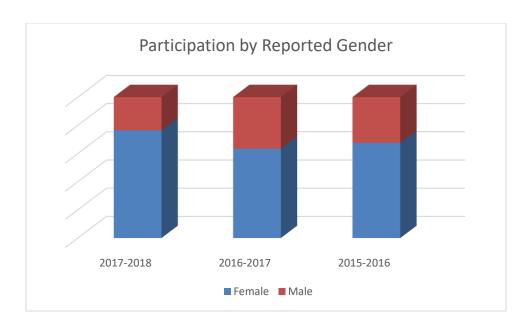


Education Abroad by Reported Gender

This year's report indicates a larger disparity in the gender gap than previous years. Although an increase in the total number of those participating in study abroad programs, the actual number of those that identity as male decreased from the previous year reported.

Female: 136 Male: 42

Gender	2017- 2018 Total	2017-2018 Percentage	2016- 2017 Total	2016-2017 Percentage	2015- 2016 Total	2015-2016 Percentage
Female	136	76.4%	78	63.4%	54	67.5%
Male	42	23.6%	45	36.6%	26	32.5%

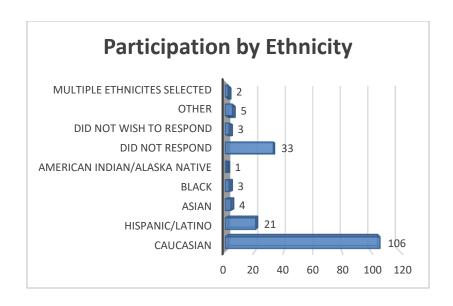


Future Reporting of Gender

During these reporting years, Terra Dotta, the application management software that Education Abroad uses, has had a binary system of requiring participants creating an application to either select 'Male' or 'Female' as the only options. This is limiting for obvious reasons. In future reporting, Terra Dotta has also made another option to select besides just Female or Male, which will change the future of how this area is and should be reported.

Education Abroad by Reported Ethnicity

Education Abroad still heavily leans on national trends of those who identity as White participating the most. However, we do see a slight increase with those who identity as Hispanic/Latino (from 15 in 2016-2017) and Asian American (from 3 in 2016-2017). There was no increase or decrease from those who identified as Black or American Indian/Alaska Native. Continuing to portray education abroad as equal opportunity will continually be important so that education abroad can truly reflect the diversity of the UCCS campus.

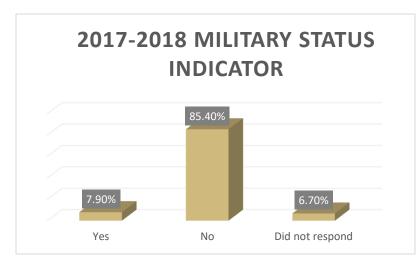


Race/Ethnicity	2017-2018	2016-2017	2015-2016
Black	1.7% (3)	<1% (1)	2.5% (2)
American Indian/Alaska Native	<1% (1)	<1% (1)	1.25% (1)
Asian	2.4% (4)	2.5% (3)	2.5% (2)
Caucasian	60% (106)	67.5% (83)	68.75% (55)
Hispanic/Latino	11.8% (21)	12.2% (15)	5.0% (4)
Multiple Selected	1.1% (2)	-	2.5% (2)
Did not respond	18.5% (33)	6.5% (8)	8.8% (7)
Other	2.8% (3)	4.9% (6)	2.5% (2)
Did not wish to report	1.7% (3)	4.9% (6)	6.25% (5)

Education Abroad and Vets

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. According to the first year this was reported on at UCCS, Education Abroad was provided to more veteran students than the year before with 8 reported in 2016-2017 and 14 reported in 2017-2018. This is a 75% increase in participation.

This may change in the future however. In April 2018 the VA Education Liaison for Colorado indicated that they may restrict funding even more for those who wanting to use

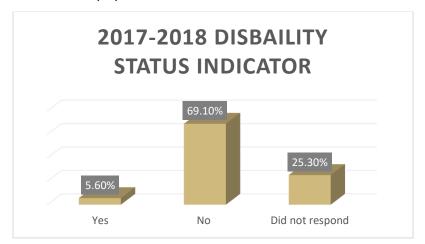


VA benefits to pay for study abroad programming. This may not been seen as impactful for until reporting starting in Fall 2018.

