Annual Report 2015-2016

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June 2016

UCCS Global Engagement Office
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Table of Contents

1. **Introduction** 5
2. **Strategic Planning** 5
3. **Strategic Plan Goal 4 Narrative** 5
4. **Baseline Report** 7
5. **International Student Advisor and International Student Service Charge** 8
6. **Education Abroad Advising Position** 8
7. **Website** 9
8. **Student International Travel Policy and Registration of Students Going Abroad** 9
9. **Internationalization Advisory Committee** 9
10. **Miscellaneous Campus Internationalization Efforts** 10
    10.1 Visiting Delegations 10
    10.2 Visits that promote internationalization, global learning and cultural insight 10
    10.3 Partnerships and Agreements 10
11. **Education Abroad** 11
    11.1 Enrollment 11
    - Summer 2015 11
    - Full Year 2015-2016 11
    - Fall 2015 11
    - Winter 2015-2016 12
    - Spring 2016 12

    11.2 Outgoing Students by Gender 13
    11.3 Outgoing Students by Ethnicity 13
    11.4 Marketing and Outreach 15
    Abroad 101 15
    Classroom presentations 15
    Social Media 15
    11.5 Partnership Building 15
    Institutional Bilateral Exchanges: 15
    Business School Exchanges: 16
    3rd Party Partnerships: 16
    11.6 Funding 17

11.7 Terra Dotta 17
11.8 Faculty-Directed Programming 18
- Summer 2015 Programming 18
- Winter 2015-2016 Programming 18
- Spring 2016 Programming 18
11.9 Moving Forward 19
Enrollment 19
- Summer 2016 19
- Fall 2016 20
Marketing and Outreach 20
Partnership Building 21
Funding 21
Faculty-Directed Programming 22
12. **Intensive English Program** 23
12.1 Introduction to the IEP 23
12.2 Contributions of the IEP 23
12.3 IEP Structures and Policies 24
Classes 24
Bridge level 25
Special Programs 25
12.4 Admissions Process 26
Issuance of I-20s 26
12.5 Orientation 26
12.6 Staffing 26
12.7 IEP Enrollment Data 27
12.8 Summary 33
12.9 Moving Forward: Strategies for increasing IEP enrollment for 2016/17 35
1) Existing activities: 35
2) New activities: 35
3) Community outreach activities: 36
4) Additional IEP goals 36
5) Longer term goals: 36
13. **International Recruitment and International Student Services** 37

13.1 Overview of the International Recruitment and Student Services 37
13.2 Enrollment 38
13.3 Application Summary Analysis 39
13.4 Top Ten Country of Origins 43
13.5 Recruitment and Partnerships 44
In-Person Recruitment 45
Virtual Information Sessions 45
13.6 Processing 46
13.7 Challenges and Looking Forward 47
13.8 International Student Services 48
International Student Welcome and Check in 48
International Education Week 49
International Student Recognition and Reception 50
Air Force Academy Experience Day 51
iWorkshop Series 51
13.9 Looking Forward 52
14. **Professional Development among Global Engagement Office Staff** 53
Elizabeth Brondyke, Senior Education Abroad Advisor 53
Yanjie (Ruby) Cheng, International Student Services and Recruitment Coordinator 53
Mandy Hansen, Director of Global Engagement 54
Sandra Reno, Associate Director Global Engagement 55

1. Introduction

The Global Engagement Office is pleased to report on a year of successful achievements. We see transformation in terms of the culture of the campus in which internationalization is being institutionalized. We welcome you to review this report which provides a comprehensive overview of the activities and achievements of this past academic year (summer 2015, fall 2016 and spring 2016).

2. Strategic Planning

The Global Engagement Office received a total of 146 comments at the All-campus strategic planning conference on January 26, 2016. The feedback gathered at the All-campus strategic planning day was compiled and further discussed at a mid-point strategic review convened by the Chancellor for the Board of Regents on February 19, 2016. The updates were approved by Regents in April and the current Goal 4 for internationalization is available online at and outlined below:

3. Strategic Plan Goal 4 Narrative

Goal 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 education 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.

4. Baseline Report

The Global Engagement and Campus Internationalization Baseline and Strategy Update is a report compiled by the Director of Global Engagement. It looks at each of the ten Actions under the UCCS Strategic Plan narrative Goal 4 which details the university's approach for campus internationalization. The ten Actions relate to following areas listed below:

1. International Office Structure
2. International Recruitment and Enrollment
3. International Student Support
4. Education Abroad and Joint Degrees
5. Financial Assistance for Students
6. International/Global Engagement Programs on Campus
7. Faculty Collaboration-International
8. Faculty Support and Partnerships
9. International Partnerships
10. Community Collaboration

There are significant opportunities for UCCS to continue the advancement of internationalization efforts. It is recommended that the following items be a focus for spring 2016:

- The structure of the Global Engagement Office
- Support for the recruitment, admissions and retention of international students
    - Readjust numbers (based on strategy and forecast chosen)
    - Service charge for international students
    - Support for international recruitment and international admissions
- Development of policy and guidelines related to strategic international partnerships
- Continued support of GLINT and close collaboration with GEO
- Base budget funding for an education abroad position

Each Action for internationalization requires maintenance, attention and continued support. International education is a campus-wide approach and the actualizations of the actions discussed in the report are comprehensive and need to be revisited in order to advance efforts in a realistic and responsible manner. It is our responsibility, as educators, to provide robust and meaningful opportunities that engage our students with the world. Discussions and actualization is needed and can feed into the establishment of signature programs that promote internationalization of curricular, co-curricular and extra-curricular activities. Such efforts will help ensure that our graduates, regardless of

financial ability, gain exposure to world issues, intercultural understanding and other international education learning opportunities.

5. International Student Advisor and International Student Service Charge

Senior leadership supported and approved a proposal for a service charge to international students in order to directly support a full-time international student advisor, who will assist the international students with their academic experience at UCCS.

The revenue from this charge for service is critical to support programs and services that GEO needs to provide international students. The charge for service will be used to support operational and salary lines for at least one full-time international student advisor who will provide advising and student programing for international students, as well as ensure ongoing institutional compliance with federal laws and regulations governing this special population. This charge for service is necessary to ensure that the international student population is adequately supported, retained, and that UCCS is compliant with state and federal regulations related to this subject.

Funding from this service charge will support the first-ever full-time international student advisor at UCCS. This position will oversee the advising function for international students to ensure the successful integration into the campus and local community, as well as maintaining legal status in the U.S. This activity also involves the oversight of processing of visa and immigration applications, as well as training and programming efforts for the international population as well as the colleges and departments that enroll them and working with campus and community partners to increase cultural integration. As of June 2016 the search for this position is active with hopes of hiring by August or early September 2016.

6. Education Abroad Advising Position

At the start of the fall semester an opening at the Global Engagement occurred which allowed us to restructure the position and post it as the first full-time education abroad advising position for the university. The position assists with the advising of UCCS students interested in education abroad. The position assists UCCS students interested in education abroad and will provide information in a variety of formats (one-on-one meetings, classroom presentations, coordination of fairs, etc.) information on education abroad program options, visa process, travel orientation, vaccination requirements, travel preparation, insurance, course transfer process, and funding options. Also, this position will involve maintenance of the Global Education Office website, program and documentation updating, and participation reporting.

7. Website

The website was reorganized and developed to include more information for all areas. However, specific additions were incorporated to provide information to international students. Additions to the website that were written and developed over the past academic year include information on the following:

- Admitted international students steps
- Guidelines for international travel
- Information for J1 students and F-1 students (immigration focused)
- Information on living in the USA
- Faculty/staff resources
- Information on education abroad

8. Student International Travel Policy and Registration of Students Going Abroad

The Chancellor approved a UCCS policy in Spring 2016 that addresses all UCCS-related or UCCS-sponsored student international educational travel conducted by University of Colorado Colorado Springs ("UCCS") Participants. The purpose of this policy is to ensure that faculty, staff, and students have all relevant information and support for *UCCS-related or UCCS-sponsored student international educational travel*, and to assess and mitigate potential risks associated with such travel. Students going abroad via exchange, direct enrollment, research, a faculty-directed, etc. are now required to register their experience with the Global Engagement Office. Positive outcomes of this policy will include more accurate reporting on such experiences for institutional reports as well as national reports like OpenDoors.

9. Internationalization Advisory Committee

The Internationalization Advisory Committee is led by the Associate Vice Provost. The first meeting was on December 16 and a total of 15 faculties, staff and administrators participated in the meeting and had initial discussions on internationalization at UCCS. The attached notes summarize the content of the meeting. The Committee determined that UCCS needs to focus on the following three (3) areas:

- Incoming international student mobility and support
- Outgoing student mobility and support (education abroad)
- Global Engagement on the campus for students, faculty and staff (Support for Domestic & International Student intentional interactions, GLINT, Speakers, Fulbright, co-etc.)

The committee felt that the institution needs to set clear and achievable goals that are supported by senior leadership in the form of support and resources.

10. Miscellaneous Campus Internationalization Efforts

The Global Engagement Office focused on campus outreach in order to promote campus internationalization and build collaborative relationships with faculty and staff. Internationalization is relationship building, making connections and providing opportunities for moving internationalization forward. Below are some examples of such activities that are in addition to the materials highlighted in the sections that follow.

10.1 Visiting Delegations

Hosted delegations interested in exchange and fee-paying exchange programs as follows:

- Hankuk University (South Korea) – May
- Universidad de Castilla-La Mancha (Spain) – May
- SWPS University of Social Sciences and Humanities (Poland) – October and March
- Southern Institute of Technology (SIT – New Zealand) – May
- NAFSA National Conference Agent and University Partners (World) – May
- SPIA (China)- August

10.2 Visits that promote internationalization, global learning and cultural insight

- Fulbright Outreach Lecturing Fund: Collaborated with GLINT and the Geography department to host Dr. Sharon Nelson to come to campus and lecture on her research on coffee plantations in Central America (November).
- The Consul General of the Republic of Korea: Collaborated with Political Science to host Korean Consul General for a lecture and campus visit (October).
- Afghanistan Promoting Women's Athletics: Collaborated with the International Visitor Leadership Program to host a Department of State delegation (April).
- Refugee Roundtable: Collaborated with SPA and GLINT to host a refugee roundtable (February).

10.3 Partnerships and Agreements

- Developed and worked with Legal to have approved templates to facilitate exchanges as well as transfer pathway programs for students interested in a degree at UCCS and originating from a secondary school, community college and/or intensive English program.

11. Education Abroad

By Elizabeth Brondyke

11.1 Enrollment

For the purposes of this report, analysis for enrollment will be outgoing students for cycles Summer 2015, Academic Year 2015-2016, Fall 2015, Winter 2015-2016 and Springs 2016.

- **Summer 2015**

Due to only one faculty-directed trip going out in Summer 2015, numbers for outgoing students were low.

Total Outgoing: 34

3rd Party	9
Exchange	1
Non-credit abroad	9
Faculty-directed	15

Countries of Destination: Austria, Germany, Vietnam, China, Czech Republic, Japan, UK

- **Full Year 2015-2016**

Academic year education abroad typically sees the lowest enrollment numbers annually due to perceived difficulty in being abroad for a full academic year.

Total Outgoing: 4

3rd Party	2
Exchange	2

Countries of Destination: Germany, Spain, Japan

- **Fall 2015**

Of all of the semesters, Fall is typically the lowest enrollment for education abroad.

Total Outgoing: 10

3rd Party		8
Exchange		2

Countries of Destination: Australia, Spain, Germany, UK, France, Semester at Sea, Costa Rica

- **Winter 2015-2016**

Winter break education abroad is becoming increasingly popular around the country, which is also reflected with the outgoing numbers for UCCS. Due to a 3rd party program provider to Africa, which directly appealed to UCCS students, there were a large number of outgoing students during the Winter cycle.

Total Outgoing: 13

3rd Party	2
Faculty Directed	11

Countries of Destination: Africa, Spain, Italy

- **Spring 2016**

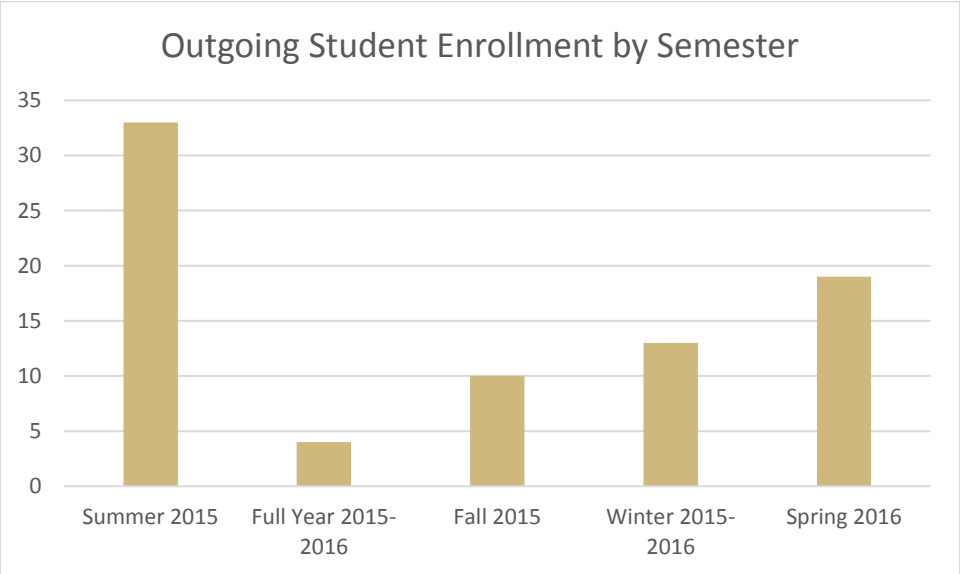
Of the semesters of education abroad, spring semester is typically the most popular with the highest enrollment.

Total Outgoing: 19

3rd Party	10
Exchange	2
Internship	2
Faculty-directed	5

Countries of Destination: Australia, Japan, New Zealand, Peru, Spain, Germany, Czech Republic, Semester at Sea, Italy, UK, China

Total Outgoing Academic Year 2015-2016: 80 Students

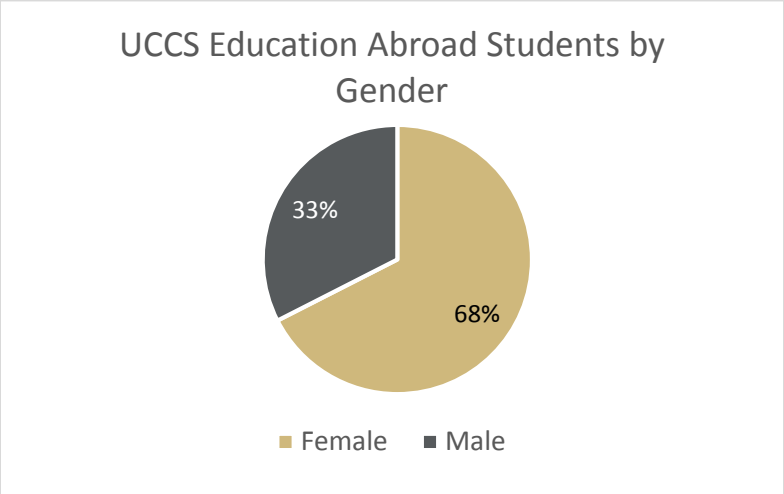


11.2 Outgoing Students by Gender

According to the most recent data provided by the Institute for International Education Open Door's Survey (2013-2014), 65.3% of education abroad students were female and 34.7% were male. At UCCS, we record a similar ratio of 68.3% identifying as female and 31.7% identifying as male. The 2015-2016 composition of UCCS was 52% female to 48% male. Therefore, while the UCCS education abroad population follows a similar pattern nationwide of female to male participants in education abroad, it does not accurately reflect the student population of UCCS.

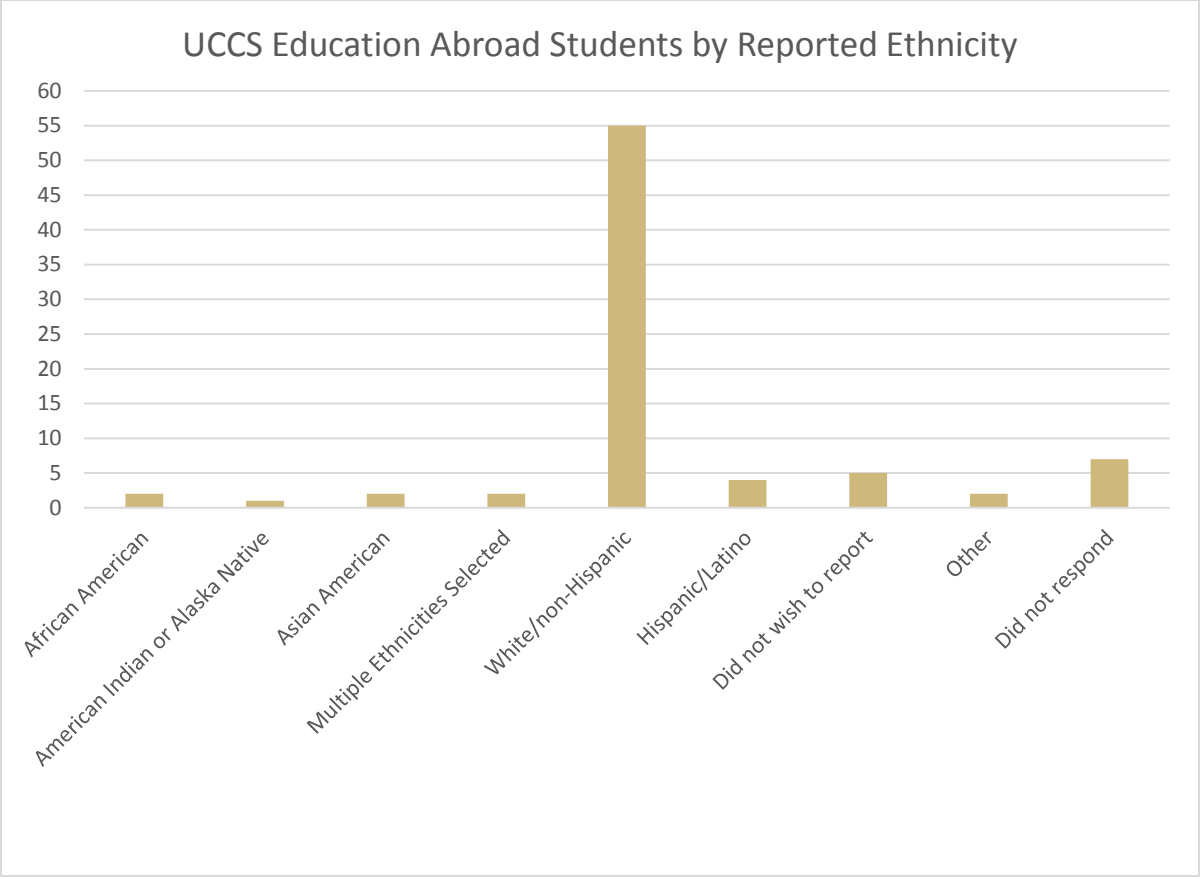
UCCS Education Abroad Students by Gender

GENDER	OUTGOING NUMBER	PERCENTAGE
Female	54	67.5%
Male	26	32.5%



11.3 Outgoing Students by Ethnicity

Historically, education abroad has been dominated by those identifying as White/non-Hispanic. Current national trends have sought to increase the diversity in education abroad to reflect the true composition of the U.S. and institutions. At UCCS, this trend is no different. Those identifying as White/non-Hispanic still dominate the landscape of the education abroad population examined in this report. However, when compared with UCCS' institutional composition, it more or less reflects the institutional diversity.



UCCS Education Abroad Students vs.
UCCS Student Population by Reported Ethnicity

ETHNICITY SELECTED	EA OUTGOING NUMBER	EA PERCENTAGE	UCCS Percentage
African American	2	2.5%	3.7%
American Indian or Alaska Native	1	1.25%	4.3%
Asian American	2	2.5%	3.1%
Multiple Ethnicities Selected	2	2.5%	7.4%
White/non-Hispanic	55	68.75%	65.9%
Hispanic/Latino	4	5.0%	16.4%
Did not wish to report/Race and/or Ethnicity Unknown	5	6.25%	1.5%
Other	2	2.5%	-
Did not respond	7	8.8%	-

Note: Those ethnicities/categories that were not comparable to the education abroad outgoing student population were excluded from the UCCS Overall 2015-2016 Student Composition data set in this report.

11.4 Marketing and Outreach

Marketing and outreach to students and faculty are the main ways to facilitate education abroad interest and participation in education abroad. Previous marketing schemes took the form of Abroad 101s, education abroad fairs, classroom presentation and social media.

Abroad 101

The main objective of an Abroad 101 is to take the confusion out of how to start the education abroad process. A general presentation gives students, faculty and staff the main points of studying abroad and give attendees direct contact in a group setting with a staff member or education abroad alumni

Classroom presentations

Classroom presentations are ideal for areas of study in which there has been specific interest expressed by an instructor or faculty member, or in which we have programs ideal for students in those areas of study. This information is in addition to general education abroad information. While instructors or faculty members can approach Education Abroad about classroom presentation, the Global Engagement Office will also be approaching instructors and faculty members as well.

Social Media

Currently, Education Abroad has two main forms of social media: Facebook and Instagram. Over the past year, these forms of social media have been used sparingly and may or may not be contributing to the appeal of studying abroad. Many offices with large education abroad numbers use social media outlets now as one of their main sources of outreach. Currently, our social media outlets reach the following audiences:

Instagram: 200 followers
Facebook: 513 likes

11.5 Partnership Building

Currently, partnerships can take three forms; Institutional Bilateral Exchanges, Business School Exchanges, 3rd Party Partnerships.

Institutional Bilateral Exchanges:

- Universidad de Guadalajara-Guadalajara Mexico

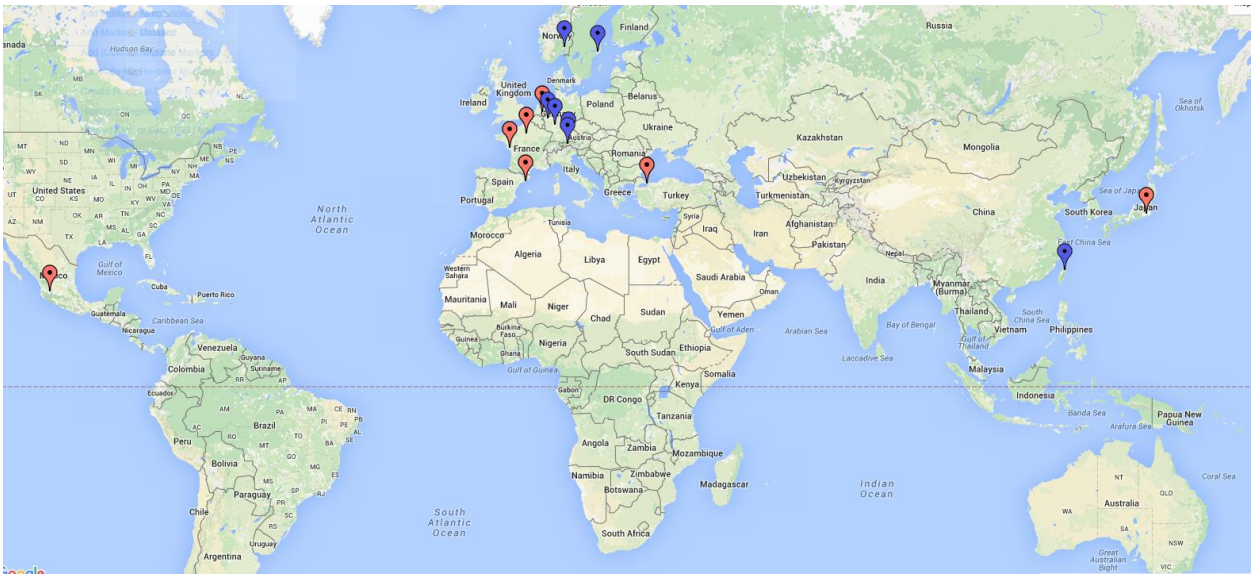
- Waseda University-Tokyo, Japan
- ICES Institute Catholique d'Etudes Superieures-La Roche-sur-Yon, France
- University of East Paris Creteil-Val-De-Marne-Paris, France
- Istanbul Bilgi University-Istanbul, Turkey
- Escuela Tecnica Superior de Ingenieras Industrial y Aeronatica de Terrassa Universitat Politecnica de Catalunya-Barcelona, Spain
- Radbound University Nijmegen-Nijmegen, Netherlands

Business School Exchanges:

- Frankfurt School of Finance and Management-Frankfurt, Germany
- Cologne Business School-Cologne, Germany
- MCI Management Center Innsbruck- Innsbruck, Austria
- Munich Business School-Munich, Germany
- Stockholm University School of Business-Stockholm, Sweden
- National Taiwan University of Science and Technology-Taipei City, Taiwan
- Bi Norwegian Business School-Oslo, Norway

3rd Party Partnerships:

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

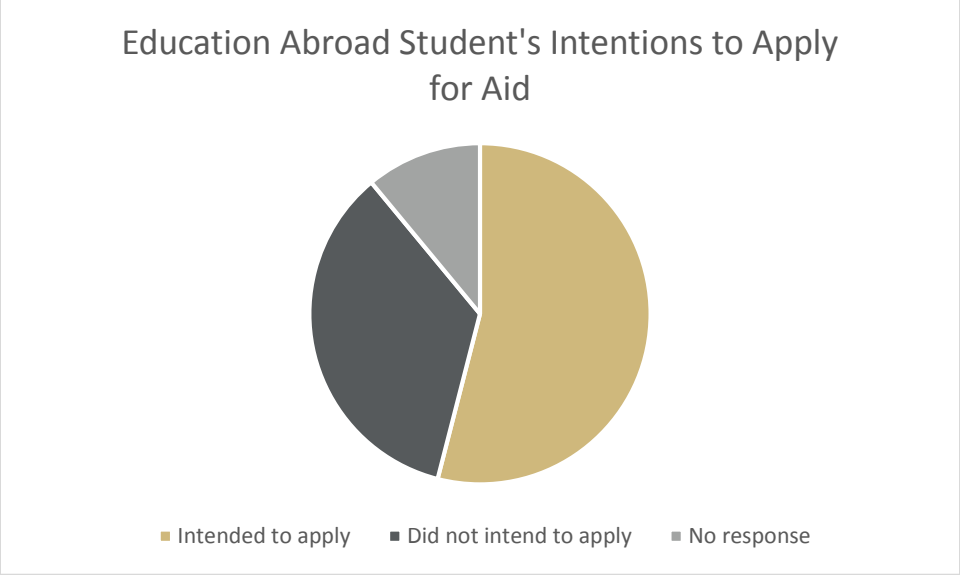


Blue markers: Business School Exchanges
Red markers: Institutional Exchanges

11.6 Funding

Currently, UCCS students who pursue education abroad having grant and scholarship funding available through outside sources like BUTEX for the UK, Boren Awards for critical language learners, the Bridging Scholarships for Japan, DAAD for Germany, the Gilman Scholarship for Pell Grant Recipients, as well as several others. As the education abroad staff sees fit, we recommend as many scholarships as apply to a student.

According to our reporting, of those who did education abroad in the cycles analyzed and who completed this survey, 54% of students indicated that they planned to apply for financial aid, loans, or scholarships for education abroad purposes. 35% of students who completed this survey for the reporting period indicated that they would not be applying for financial aid, loans, or scholarships for education abroad purposes. 11% did not respond to this survey.