Education Abroad and Those with Disabilities

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. For this reporting cycle, 10 participants indicated that they had a disability, which amounted to 5.6% of the population.



Marketing and Outreach

Similar marketing and outreach strategies were employed this year, as they were with previous reports because of the increase in participation with this effort. This may need to change in the future as similar outreach strategies may create a plateau in study abroad participation. Increased consistencies should be seen in classroom and group presentations especially since the impact of these is high. During the 2017-2018 year, there were more classroom presentations, individual advising appointments, tabling sessions and a more consistent social media presence due to the addition of a part-time student assistant. Furthermore, the advisor did individual outreach with more faculty and advisors than previous years.

Abroad 101

The continued main objective of an Abroad 101 is to take the confusion out of how to start the study abroad process. We mimicked a similar model from 2016-2017, having weekly

Abroad 101 presentations, with varied times and dates to help accommodate many student schedules. Attendance at Abroad 101s did increase due to notices being sent to Academic Advisors as well as general marketing on campus.

30 Abroad 101s during this past year reaching anywhere from 2-8 students during each session. This means that Abroad 101 sessions reached an estimated 100 students directly through the year.

Classroom Presentations

These took mainly the form of recruitment and marketing for specific programs. Classroom presentations were seen as very useful especially for short-term/summer/faculty-led programs.

Around 8 classroom presentations were done during the year ranging from language classes to business classes.

Social Media

We continued to utilize Instagram and Facebook for our marketing purposes. Both served unique, but different purposes. With Facebook, we were able to advertise events, publish photos, market different programs and connect with other areas of campus. With Instagram, we started doing more consistent marketing with the use of social media takeovers but students who were currently abroad or alumni. The social media takeovers consistently received the most traction on this platform.

General Campus Outreach

Tabling events were also more consistent this year with the addition of the student assistant as well as a part-time practicum student. They also continued tabling with recruitment and admissions events.

Around 20 tabling sessions were done ad-hoc in different parts of campus throughout the year. This generated about 95 students who declared their interest in study abroad, not counting those interactions in which students did not write down their information. We also participated in

Education Abroad Advising

Advising for Education Abroad significantly increased this year, with the record number of participants. This was divided among the advisor taking exchange students and managing the faculty/staff-led enrollments and the part-time student assistant helping to facilitate introductory advising appointments as well as working with students going on 3rd party programs.

Pre-Departure Orientations

The Pre-Departure Orientation is generally an in-person meeting which prepares students for their overseas experiences. The orientation is comprehensive covering things like

health and safety, banking, communication, culture, education and travel best practices. The orientations are interactive and are meant to be an open forum for students (and guardians) to ask questions to staff and study abroad alumni.

Four general Pre-Departure Orientations were held; two for the Fall and two for the Spring. Additionally, each Faculty/Staff-Led program abroad had its own mandatory orientation for the group. This means that almost every student who went or is going abroad went through this.

UCCS Recruitment Events

Every semester, admissions and recruitment hosts many recruitment events for high school and potential transfer students on campus specific to colleges. Education Abroad participated in almost all of these sessions which represented every college/school on campus. In these forums, we were able to advertise programs specific to each area of study. The continuation of this will be important as research shows that the earlier students start to think about education abroad, the more likely they are to participate!

Education Abroad International Partnerships

Education Abroad did not add any bilateral exchanges for the reporting year. This is due to the previous year's addition of several new partnerships, creating a fuller portfolio for students to choose from. Before anymore were added, the impact of these additions was needing to be seen. This is especially important since dramatic changes in the international climate created an unknown future for the efficiency of these exchanges. Similar to last year, some of these partnerships are currently on hold due to safety concerns or balance maintenance. Lastly, several of the exchanges expired with the decision to not renew them with a limited number of new/expanded exchanges currently being considered for the next year.