11.7 Terra Dotta

Education Abroad uses the software service Terra Dotta to process applications and keep vital records and statistics on our education abroad population. The fee breakdown for this service is seen below:

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

Terra Dotta is a vital part of Education Abroad's functionality not only for streamlining purposes but for risk management. It allows staff members with access to pull locations and itineraries for students from any device with an internet connection. Additionally, it

helps staff to connect with students better as we can track where each student is in their application process. As we continue to utilize Terra Dotta to its fullest potential, we will be able to obtain more data about our students studying abroad and reveal patterns and areas of strength and weakness in our programming.

11.8 Faculty-Directed Programming

Below contains an overview of the faculty-directed programs that the Education Abroad office assisted in facilitating during the 2015-2016 academic year.

- **Summer 2015 Programming**

Walking in the Footsteps of Jane Austen

This was a 10 day trip which students visited different sites pertaining to the world around which Jane Austen wrote her books. Excursions included Westminster Abbey, the Tower of London, and Jane Austen's home.

Leaders(s): Jan Myers, Rebecca Posusta
Credits: 3 UCCS Undergraduate credits available English, History or Humanities
Cost: $3,800-4,200
Student Enrollment: 15

- **Winter 2015-2016 Programming**

Community Development in East Africa

This was a 17 day trip in conjunction with the Global Livingston Institute that put students in contact with local leaders in Uganda and Rwanda connecting on a range of community development concerns. This included days of service, learning and reflection to round out the experience.

Leader(s): Jamie Van Leeuwen, Michele Companion, Don Kligner
Credits: 3 UCCS undergraduate or graduate credits available through Public Affairs,
Sociology, and Geography
Cost: $3,700-3,800
Student Enrollment: 11

- **Spring 2016 Programming**

The Global Economic Education Alliance Study Tour to Peru

This was a 10-day trip to Lima and Cusco that allowed teachers from UCCS and the community to connect with Peruvian teachers to exchange ideas, teaching methodology and experiences in economic education. This was in conjunction with GEEA (Global Economic Education Alliance) and several other groups from around the United States.

Leader(s): John Brock
Credits: 3 UCCS graduate credits (optional)
Cost: $2,300-2,500
Student Enrollment: 5

11.9 Moving Forward

Enrollment

The goal for enrollment remains at increasing overall education abroad numbers while also increasing the gender and ethnic diversity of the student population to reflect that of the UCCS campus population.

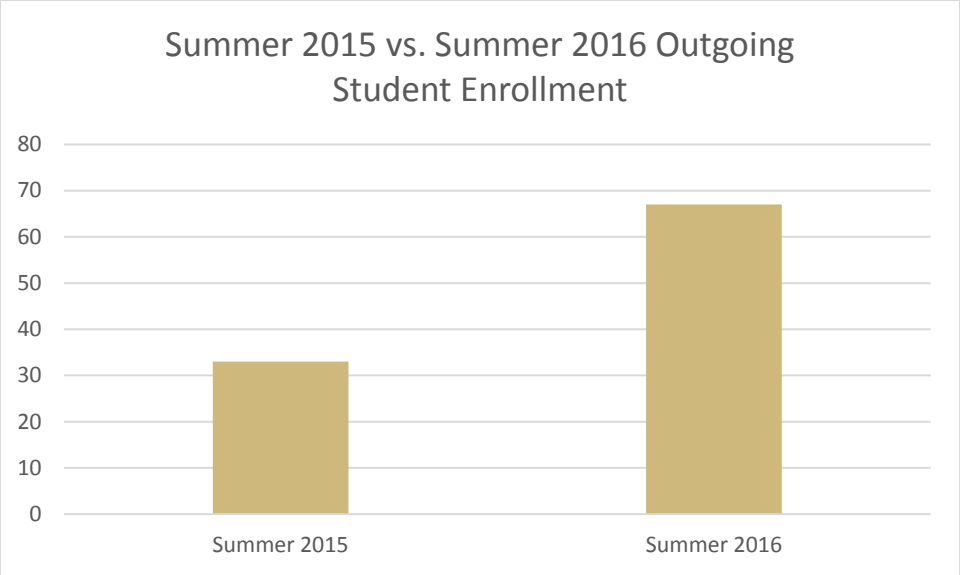
- **Summer 2016**

Because of the ease of studying abroad during the summer with regards to cost and curriculum, this is by far the most popular option for UCCS students. This follows national trends. As faculty directed programs also become more popular with UCCS, we anticipate that the summer education abroad number to increase even more. With the additional potential of adding exchange partners that include summer education abroad, this number could be vastly larger than semester education abroad numbers in the near future. Already with more faculty-directed programs running during Summer 2016, the number of students going abroad has doubled from that of Summer 2015.

Total Outgoing: 67

3rd Party	12
Faculty Directed	17
Non-credit abroad	38

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



- **Fall 2016**

A slight increase from Fall 2015, Fall 2016 also is seeing greater diversity in destination location.

Total Outgoing: 13

3rd Party	10
Exchange	3

Countries of Destination: Morocco, Australia, New Zealand, Germany, Italy, Ireland, Poland, Spain, Japan, Semester at Sea, and Czech Republic

Marketing and Outreach

Education Abroad plans to revitalize already used forms of marketing and outreach with more consistency, transparency, and updated information to make the abroad process as clear as possible. Additionally, marketing strategy will be critically analyzed in its ability to promote diversity and inclusion among UCCS's education abroad population. Visuals and wording should be intentionally inclusive to all students.

- **Abroad 101**

We will continue to use Abroad 101 with more consistency and information, making this a necessary initial step of the education abroad process. The new presentation will consist of general ideas before going abroad, during the abroad experience and returning.

- **Classroom Presentations**

The goal for this area is to approach more areas of study that lend to study abroad covering strategic programs for those areas of study and how to initiate the education abroad process.

- **Social Media**

To further our social media presence, we will continue to use these platforms with more consistency and strategy as sources of marketing for prospective students, but also to stay connected with our alumni base, which is vital to promote education abroad. We will also be able to use these platforms to give alumni a voice in the education abroad experience through ideas like social media takeovers and alumni spotlights.

- **General Campus Outreach**

Over the next year, we will work with other UCCS administrative offices and faculties to aid in the promotion of education abroad to students, faculty and staff. Specifically, we will look at working with new and transfer students to UCCS to promote the abroad experience from the beginning of a student's college career. We will also look to partner with student organizations in a similar capacity. Posters, handouts, and other paper promotional materials will also aid in the outreach effort to bring education abroad awareness to campus.

Partnership Building

Over the next year, more emphasis will be placed on gaining institutional exchange partners in strategic areas like that of Europe, Asia, the Pacific, and Latin America. Due to the few institutional exchanges that are currently in place with UCCS, along with the lack of marketing of the exchanges, many students are still choosing 3rd party providers as their source for education abroad. Exchange partnerships function on a mutually beneficial basis, therefore making an increase in partnerships a priority for the coming year. Additionally, for UCCS students, there is an immense cost benefit of going abroad on exchange versus with a 3rd party.
Developments in bilateral partnerships are currently being made in the following countries; South Korea, Spain, Italy, New Zealand, Australia, France, Hungary, Peru and China.

- **Short Term Education Abroad Partnerships**

Because of the increased growth in short term education abroad nationally and at UCCS, we will work to identify strategic partners to help facilitate short-term education abroad as well as faculty directed programs. Ideally, 3-4 partners will be identified and vetted by the Global Engagement Office to provide comprehensive and low-cost support to faculty and students during the abroad process.

Funding

Moving forward, institutional support will also play a critical role in supporting students studying abroad. Currently, one department (Cultures, Languages & Anthropology) has dedicated a small amount of annual funds to a small number of students dedicated to going abroad. The Global Engagement Office is currently unaware of any other internal

funding opportunities for UCCS students to use for the purposes of education abroad. Not only does funding increase the chances of student's ability to pursue education abroad, it also increases the visibility of education abroad around campus. Upon research, several public institutions (Western Illinois University, University of Central Arkansas and Morehead State University) which are similar in size to UCCS, offer institutional funding to students interested in education abroad, whether it is through individual colleges or departments, endowed scholarships or education abroad grant funding.

Faculty-Directed Programming

Faculty-directed programming nationwide has been by far the most popular option for students and has some of the highest enrollments rates at institutions. Education Abroad aims to increase the overall number of faculty-directed programs happening per year. A streamlined faculty-directed program handbook and proposal process will be put in place during the next academic year to assist faculty with all curricular and logistical aspects of this type of programming. Additionally, several times each semester, Education Abroad staff will invite faculty to open sessions on beginning faculty-directed programming.

12. Intensive English Program

By Sandra Reno, Associate Director Global Engagement Office

12.1 Introduction to the IEP

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. Students benefit from content-rich classes at 4 levels of study, learning experiences organized outside of the classroom, free on-campus tutoring at the Dwire Language Center, and a part-time bridge program. 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.

12.2 Contributions of the IEP

In addition to serving its student population, the IEP contributes to UCCS in many important ways. Above all, it serves as a degree-feeder program and assists in the recruitment and retention of international students for the university's academic programs. This contribution is supported by research that indicates that university-housed IEPs are valuable international student recruitment tools and the fact that the availability of on-campus ESL programming is a top-5 student recruitment fair question. The IEP also adds diversity to the university's broader student population, creates opportunities for MA TESOL students from the UCCS College of Education to fulfill their practicum requirements, and serves as an important source of revenue for GEO. Furthermore, 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 has been generated through two main sources: a partnership with Yeungjin College (YJC) in Daegu, South Korea, and student enrollment through the IEP. The former, which entailed GEO recruiting and helping to manage approximately 50 on-site international English instructors for the Daegu English Village (in South Korea), contributed $250,000 in revenue annually to GEO; however, the partnership with YJC was terminated in October 2014. Since that time, the IEP has been the sole revenue generator for GEO. In the past two years, it has generated the following revenue through IEP tuition:

July 2014/June 2015	$650,300
July 2015/June 2016	$524,200
Total	$1,174,500

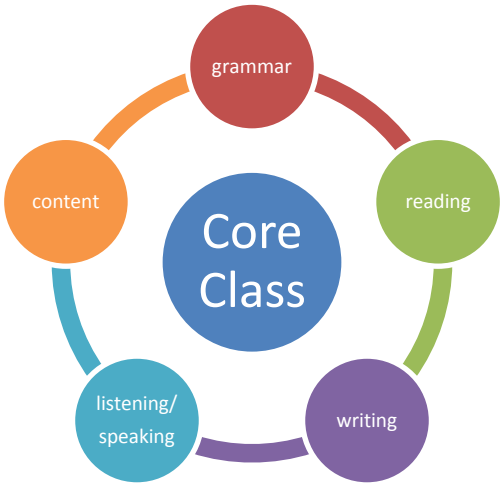
12.3 IEP Structures and Policies

The IEP consists of 4 full-time levels, each of which entails 20 hours of instruction per week (with a minimum of 160 contact hours per 8-week session). A combined skills core class and several satellite classes comprise each level (see below). Course development and text selection are driven by the language and content outcomes for each level, as well as the measures used for promoting students.
To make placement decisions, the IEP assesses the English language proficiency of all newly admitted students. Student progress and proficiency are also assessed at the end of each 8-week session through course grades and ACT Compass Test results. Student promotion is based on achieving level outcomes and student proficiency test scores.
Students earn continuing education (i.e. non-credit) units for their IEP courses through UCCS Campus-Wide Extended Studies. Students who miss 10% of a course's meetings normally do not receive credit for that course, although individual consideration may be given to exceptional circumstances that are beyond a student's control.
Classes

Classes

Core Classes

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



Satellite Classes

In addition to the core class, all students choose 2 to 3 satellite classes. These classes, which each entail 5 hours of instruction per week, may focus on a variety of skills and subject areas. Some satellites focus on a particular skill (e.g., pronunciation or

vocabulary development), while others (such as Book Club and American Culture) focus on applying these skills in contextualized settings. In the IEP's upper levels, satellite courses are more content-based and aim to further develop the knowledge students will need to succeed in their academic classes once they matriculate; they include literature and art, business, and science. Satellite courses that focus on honing academic skills (e.g., test-taking skills and academic writing, listening, and speaking) are also offered.

Bridge level

Bridge classes, which are currently only offered for special programs, help students transition to full-time academic studies. They involve students enrolling in both an academic class and a paired ESL class. The instructors of the two courses then work together to plan and accommodate the ESL students' needs. The ESL instructor attends the academic class with the students and teaches the bridge class itself, sheltering the content of the academic class and assisting with assignments. In addition to helping ensure that students will succeed when they become full-time UCCS students, bridge classes also function as a link between the IEP and other academic departments on campus.

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.

Special Programs

The IEP's special programs, which are offered to groups with specific short-term goals, last from 10 days to 1 semester. Whenever possible, students in these programs are integrated with traditional IEP and domestic students, as doing so creates more opportunities for all of these students to interact with a more diverse range of people during their time on campus. Special programs also provide opportunities for GEO to collaborate with other campus colleges and programs, including the College of Education and the Political Science Department.

Some of the IEP's recent special programs include the following: the Chinese Scholars Program: a summer English language study combined with a course on curriculum instruction; the South Korean Scholars Program: 10-day English language and discover Colorado program; the Institut Catholique d'Études Supérieures (ICES) program: a 12-week to 1-semester program for French political science graduate students, in which students take courses in their discipline and related areas with English language

support from the IEP; and the University of Guadalajara program: a 1-month program held in January and July that involves top students from multiple majors coming to UCCS for English language study, exposure to U.S. higher education, and a Colorado experience.

12.4 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 GEO Associate Director completes the application process by creating a non-credit admissions application and a letter of admission. The GEO Associate Director also creates 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

As the Designated School Official (DSO) for the IEP, the GEO Associate Director generates I-20s; completes SEVIS check-ins, check-outs, and transfers; and assists students with other immigration matters, such as status changes and obtaining replacement I-20s. The GEO Associate Director advises IEP students on most immigrations matters, serving as their first on-campus source of information.

12.5 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.

12.6 Staffing

The IEP's staff includes the full-time GEO Associate Director, 5-8 part-time 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. To ensure that teaching standards are being upheld, all instructors are formally or informally observed by the Director or one of their peers during each 8-week session; they are also evaluated by their students.

The instructors are treated as a team and encouraged to continuously improve their skills. To this end the GEO Associate Director organizes 1-3 staff meetings each

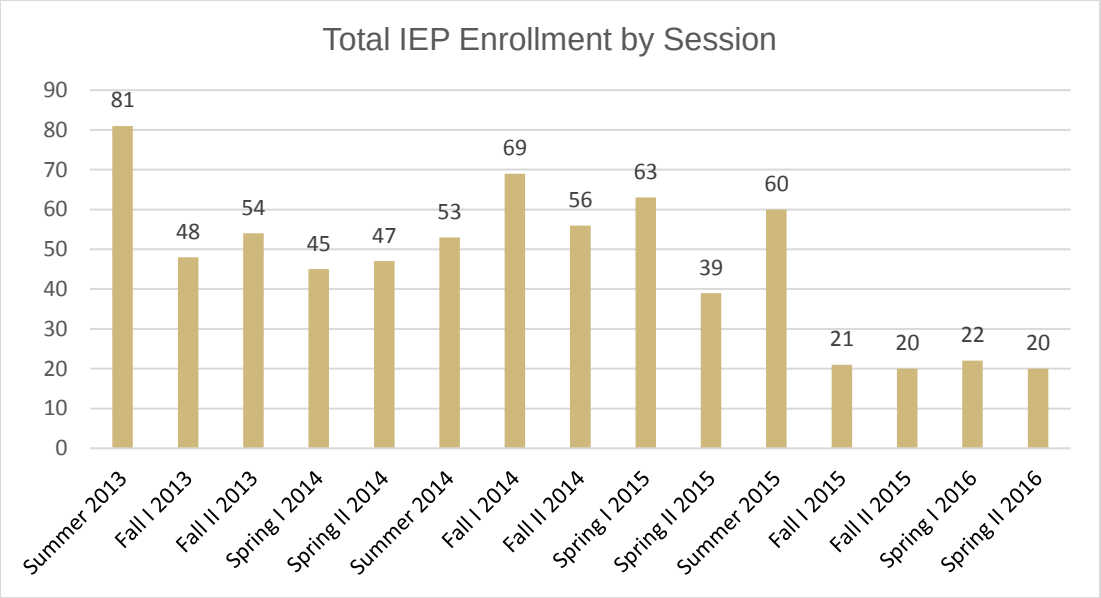
session, which consist of program, curricular, and student updates as well as some form of professional development (frequently provided by the Associate Director herself). In an effort to keep instructors in touch with the latest developments in TESOL, GEO additionally pays the registration fee for one in-state conference a year for each continuing teacher. The Associate Director also encourages instructors to make professional presentations at conferences and staff meetings, as well as to support each other by sharing teaching materials, notes, and syllabi through the OneDrive. Teaching assignments are at a 69% or less load (part-time), as required to avoid benefit payments. Instructors can earn extra money by helping with testing and advising at the end of each session.

12.7 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 percentage of 2014-2015 IEP students who matriculated to degree programs is also presented.

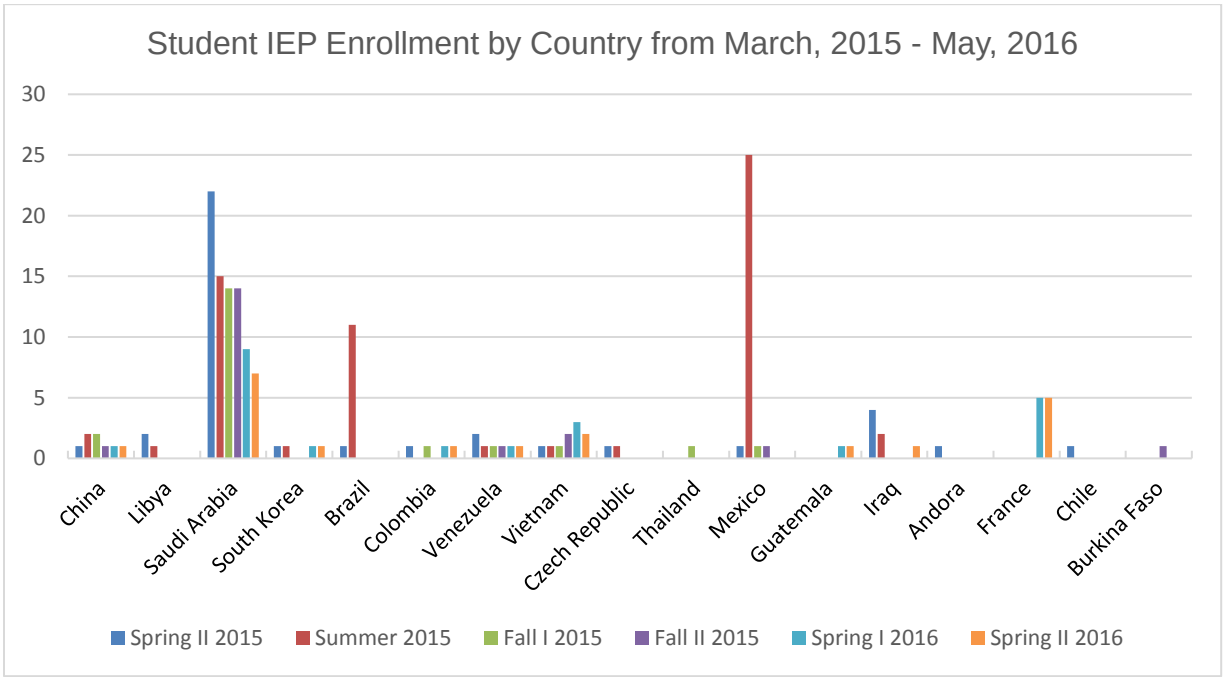
The enrollment peaks in this figure relate to the following special programs or large incoming groups: Summer 2013; Chinese Scholars Program; Fall 2014: the Brazilian Science and Mobility Program (BSMP); and Spring 1 2015/Summer 2015: University of Guadalajara. The Saudi government's reduction of Saudi 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 2016



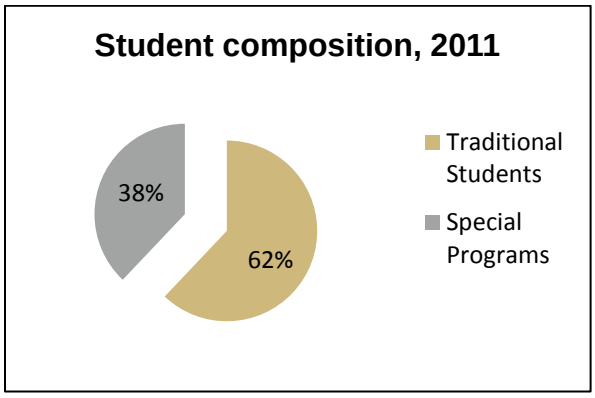
From March 2015 to May 2016, the IEP student body represented 17 different countries and 5 continents. The largest student numbers came from Saudi Arabia, Mexico, and Brazil.

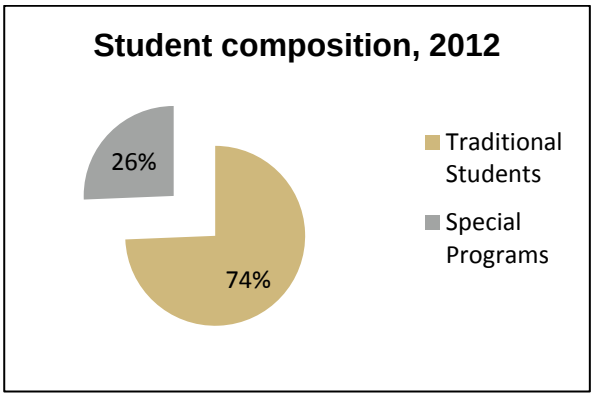
Figure 1.B: Student representation by country, Spring II 2015 – Spring II 2016

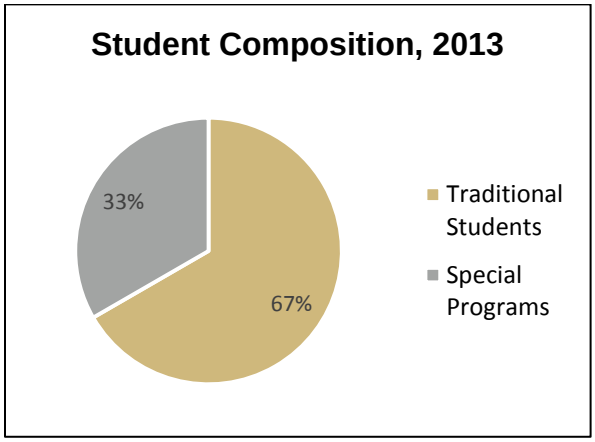


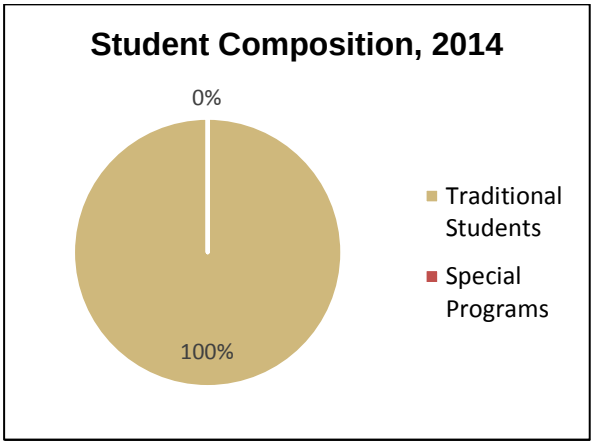
Since the IEP's inception, traditional students have made up a minimum of 62% of its enrolled students; special programs contribute the remaining percentage. This percentage indicates that the IEP's main student base is somewhat stable.

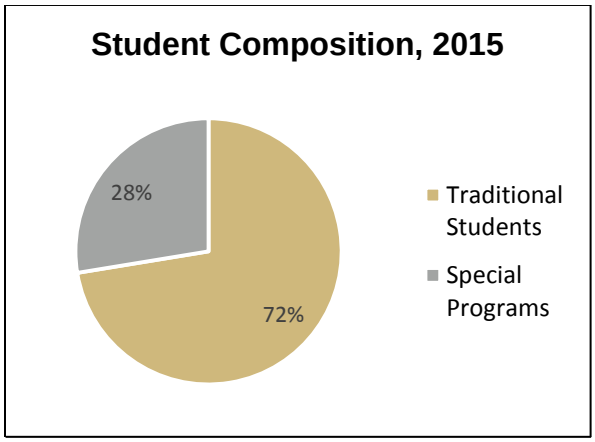
Figure 1.C: Traditional vs. special program IEP students, 2011 – Spring 2016