Institutional Bilateral Exchanges

- Universidad de Guadalajara-Guadalajara, Mexico (on-hold)
- Waseda University-Tokyo, Japan
- ICES Institute Catholique d'Etudes Superieures-La Roche-sur-Yon, France
- Istanbul Bilgi University-Istanbul, Turkey (on-hold)
- Radboud University Nijmegen-Nijmegen, Netherlands
- Universidad de Castilla-La Mancha-Toledo, Spain
- Loughborough University-Loughborough, UK
- University of Hertfordshire-Hatfield, UK
- Peruvian University of Applied Sciences-Lima, Peru

- Hankuk University of Foreign Studies-Seoul, South Korea
- Southern Institute of Technology-Invercargill, New Zealand

College of Business Exchanges

- Frankfurt School of Finance and Management-Frankfurt, Germany
- Cologne Business School-Cologne, Germany
- MCI Management Center Innsbruck-Innsbruck, Austria
- Munich Business School-Munich, Germany
- Stockholm University School of Busiess-Stockholm, Sweden
- 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



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

Funding and Scholarships

GEO continues to pursue and consider opportunities for external scholarship funding. To date there has been no internal, university-wide scholarship funding source identified to help fund study abroad scholarships. Ad-hoc scholarships have been given to students by individual departments and funds, but no consistency has been established with Education Abroad. However, a concerted effort was made to increase the number and quality of Gilman Scholarship application for those who receive the Pell Grant. For the reporting timeframe, three students were awarded the Gilman Scholarship and one was awarded the IIE Generation Study Abroad Travel Grant for the first time in UCCS history.

Faculty/Staff-Directed Programs Abroad

This reporting cycle reflects the impacts of the efforts to consolidate faculty/staff-led programs abroad under one roof. Efforts were made with faculty and staff to also increase the number of outgoing programs by doing information sessions each semester as well as managing the travel and vendor processes for most of the programs.

This year we also continued to do information workshops and continuation of an informational handbook for faculty and staff regarding facilitation of a program. These workshops/handbook have created new interest in different areas of study prompting new programs like those in history, criminal justice, anthropology and student recreation.

In Spring 2018 we held the first ever meeting for program leaders to review consolidated information regarding risk management and emergency processes for short programs. This was the culmination of efforts over the past year to gather best practice information regarding risk management from the University of Colorado system offices (insurance and risk management), International SOS, Geo-Blue and international education resources. Faculty and Staff leaders were able to receive a consolidated handbook containing a check list, incident report template and information on the following:

- Emergency Plan Information
- Health Insurance
- Expectations
- Clery Act and Title IX Abroad
- Communication Plans
- Crisis Contact Tree
- Risk Management Forms

Summer 2017

Japanese Language and Culture in Japan

Leader(s): Rieko McAdams

Credits: 3 Undergraduate credits of FCS 3890

Cost: \$3,000-\$4,200

Enrollment: 12

Criminal Justice in London

Leader(s): Katrina Cathcart and Richard Radabaugh

Credits: 3 credits of CJ 4600 or CJ 6600

Cost: \$4,300-\$4,500

Enrollment: 13

Economics Education in Peru

Leader(s): John Brock

Credits: 3 credits of ECON 6310 or ECON 9400

Cost: \$2,800 Enrollment: 13

Geography in Ireland

Leaders: Eric Billmeyer and Michael Larkin

Credits: 4 credits of GES 4460

Cost: \$2,200 Enrollment: 10

Winter 2017-2018

Community Development in East Africa

Leader(s): Jamie Van Leeuwen

Credits: 3 credits of GES 4700, SOC 4450/5450 or PAD 6600

Cost: \$5,580-\$5,980

Enrollment: 6

Building Bottle Schools in Guatemala

Leader(s): Mandy Hansen

Credits: N/A

Cost: \$2,100-\$2,450

Enrollment: 12

Moving Forward

Education Abroad should continue to become more embedded within UCCS campus and curriculum, not only through student participation, but also through faculty and staff participation and investment in international education. With the building blocks of the program put in place, efforts can be made to advance education abroad programs beyond its foundation. Action items, like the following, will be critical in maintaining an upward trajectory with student participation.