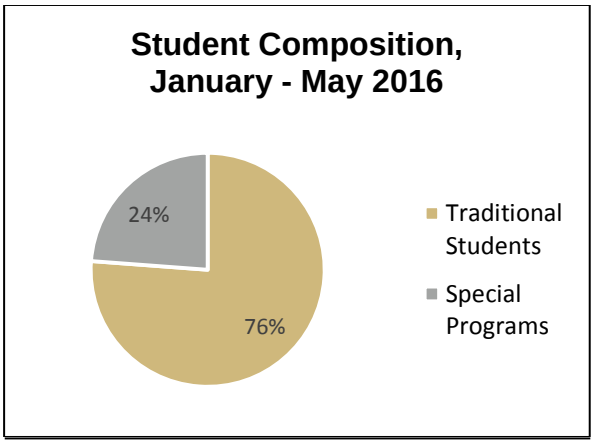






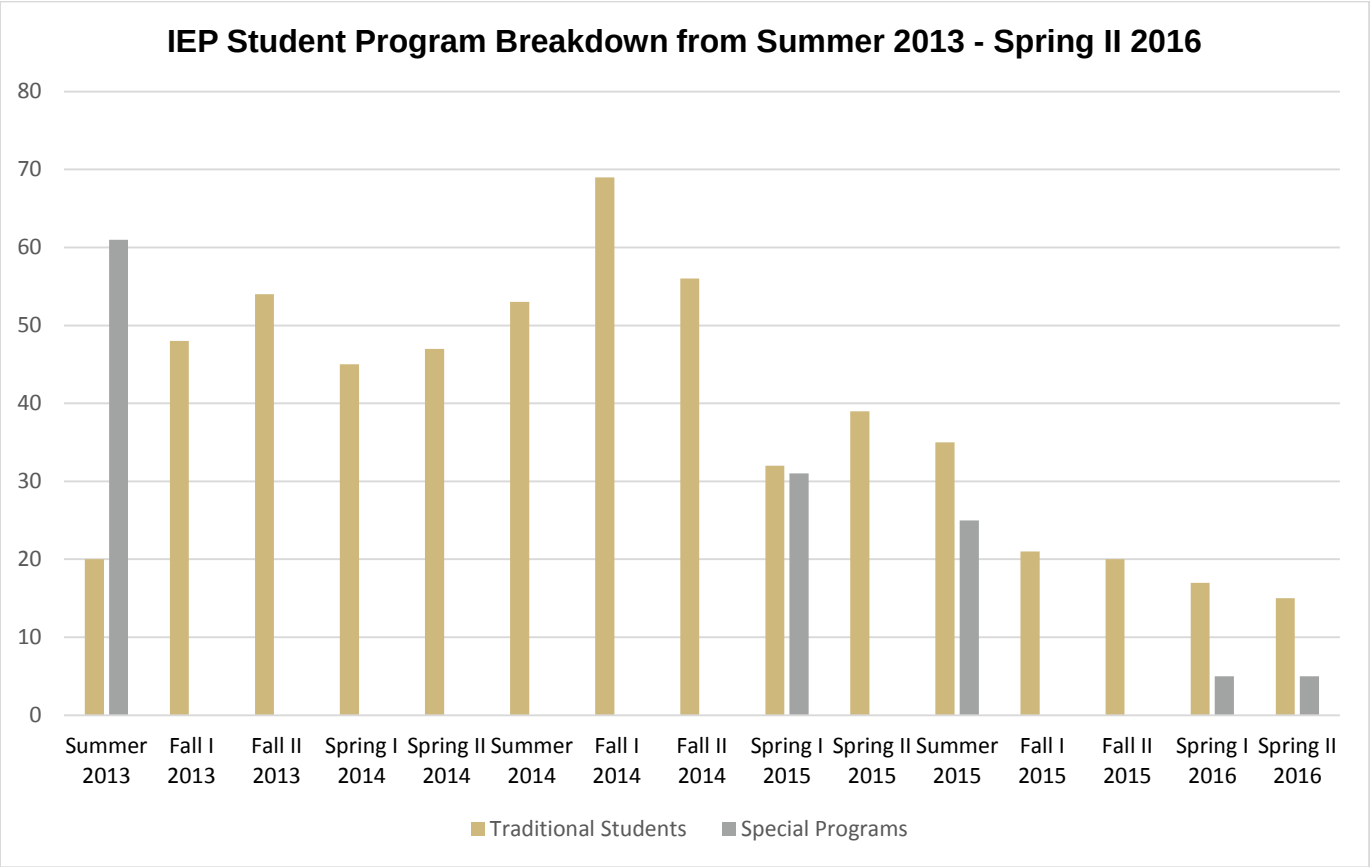






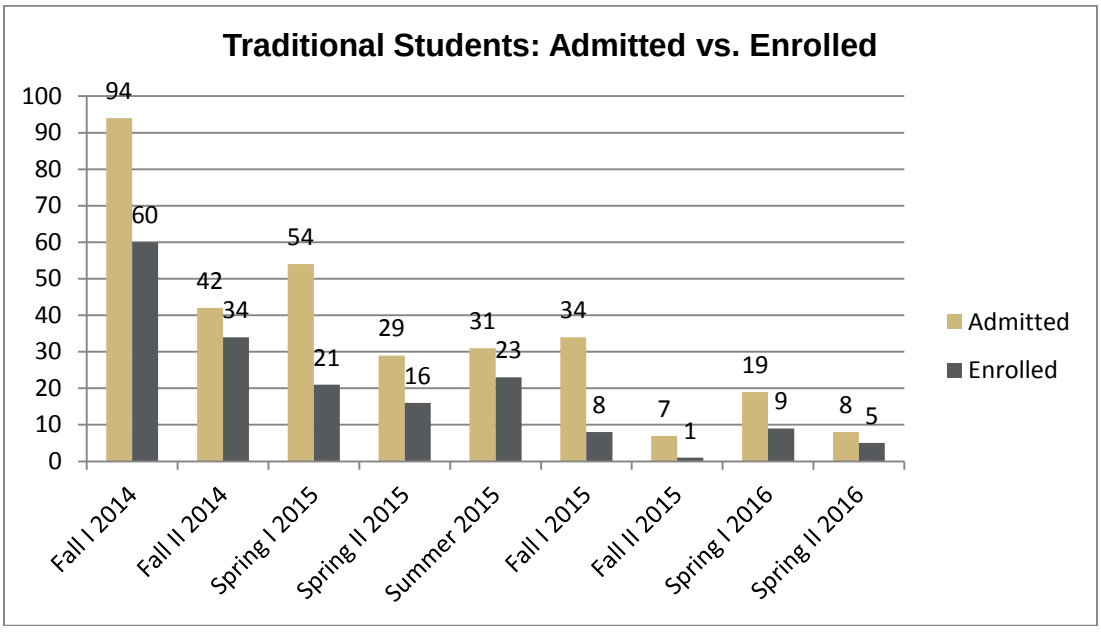
Special programs have taken place during 5 of the 15 8-week IEP sessions that have been held since Summer 2013. They include the Chinese Scholar Program, the ICES program, and the University of Guadalajara program.

Figure 1.D: IEP students studying in each session (by program), Summer 2013 – Spring II 2016



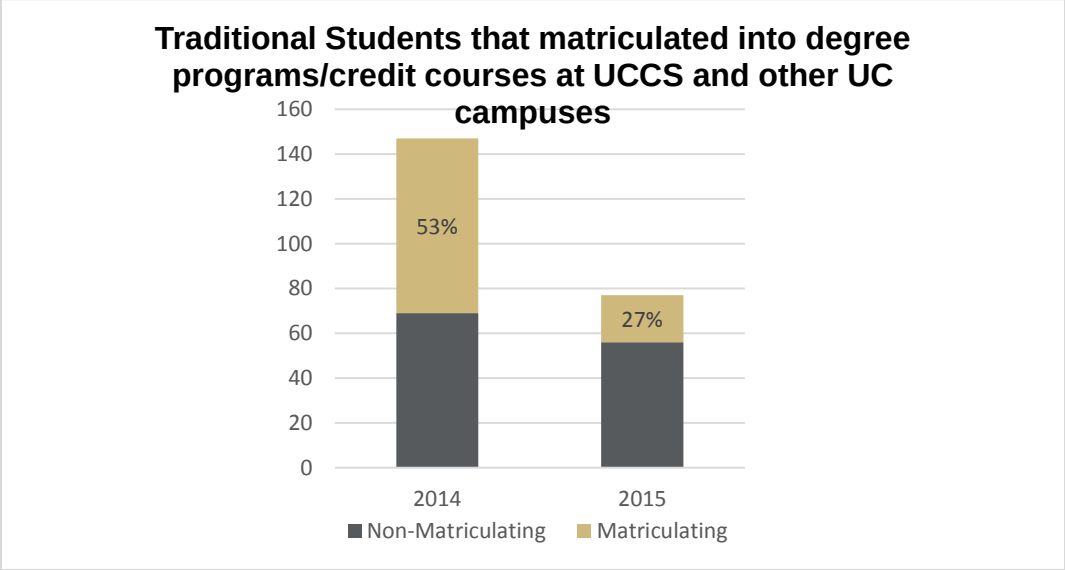
All students who submit the required IEP application documents are admitted to the IEP, and the number of incomplete applications is negligible. The majority of IEP students study on an F-1 student visa, which they must apply for at the nearest U.S. consulate or embassy once UCCS has issued their I-20. There are many reasons why admitted students do not enroll, but the most common are visa denial and changes in their plans (both of which are beyond the control of UCCS).

Figure 1.E: Traditional IEP students who were admitted and then enrolled in each session, Fall I 2014 – Spring II 2016



Most IEP students who matriculate fall into one of two categories. First, they were conditionally admitted to UCCS before they started at the IEP, which means they were informed by the university that they could only start their academic program once they satisfied an English language requirement (which is common for many schools and departments to have). One way these students can fulfill this requirement is to attend the IEP, which they find attractive because they can already start adapting and acclimating to the campus as they work on their language skills. The second category of matriculating students includes individuals who are in the process of applying to UCCS or another CU campus. Students who do not matriculate have usually applied to or are attending other institutions, returned home, or decided not to pursue a degree at this time.

Figure 1.F: Traditional IEP students who matriculated into degree programs/credit courses at UCCS and other CU campuses, 2014 – 2015



The below table summarizes all students who took IEP classes through both traditional and special programs during 2014 and 2015. As special program students attend the IEP as part of well-defined short-term programs, they are not expected to matriculate and are thus not reflected in the matriculation figures in the table's last row.

Figure 1.G: Additional IEP Figures, 2014 and 2015

	2014	2015
All full-time traditional IEP students	147*	77
Special program IEP students	9	56
Total IEP students	156	133
IEP students who went on to degree programs/credit courses at CU	78** (53%)	21*** (27%)

* This number includes students in the BSMP program, which ended in 2015.
**This number includes 3 students who will start classes in Summer and Fall 2016.
*** This number includes 2 students who will start classes in Fall 2016.

12.8 Summary

The *Open Doors* report for the 2014/15 academic year indicated that the international students enrolled on U.S. campuses had increased 10% over the prior year (Institute of International Education [IIE], November 2015), which represents the highest rate of growth in 35 years. The total US international student enrollment was 974,926, including just under 100,000 students who were enrolled in non-degree programs (e.g., IEPs). The top 4 sending countries were China, India, South Korea, and Saudi Arabia.

The IEP at UCCS was first set up in the spring of 2011, and enrollment was subsequently maintained largely through two particular programs: the Saudi Arabian Cultural Mission (SACM) and the Brazilian Scientific Mobility Program (BSMP). However, due to reasons outside of the university's scope of influence, these programs are no longer reliable sources of IEP students.

In the case of SACM, it is important to note this Saudi scholarship program had been providing many U.S. universities with a steady stream of degree-seeking and IEP students for a number of years. However, the level of support offered to Saudi students to study abroad has been affected by the collapse of world oil and commodity prices, which has hit the Saudi treasury hard and caused the Saudi government to make aggressive budget cuts on the heels of a US$100 billion deficit in 2015. The education sector has not been spared; for instance, the 2016 edition of the highly regarded International Exhibition & Conference on Higher Education in Riyadh was cancelled (after being held for 6 consecutive years). However, the most relevant change for UCCS is that the Saudi government has introduced a cap on pre-academic language studies in the U.S. Previously, students could "self-place" in any language program – that is, any school that recruited in Saudi Arabia could enroll students, who would in turn obtain a generous scholarship from their government. However, changes are now underway for the Saudi government to itself place all scholarship-supported IEP students.

Furthermore, future recipients are expected to demonstrate a higher level of English proficiency (in the past, it was not uncommon for students to come to the U.S. with very limited skills and thus need to spend several semesters in an IEP). In addition, the Saudi government has also announced new eligibility requirements for students who apply for funding after enrolling in institutions abroad; they must now be in one of the world's top 50 academic programs in their field or one of the world's top 100 universities (ICEF Monitor, 10 February 2016). As a result of these changes, many universities (including UCCS) are witnessing drops in their Saudi enrollments.

The BSMP, which provided government scholarships for Brazilian undergraduate and graduate students to study at U.S. universities, was another important source of international students for many U.S. institutions (including their IEPs). The scholarships were only awarded to students in the Science, Technology, Engineering, and Mathematics (STEM) fields, who spent one academic year studying and interning in the U.S. before returning to Brazil to complete their degrees. The program was announced by Brazilian President Dilma Rouseff in 2010, following the country's fastest GDP

growth (7.6%) in 24 years. By August 2014, the BSMP had placed 27,710 grantees in the U.S. However, when Brazil's economy slipped into a serious recession in 2015, the Brazilian government announced a budget cut for the 2016 scholarship program. The current budget will be enough to maintain existing grants and fellowships, but new scholarship applications are suspended (WENR 07 December 2015). This loss will affect many U.S. universities, including UCCS.

While these changes do have an impact on the IEP (as well as UCCS in general), it is important to note that the general trend of more and more international students coming to the US is still growing, as mentioned previously; it is not likely that this will falter, despite changes in the schemes of a few individual governments. Indeed, U.S. IEPs are well aware of the ebb and flow of student populations over time, having seen various cycles of growth and contraction in the past (first with Iranian and Venezuelan students, then with Japanese and Korean students, and now with Saudi, Brazilian, and possibly Mexican students). The changing tides of global economies and policies and the growing desire of nations around the world to internationalize will no doubt continue to drive these shifting enrolment patterns in the U.S. in the future. In the process, these changes will continue to create new opportunities and new challenges for IEPs (ICEF Monitor, 22 July 2015).

At UCCS, several other special initiatives (beyond SACM and the BSMP) have contributed significantly to IEP enrollments and revenue, including the "100,000 Strong in the Americas" initiative being co-sponsored by the Mexican government and the U.S. Department of State. This program aims to send as many as 18,000 Mexican citizens to participate in ESL-related programs in the U.S. (including TESL training and English for specific purposes). To date, this program has already brought 48 students from the University of Guadalajara to UCCS.

It is additionally important to recognize that traditional IEP students are likely to generate even greater revenue for UCCS as they matriculate into degree programs. They also contribute to the university in many other more intangible ways, such as by increasing diversity and growing the university's alumni base. In addition, if they have a positive experience on campus they are also likely to promote UCCS to their friends and family both locally and in their home countries, which may help to attract more students.
In summary, while some of the IEP's sources of students are currently changing, the overall forecast is quite positive. The program is expected to not only to continually have a core group of traditional students (many of whom will matriculate at UCCS), but also to continue welcoming students through short-term programs with both existing and new partners – thanks in no small part to the high quality instruction, solid student support, and well-qualified team of instructors that the IEP offers. The program is also expected to continue contributing to the university in many ways, including generating revenue, broadening diversity on campus, and creating opportunities for students, faculty, and staff alike to be exposed to different cultures, ideas, and attitudes.

To this end, GEO has developed several strategies for increasing the IEP's enrollment for the 2016/17 academic year as well as short- and long-term program goals. These are presented in an appendix to this report, along with a summary of the GEO Associate Director's professional development activities in the past 18 months.

12.9 Moving Forward: Strategies for increasing IEP enrollment for 2016/17

1) Existing activities:

- Sending out multiple short-term proposals to perspective schools and program providers.
- Building relationships with other IEPs, high schools, community businesses (e.g., the Broadmoor), community services (e.g., Refugee Services), and area community colleges.
- Expanding relationships with Fulbright, EducationUSA, and other agencies that have potential to refer or send students for language training.
- Nurturing relationships with enrolled IEP students for future referrals.
- Maintaining a presence through print media, such as *Open Doors* and the IIE print edition of *Intensive English.*
- Promoting the IEP through recruitment trips undertaken by GEO's Coordinator of International Services & Recruitment, Ruby Cheng, to China and Colorado's neighboring states.
- Contacting conditional admits to UCCS about the IEP.

2) New activities:

- Stepping up recruitment in the following countries:
  - Kuwait, which is now providing extensive scholarship opportunities;
  - China, which is one of the largest sending countries for the U.S. in general but one of the lowest countries in terms of our IEP enrollment numbers; and
  - Mexico, where there is potential for more special programs through the "100,000 Strong" initiative
- Researching and applying for grants/scholarships that could bring students to campus (e.g., Fulbright scholars from IIE English & Pre-Academic Programs).
- Incorporating the use of recruitment agents.
- Increasing interaction with Education USA advisors, including through periodic information sessions in targeted countries (e.g., Mexico, China, Kuwait, Brazil, Colombia, and Ecuador).
- Following up with the following potential NAFSA contacts to increase special programs:
  - Reiko Kanenami/STA Travel Japan
  - Stanley Harsha/Tina Sheng/Indonesia,Vietnam,& China
  - Mike Haley/Global Odyssey LLC
  - Paul Kullman/Denver U.S. Commercial Service
  - Areta Galat/Education USA FAE, Curitiba, Brazil
  - Bonji Jiang/Xingfu Schoolhouse
  - Hongjie Wu/Suzhou University of Science and Technology, Jiangsu Province, China

- Intensifying contact with/streamlining the process for including conditional admits.
- Joining UCIEP (University & Colleges Intensive English Programs) and English USA.
- Adding more special programs for English language and teacher training (which could be done locally or abroad).
- Pursuing more active agreements with current partners (specifically Radboud University in Nijimengen, the Netherlands, and the University of Guadalajara), inter alia in relation to teacher exchange and short-term programs for teacher training.

3) Community outreach activities:

- Reaching out to Colorado Springs private high schools (e.g., Colorado Springs Christian School, the Colorado Springs School, Fountain Valley, and Vanguard School) to offer a TOEFL and IELTS prep class in Fall 2016.
- Building a relationship with Lutheran Family Services Refugee Services in order to offer classes at a reduced rate for those interested in potentially pursuing higher education.
- Creating discounts for local refugee and high school students.
- Further pursing language classes for Broadmoor employees through Mark Kelbel
- Continuing research on and collaboration for special programs from the Middle East with community businesses, including JD McKenna at MainNerve and Steve Case at TechWise.

4) Additional IEP goals

- Putting a new proficiency test in place and correlating current outcomes and levels to that test.
- Developing a pathways program integrated with some general education courses that students could take for credit during their last semester at the IEP.
- Developing a more robust practicum program with the UCCS MA TESOL program.

5) Longer term goals:

- Pursuing CEA accreditation (when feasible).
- Hiring 1-2 full-time instructors (when enrollment increases and is more stable).

13. International Recruitment and International Student Services

By Ruby Cheng, International Recruitment and International Student Services

13.1 Overview of the International Recruitment and Student Services

Below is a summary of the responsibilities for International Recruitment and Student Services:

- New undergraduate international student enrollment management
- Recruitment of international students to undergraduate programs and the program in Intensive English
- Outreach for students, secondary schools, post-secondary schools, ESL institutions, domestically through in-person, virtual sessions and social media
- Communication management for prospective international student
- New international student pre-arrival outreach
- Fostering and developing international partnerships
- Centralize the International Student Information and design the international student webpage under www.uccs.edu/geo
- Design the International student brochure in English and Chinese

Over the past year, staff worked on building the ground work for international student recruitment. The International Student brochure was designed and the translated into Chinese. The international student information webpage (for both prospective and current students) was designed and centralized and the international student webpage icon was moved on the www.uccs.edu main page under admissions.

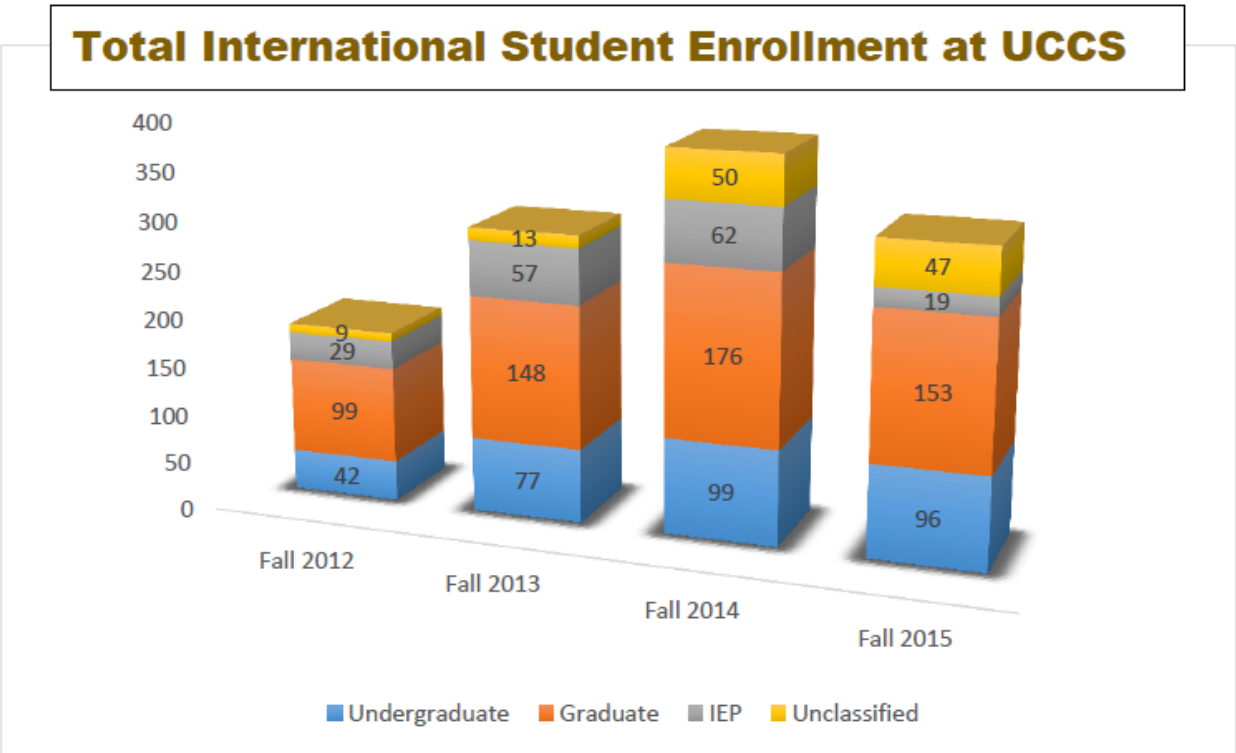
In addition, the international student enrollment communication plan was developed to reach out to all international leads and applicants on a regular basis in order to provide UCCS information and direction on next steps. The accepted international student enrollment checklist was built and posted online to help students complete their enrollment process at UCCS.

Visual sessions named “Accepted International Students Online Workshop” were developed and offered to accepted students with the goal to provide information to accepted students about UCCS and the City of Colorado Springs. To positively impact enrollment, the enrollment process at UCCS was revisited and an online international student orientation created. The international student orientation process was streamlined by working collaboratively with the Orientation Office. A resulting goal for the new online international student orientation is to provide appropriate information (including financial and scholarship information, course registration, important dates, etc.) that international students need to acquire before their arrival.

13.2 Enrollment

UCCS welcomed a total of 74 new international students to UCCS in fall 2015. This is down from 109 students in fall 2014. Fall 2014 enrollment was higher as it included the Brazilian students and funding for this program was virtually eliminated in January 2016 as the Brazilian government could not financially commit to the same number of students it sent in previous years.

The following graph is a summary of the total international student enrollment at UCCS. International enrollments have grown over the years with the exception of fall 2015 in which a decline occurred. This decline is due to the Brazilian government decreasing the scholarship funds for short-term fee paying students to study 1-1.5 years in the USA as well as decreased scholarship funding and decreases in the intensive English program (also due to the Brazilian Program). In January 2016, the Brazilian Government ended funding for this program which caused a national decline in Brazilian student enrollments throughout the United States.



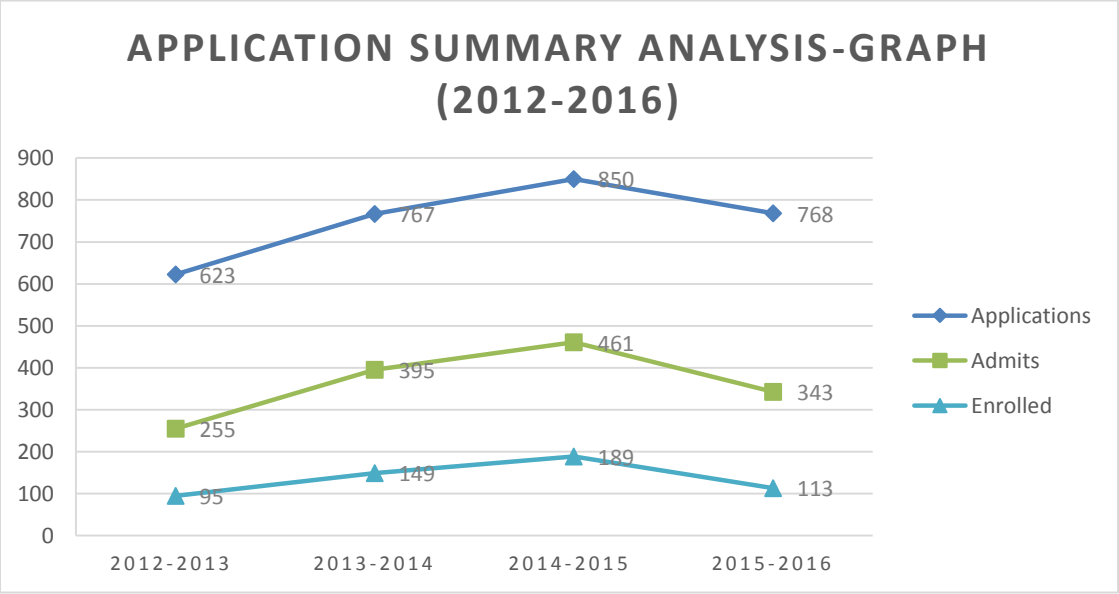
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undergraduate	42	77	99	96
Graduate	99	148	176	153
IEP	29	57	62	19
Unclassified	9	13	50	47
TOTAL	179	295	387	315
% increase		65%	31%	-19%

Above Data Pulled 11/20/2015 from Cognos by Academic Level
Unclassified = Exchange students, high school concurrent, online outside and online certificate

13.3 Application Summary Analysis

The enrollment summary tables below captures data from 2012 to 2016 with details including applications, admit and enrolled students by the level of study.

Freshmen application to enrollment yield rate decreased whereas the transfer yield rate increase from fall 2014 to fall 2015. Graduate percentages of offers that enrolled have significantly decreased and consultation is needed with the Graduate College and academic units; especially if this is deemed an area of importance in the growth at UCCS.



A concerted effort between admissions and recruitment and a redefining of roles to resemble that of an international admissions counselor needs to occur. An international admissions counselor is a more comprehensive and holistic approach as the counselor is responsible for recruitment, application review, transfer credit and communication from the prospective student stage up until arrival on campus

Table 1: Application Summary Analysis (2012-2016)

All New International Students
APPLICATION SUMMARY ANALYSIS

2015-2016 Academic Year	Applications	Admits	% Admitted	%Admits that Enrolled	Enrolled
Fall 2015	489	235	48%	31%	74
Spring 2016	279	108	39%	36%	39
AY TOTALS	*768*	*343*	*45%*	33%	*113*

2014-2015 Academic Year	Applications	Admits	% Admitted	%Admits that Enrolled	Enrolled
Fall 2014	477	259	54%	42%	109
Spring 2015	373	202	54%	40%	80
AY TOTALS	*850*	*461*	*54%*	*41%*	*189*

2013-2014 Academic Year	Applications	Admits	% Admitted	%Admits that Enrolled	Enrolled
Fall 2013	481	244	*51%*	31%	75
Spring 2014	286	151	*53%*	49%	74
AY TOTALS	*767*	*395*	*51%*	*38%*	*149*
2012-2013 Academic Year	Applications	Admits	% Admitted	%Admits that Enrolled	Enrolled
Fall 2012	311	111	*35.69%*	43%	48
Spring 2013	312	144	*46.15%*	33%	47
AY TOTALS	*623*	*255*	*40.93%*	*37%*	*95*

Table 2: Application Summary Analysis- Freshman (2012-2016)

FRESHMAN INTERNATIONAL STUDENTS
APPLICATION SUMMARY
ANALYSIS

2015-2016 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2015	127	53	42%	23%	12
Spring 2016	72	13	18%	54%	7
AY TOTALS	*199*	*66*	33%	29%	*19*

2014-2015 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2014	94	44	47%	25%	11
Spring 2015	62	15	24%	40%	6
AY TOTALS	*156*	*59*	*38%*	*29%*	*17*

2013-2014 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2013	138	42	*30%*	29%	12
Spring 2014	55	14	*25%*	79%	11

AY TOTALS	*193*	*56*	*29%*	*41%*	*23*
2012-2013 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2012	95	11	*11.58%*	55%	6
Spring 2013	60	6	*10.00%*	67%	4
AY TOTALS	*155*	*17*	*10.97%*	*59%*	*10*

Table 3: Application Summary Analysis- Transfer (2012-2016)

TRANSFER
INTERNATIONAL
STUDENTS
APPLICATION SUMMARY
ANALYSIS

2015-2016 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2015	58	27	47%	56%	15
Spring 2016	42	13	31%	62%	8
AY TOTALS	*100*	*40*	40%	58%	*23*

2014-2015 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2014	86	32	37%	63%	20
Spring 2015	54	20	37%	25%	5
AY TOTALS	*140*	*52*	*37%*	*48%*	*25*

2013-2014 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2013	58	35	*60%*	43%	15
Spring 2014	44	18	*41%*	44%	8
AY TOTALS	*102*	*53*	*52%*	*43%*	*23*
2012-2013 Academic Year	Applications	Admits	% Accepted	% Admits that Enrolled	Enrolled
Fall 2012	27	11	*40.74%*	73%	8
Spring 2013	35	13	*37.14%*	46%	6
AY TOTALS	*62*	*24*	*38.71%*	*58%*	*14*

Table 4: Application Summary Analysis- Master (2012-2016)