- Department/College collaboration in education abroad programming (in the future approving programs for study abroad)
- Continuation of marketing via social media platforms
- Increased use of campus marketing platforms
- Creation of an education abroad alumni student program/fostering community within study abroad alumni
- Increased use of technologies and streamlined processes online (i.e. predeparture orientation videos)

However some challenges may lie ahead. With increased participation across the board, resources may become stretched to capacity. This may be particularly true with faculty/staff-led and exchange programs that are vital to our international education efforts and have increased in participation, but require greater amounts of time and support to run smoothly.

The Education Abroad process also encompasses nuanced advising for students, staff and faculty from a wide knowledge base, with a need to know information about almost every administrative process on campus and throughout the world. This also includes an in-depth knowledge on travel, education systems and immigration around the world. With student support in mind and the declaration of support from campus, it will be vital in the future to match resources with the demand.

Enrollment

Summer 2018

Total: 83

Summer continued to see increased trends in participation due to increased interest levels with outreach efforts and an increased number of faculty/staff-led programs during the summer. Summer 2018 however saw the cancellation of one large program in Nicaragua due to safety concerns in the country, which ultimately has led to a decrease in overall numbers. However, in comparison to Summer 2017 participation without this student group, there was an increase in participation in other programs by 12 individuals.

We continued our endeavor to provide more robust support for Faculty/Staff-Led programming and saw one new program go out, S.O.L.E in Costa Rica and the continued

success through our second iteration of Criminal Justice in London, which added in a human trafficking piece led by Anna Koslowski.

Criminal Justice in London

Leader(s): Katrina Cathcart, Rich Radabaugh and Anna Koslowski

Credits: 3 credits of CJ 4600 or CJ 6600

Cost: \$2,096 Enrollment: 16

S.O.L.E in Costa Rica

Leader(s): Chris Ertman

Credits: N/A Cost: \$2,000 Enrollment: 8

Jane Austen-Literary and Historical Worlds in England

Leader(s): Rebecca Posusta and Janet Myers

Credits: 3 credits of HIST 3000, HUM 3000, ENGL 3990

Cost: \$4,454-\$4,895

Enrollment: 14

Geography in Ireland

Leader(s): Michael Larkin and Eric Billmeyer

Credits: 4 credits of GES 4460

Cost: \$2,200 Enrollment: 9

Economics Education in Peru

Leader(s): John Brock

Credits: 3 credits of ECON 6310 or ECON 9400

Cost: \$2,900 Enrollment: 12

Moving Towards Goals

An analysis was done two years ago to compare UCCS education abroad participation with 15 like peer institutions. The point of this was to see where UCCS stands comparatively and look to the future. Based upon the peer analysis we took the total percentage of education abroad participants compared to their overall student population of [1% average] and the average growth in education abroad for these peer institutions over three academic years. For the 2017-2018 academic-year, we projected to be at 108 participants to be in line with growth compared to our peer institutions. Projections for the 2018-2019 academic year were 125 and 2019-2020 academic year were 145.

Faculty/Staff-Directed Programming

This most likely will continue to be the area of focus for the foreseeable future. Because these programs are labor intensive and require significant amounts of time for development and monitoring, limitations may be reached concerning the number of programs that the office can support with limited resources. However, since the student population at UCCS gravitates towards these programs because of several factors like decreased costs, limited timeframes in which they have to be abroad and a focused itinerary with oversight, the office should continue to support these and more programs within their means.

The 2019-2020 academic year will bring more inaugural programs outside of the typical Summer programming. An larger effort will need to be made to ensure that these new programs do not fall short of their enrollment minimums with the pattern that new UCCS faculty/staff programming does have a higher risk of failing to meet minimum enrollment requirements

Fall 2018 Programs

SAHE in Japan

Winter 18/19 Programs

Building Bottle Schools in Guatemala

Community Development in East Africa

Spring Break 2019

Anthropology in the Netherlands (New!)

Summer 2019

Criminal Justice in the Netherlands

Geography in Ireland

Anthropology in Ireland (New!)

Political Science in Italy (New!)

Economics Education in Peru