MASTERS INTERNATIONAL
STUDENTS
APPLICATION SUMMARY
ANALYSIS

2015-2016 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2015	205	98	48%	24%	24
Spring 2016	115	48	42%	29%	14
AY TOTALS	*320*	*146*	46%	26%	*38*

2014-2015 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2014	180	95	53%	29%	28
Spring 2015	158	90	57%	26%	23
AY TOTALS	*338*	*185*	*55%*	*28%*	*51*

2013-2014 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2013	177	85	*48%*	41%	35
Spring 2014	124	71	*57%*	39%	28
AY TOTALS	*301*	*156*	*52%*	*40%*	*63*
2012-2013 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2012	108	34	*31.48%*	71%	24
Spring 2013	113	51	*45.13%*	49%	25
AY TOTALS	*221*	*85*	*38.46%*	*58%*	*49*

Table 5: Application Summary Analysis- Doctorates (2012-2016)

DOCTORATES INTERNATIONAL STUDENTS
APPLICATION SUMMARY
ANALYSIS

2015-2016 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2015	71	31	44%	23%	7
Spring 2016	29	13	45%	23%	3
AY TOTALS	*100*	*44*	44%	23%	*10*

2014-2015 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2014	63	35	56%	23%	8
Spring 2015	41	21	51%	43%	9
AY TOTALS	*104*	*56*	*54%*	*30%*	*17*

2013-2014 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2013	59	34	*58%*	24%	8
Spring 2014	42	28	*67%*	46%	13
AY TOTALS	*101*	*62*	*61%*	*34%*	*21*
2012-2013 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled

Fall 2012	31	16	*51.61%*	38%	6
Spring 2013	34	12	*35.29%*	67%	8
AY TOTALS	*65*	*28*	*43.08%*	*50%*	*14*

Table 6: Application Summary Analysis- Non-degree (2012-2016)

NONDEGREES
INTERNATIONAL
STUDENTS
APPLICATION SUMMARY
ANALYSIS

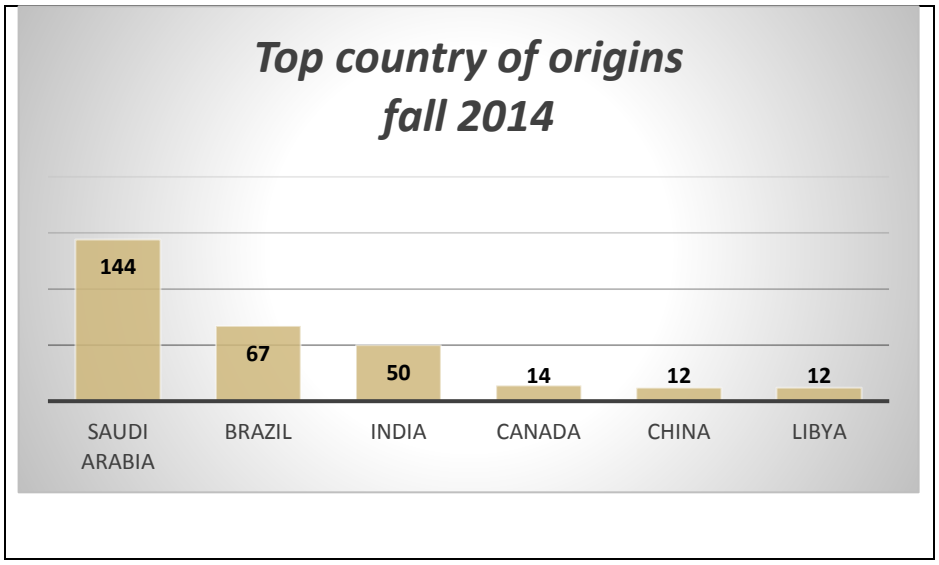
2015-2016 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2015	27	25	93%	64%	16
Spring 2016	21	21	100%	33%	7
AY TOTALS	*48*	*46*	96%	50%	*23*

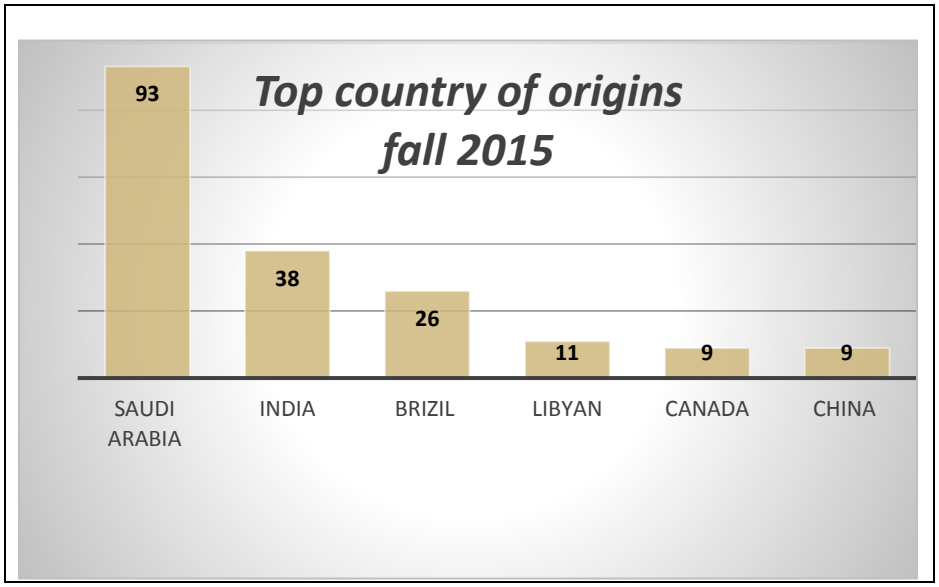
2014-2015 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2014	51	51	100%	80%	41
Spring 2015	55	53	96%	66%	35
AY TOTALS	*106*	*104*	*98%*	*73%*	*76*

2013-2014 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2013	47	46	*98%*	9%	4
Spring 2014	21	20	*95%*	70%	14
AY TOTALS	*68*	*66*	*97%*	*27%*	*18*
2012-2013 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Enrolled
Fall 2012	50	39	*78.00%*	10%	4
Spring 2013	66	58	*87.88%*	2%	1
AY TOTALS	*116*	*97*	*83.62%*	*5%*	*5*

13.4 Top Ten Country of Origins

By comparing the top 5 country of origins, we are able to see the number of students from Saudi Arabia and Brazil dropped 61% and 35% respectively from fall 2014 to fall 2015. This information is in line with the fact that the size of the government sponsored program in Saudi Arabia is shrinking and the Scientific Mobility Program in Brazil is going away (no more students in the fall 2016).





13.5 Recruitment and Partnerships

Domestic markets continue to be a strong pathway with international students transferring from community colleges, intensive English programs and high schools and boarding schools within the United States. The primary recruitment was mapped out for domestic recruitments including:

- Active recruitment in Intensive English Programs in Colorado, Kansas and Missouri
- Active recruitment in Community Colleges in Colorado, Kansas and Missouri
- Active recruitment in high schools in Colorado, Kansas and Missouri

- Foster relationships with those institutions mentioned above by signing general collaborative agreements
- Faster response to admissions related questions and effective communication plan to direct applicants to apply and assist them to complete the process

The following agreements were facilitated:

- Spring International Language Center (USA)
- ELS Educational Services (USA and Global locations)
- LCI Language Centers (USA)
- Colorado School of English (USA)
- Dalian Maritime University (CHINA)

In-Person Recruitment

With the limited travel budget, the office focused on developing workshops and presentattions in local institutions with a focus in Colorado, Kansas and Missouri.

Type	Target	Total number of visits	Total Participants
English Language Center	UG & Grad	13	Approximately 500
Community College	UG	11	
Private High School	UG	26	

Currently, there are no active in-person international student recruitment efforts abroad due to the current international admissions process and limited budget. The office is working on streamlining the international admissions process and developing a quicker turnover rate for the applications. In additional, the accepted student package is prepared for students and their parents delivered via mail.

Virtual Information Sessions

The office is dedicated to timely communication with students, families and partners via email, Skype and phone calling. The virtual information sessions which augment in-person recruitment activity included the following this past academic year:

- 5 Accepted international students online workshop (in total of 68 students participated)

  This workshop was offered in different time to accommodate students from different time zone. In this workshop, accepted international students were able to learn information including the next steps, VISA preparation tips, course registration and housing, etc.
- 5 Prospective Student Information Sessions (in total of 31 students participated)

Sessions were presented by student request via Skype. The live session serves a Q&A tool for prospective students to better understand the application process and life at UCCS and in the city of Colorado Springs.

- 3 Pack your bag Q&A sessions (To be present in late July)
  Three pack your bag Q&A sessions are planned to clear up last minute questions that international students may have before departing for UCCS. An opportunity for participants to ask questions is imbedded in the sessions.

13.6 Processing

The efficient and timely review of application material is a crucial process to increase international student enrollment. In the past year, we still receive complains about inefficient admissions process from applicants and their agents. However, efforts were made to answer admission related questions to help ease the concerns from applicants and their agents.

The goal for the upcoming year is to improve the admissions process efficiency especially at the undergraduate level.

Although the fall application for 2016 is still open, as of June 9, 2016, we see a steadily increase in applications at freshmen and transfers level. However, there is limited control over graduate applications due to the restricted recruitment resources and the different admissions requirements made by each departments. Graduate applications decreased 39% at the masers level and 40% at the doctoral level.

Admit Type	Total Apps 2015 Fall	Total Apps 2016 Fall	*% Dif Apps*	Admits 2015 Fall	Admits 2016 Fall	*% Dif Admits*
Freshmen	119	122	*2.5%*	45	55	*22.2%*
Transfers	52	67	*28.8%*	22	26	*18.2%*
Masters	198	120	*-39.4%*	73	47	*-35.6%*
Doctorates	70	42	*-40.0%*	27	19	*-29.6%*
Nondegrees	23	20	*-13.0%*	20	18	*-10.0%*
Readmits	1	0	*-100.0%*	1	0	*-100.0%*
Overall - Total	463	371	***-19.9%***	188	165	***-12.2%***

*Day to day comparison of International Student Funnel pulled on June 9, 2016

13.7 Challenges and Looking Forward

At undergraduate level a challenge includes a Long Application Processing Time
Currently, at undergraduate level, the admissions office requires at least 2 weeks to render a decision when the application is complete. We lose the comparative advantage by giving out decisions slower than other peer institutions. A concerted effort between admissions and recruitment and a redefining of roles to resemble that of an international admissions counselor needs to occur. An international admissions counselor is a more comprehensive and holistic approach as the counselor is responsible for recruitment, application review, transfer credit and communication from the prospective student stage up until arrival on campus

A second challenge involves a separate application for undergraduate programs and the Intensive English Program. If conditional admitted students want to start with the English program at UCCS, they have to complete a separate application for the Intensive English Program. We potentially lose these students for our Intensive English Program by not admitting them directly to the program in one admissions review process. The issue is noted and currently the Intensive English Program has been manually admitting the conditional students into the program. However, the process is still confusing. A streamlined process for conditional admits is needed.

A challenge exists at the graduate level as there confusing admissions requirements. Currently, each department has their own admissions requirements. The admissions requirement is hosted on each department's homepage instead of centralized location. This causes confusion about conditional admissions and the needed minimum English proficiency requirements. It is important to have efficient communications with each department and provide the most accurate information to international applicants.

At strategic level there is a need for the following:

- **Branding for UCCS within strategic markets or primary markets.**
  Establishing university level partnerships in the target market especially in China
  UCCS is behind the game of international recruitment and has very limited brand name recognitions in China. By collaborating with some top universities to promote exchange of students and faculty and expanding short-term fee paying education abroad options will help to build brand reputation and awareness.

- **Utilizing recruiting agencies.**
  The benefits of using agents have been clearly stated in the office's baseline report. At the sister campus CU Denver, they are currently using multiple agencies to recruit international students. It's indicated on CU Denver's webpage that the institution "seeks the opportunities to establish smart partnerships with agents in strategicmarkets to aid in the recruitment of academically strong, globally diverse international students". A similar approach is needed in order to have a comprehensive international recruitment and enrollment approach.

13.8 International Student Services

The international student support function is also hosted in the office to provide ongoing success of on campus international student population.

- International Student Welcome and Check In (each semester)
  Number of participants: 74 students for all and 39 for spring
- International Education Week (Annually)
  Approximately total of 500 participants from UCCS community
- International Student Recognition and Reception (each semester)
  Number of participants: 68 students for fall and 42 for spring
- Air Force Academy Experience Day (each semester)
  Number of participants: 35 for fall and 32 for spring
- iWorkshop Series (each semester)
  Over 160 students participated throughout the spring semester

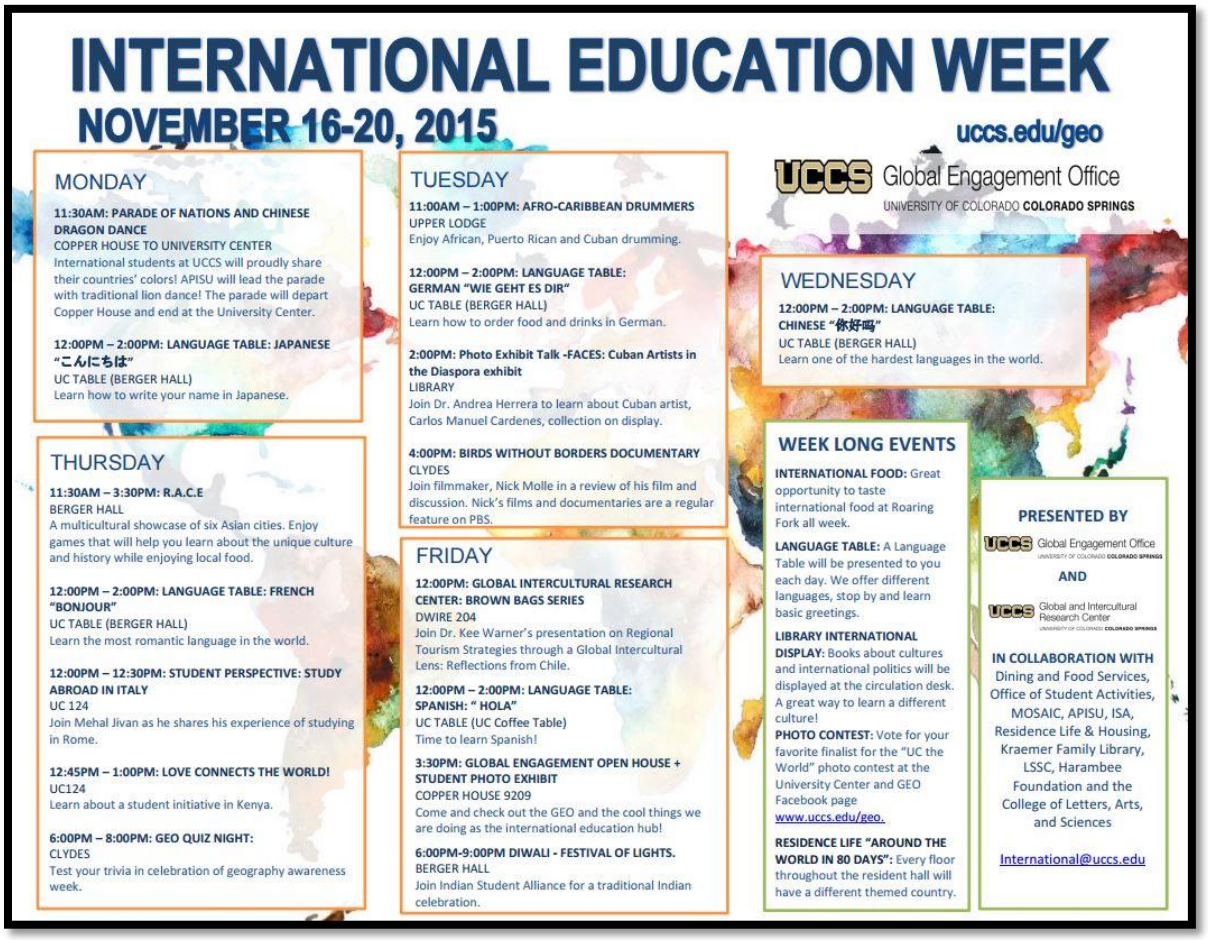
International Student Welcome and Check in

The International Student Welcome and Mandatory Check-in provides international students with a welcoming environment so they can get familiar with on-campus resources and learn about the culture. The programming for the Welcome is spread out over multiple days to help the new international students have a smoother transition into UCCS and U.S. The Global Engagement Office planned the first Welcome ever this Spring 2016. An example of some of the activities are outlined below:

Spring International Student Welcome and Mandatory Check-in (Jan 15-18, 2015)		
Thank you for attending International Student Welcome and Mandatory Check-in. This event will prepare you for a successful transition to UCCS.		
Time	**Friday, Jan 15**	
8:30 AM	International Students Check in	Library Apse
9:00-9:30 AM	International Students Welcome	Library Apse
9:30-10:00 AM	Icebreaking Games	Library Apse
10:00-12:00PM	Immigration Reporting and Basic Information	Library Apse
10:00-12:00PM	IEP Students Testing	Columbine Computer Lab
12:00-12:45PM	Lunch for All International Students	Library Apse
1:00-5: 00PM	Undergraduate and Transfer Students Orientation	Cragmor 008
1:00-2:30 PM	IEP Students SEVIS and Account Claims	Columbine Computer Lab
1:00-2:30PM	Graduate Students Welcome	Library Apse
1:00-2:30PM	Exchange Students Welcome	MOSAIC
2:30- 4:20 PM	Student IDs and Campus Tour	2 Groups; Ends at Centennial bus Stop
4:30-7:00 PM	Shopping Trip to Walmart	Centennial Bus Stop
Time	**Saturday Jan 16**	
10:00 AM	Workshop Dealing with Culture Shock (Brunch Provided)	Columbine 117
11:00 AM	Bus Exploration and Downtown Trip	Centennial Bus Stop
Time	**Sunday Jan 17**	
	Garden of the Gods	
Time	**Monday, Jan 18**	
	No School- Martin Luther King Day	
	Tour Participating Offices:	
Language Center	Wellness Center	GEO
Writing Center	Public Safety	MOSAIC
Communication Center	Financial Office	

International Education Week

An initiative of the U.S. Department of State and U.S. Department of Education, International Education Week (IEW) is part of an effort to promote international understanding and build support for international educational exchange. *International Education Week is celebrated at UCCS* to share the richness of cultures and to expose the UCCS community to diverse perspectives and a variety of global issues. International Education Week provides exposure to cross-cultural activities, global environmental issues, social and political concerns and is celebrated at UCCS through presentations, music, art, films, food, discussions, displays and exhibitions. Video of the recap for 2015 IEW can be found here.



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UCCS International Student Week 2015

International Student Recognition and Reception

The Global Engagement Office developed and planned the first-ever International Student Recognition and Reception in December of 2015. This event is a formal ceremony in honor of UCCS graduating international students and our departing exchange students. Please note that this is not the official UCCS graduation ceremony. The event includes a reception to honor our departing students and the reception is open to all international students. It is a semester event that is integrated into a core function and activity of the office.

International Student Recognition and Reception 2015

Air Force Academy Experience Day

Partnership with the Air Force Academy International Division developed and continues into its second academic year. This collaboration connects international students at UCCS with international cadets at the United States Airforce Academy. It helps to promote mutual understanding between the student groups while exposing our students to a military academy and the international cadets to a civilian campus.

iWorkshop Series

The iWorkshop Series was designed to provide intentional programming that meets the needs and interests of international students. Topics include applying for driver's license, tax filing, plagiarism and steps to have a successful educational and student experience. The Spring 2016 Series is outlined below:

iWorkshop Series Spring 2016

Name	Introduction	Number of participants
Planning Your Future as IEP student IEP focus	How to make fully use of on campus resources in IEP program and the admissions tips that help you apply to degree-seeking programs.	5
What's Your Plan? Creating an Action Plan for Success at UCCS	You have probably heard that it's important to get involved while in college, but what does that really entail? Are you looking to connect with others and explore what our dynamic campus has to offer in terms of activities outside of the classroom? If so, this interactive workshop will help you create your own action plan for making the most of your college experience.	4
F-1 Immigration Status: A Refresher	Do you remember what it means to maintain your F-1 status? Do you have questions about what you can and cannot do as an F-1 student? We will discuss course registration requirements, working on- and off-campus, domestic and international travel, your immigration documents and much more! Note: You must be on time for this session. Students who arrive after it has started will not be admitted.	6
F-1/ J-1 Employment Authorization: Curricular & Optional Practical Training	Learn the differences between Curricular Practical Training (CPT) and Optional Practical Training (OPT), and how to apply for these F-1/J-1 employment authorization benefits. Discuss the 17-Month OPT STEM extension rule, travel restrictions and other concerns.	25
Tax, Tax, Tax!	For all new and returning international students! Learn about the Tax basics in the states and resources that are available to you.	61

Your Passport to Employment: Tips & Strategies	Are you embarking on your job search? Come hear UCCS alumni discuss their experiences searching for a suitable position and, after they were hired, adapting to the U.S. work place and their employer's work environment.	20
How to get a Colorado driver's license	Learn the steps of getting a driver's license in Colorado Springs. This workshop helps you to prepare for your trip to department of motor vehicle	15
Information for Spouses and Dependents	Are you here on F2? Or Are your spouse and children on F2? Information for your dependents on health care, education benefits and regulations in states.	Cancelled due to weather
What if I get sick- Insurance Overviews	Come and learn the health system here in the states. The basic tips you need to know if you get sick and our insurance specialist will also help you understand your insurance plan!	13
Interview Skills	What is the workplace cultural in the U.S.? How to best prepare for an interview? Come and join the Communication Center to gain the skills!	11
Scholarship Opportunities for International Students	Looking for scholarships but don't know what are valuable for you? Our scholarship specialist will also give you a guidance of steps for applying scholarships	19

13.9 Looking Forward

The goal moving forward is to provide international students more support by organizing programs and services throughout the academic year. The Mandatory International Student Welcome and Check in has been implemented into a multiple-day event to help students to make smoother transition into UCCS. The goal is to build this event as the signature event to welcome international students with more programing and workshops. The iWorkshop has raised awareness for on campus international students and provide them practical workshops. The iWorkshop series are expected to continue and provide more timely support to our students by offering information at different aspects.

The office is in the process of recruiting a full time Sr. International Student Advisor. The proposed charge for service will be used to support operational and salary lines for at least one full-time immigration advisor who will provide advising for international students. This position will help to provide U.S. Immigration related information to ensure compliance with U.S. federal immigration regulations.

14. Professional Development among Global Engagement Office Staff

Elizabeth Brondyke, Senior Education Abroad Advisor

- Started Master's of Education degree in August 2015 in International Higher Education through Loyola University Chicago
- Attendee, NAFSA Region IV Conference trainings in October 2015
- Attendee, NAFSA Annual Conference trainings in May 2016
- Training Completed, NAFSA F-1 for Beginners in October 2015
- Training Completed, Coursework for international higher education in a communist setting in Ho Chi Minh City, Vietnam in January 2016
- NAFSA-Association of International Educators Member May 2016 to present

Yanjie (Ruby) Cheng, International Student Services and Recruitment Coordinator

- Started doctorate degree in Educational Equity with concentration in Urban and Diverse Community, University of Colorado Denver (June 2016)
- Member, Search Committee for Sr. International Student Advisor, UCCS (June, 2016 - present)
- Attended NAFSA (National Association for College and Admissions Counseling) Annual National Conference and its training sessions, Denver, CO (May, 2016)
- Program Assistance, Local Arrangement Team for NAFSA Denver National Conference, Denver, CO (December, 2015- June, 2016)
- Program Chair, NAFSA I-Engage Talks, Denver, CO (December, 2015- June, 2016)
- Attended NAFSA e-Learning Trainings:
    - Armchair International Student Recruitment (May 2016)
    - Effective Social Media for Promotion and Engagement (March 2016)
- Interviewed by Chinese Government Sponsored International Education Magazine: *Future* on topic*: Personal Attentions V.S. University Rankings,* Beijing, China (July 2015)
- Member, University of Colorado Colorado Springs Young Professional Development Committee, UCCS (March 2015 –present)
- Presented: *Things You have to Know before Heading to the U.S. in EducationUSA Beijing Center,* Beijing, China *(July, 2015)*
- Member, IACAC: International Association for College Admission Counselling (2012- Present)

Mandy Hansen, Director of Global Engagement

- Course designer and instructor for the Institute of International Education introductory course and secondary level course: *Connecting with the World: International Relations at Higher Education Institutions*, May 2013 – present
- *Women in Leadership in International Education Member Interest Group Workshop,* NAFSA National Conference-Denver, CO, May 2016
- *Navigation a Maze: Exploring Women's Journeys to Positions of Leadership in International Education,* NAFSA National Conference-Denver, CO, May 2016
- *International Enrollment Management and Senior International Officers Roundtable,* NAFSA National Conference-Denver, CO, May 2016
- *Global and International Perspectives in the Classroom*, Knapsack Institute: Transforming Teaching & Learning-Colorado Springs, CO, May 2016
- *Navigating a Maze: Women in Leadership in Higher Education,* Annual CU Women Succeeding Symposium-Colorado Springs, CO, February 2016
- *Workshop-Navigating a Maze: Exploring Women's Journeys to Positions of Leadership in International Education,* NAFSA Region II Conference-St. George, UT, October 2015
- *Serve International Education Through NAFSA Leadership*, NAFSA Region II Conference-St. George, UT, October 2015
- *Breaking Bad-A Fraudulent Academic Document 'How To'*, NAFSA Region II Conference-St. George, UT, October 2015
- *Lead Nurturing-Turning Inquiries into Enrollments*, NAFSA Region II Conference-St. George, UT, October 2015
- *Navigating a Maze: Exploring Women's Journeys to Positions of Leadership in Higher Education*, Arizona Women in Higher Education Conference-Flagstaff, AZ, June 2015
- *U.S. Higher Education Virtual Session,* Pearsons-Online, October 2015
- *Navigating a Maze, Exploring Women's Positions to Leadership in International Education Blog*, Spring 2016, NAFSA Career Center
- Association of International Education Administrators 2013-present
- NAFSA: Association for International Educators
  - *Member* 1999-present
  - *International Enrollment Management Network Leader* 2015-present
- NASPA: Student Affairs Administrators in Higher Education
  - *Journal about Women in Higher Education Reviewer* 2015-present

Sandra Reno, Associate Director Global Engagement

- Reno, S. & Kalmykova, O. (2015, September). *Meeting the Writing Needs of ELLs.* Presentation for ENGL 4800 Writing Center Practicum Course at the University of Colorado Colorado Springs, CO.
- Reno, S. (2015, February). *Supplemental Online Materials for the ESL Classroom.* Presentation to IEP faculty at the University of Colorado Colorado Springs, CO.
- Reviewer, *MEXTESOL Journal* (March 2016 to present)
- UCCS Diversity Champion (completed January 2016)
- Chair, Search Committee, Education Abroad Coordinator Position, UCCS (November 2015-March 2015)
- Attendee, MEXTESOL 42nd International Convention, Cancun, Mexico (November 5-8, 2015)
- Participant, TESOL Symposium: Innovations and Breakthroughs in English Language Teaching Cancun, Mexico (November 4, 2015)
- Attendee, EnglishUSA IEP Stakeholders Conference, Washington D.C. (October 7-8, 2015)
- Consultant, Expert Witness, English language proficiency and culture expert, the Law Offices of Sarah Christensen, Colorado Springs (September 2015-November 2015)
- Training program participant, SEVP Training for Designated School Officials (completed 2015)
- Current Memberships: NAFSA: Association for International Educators; TESOL International Association; CoTESOL: Colorado Teachers of English to Speakers of Other Languages.