

# Annual Report 2018-2019

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**UCCS**

International Affairs

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

## Table of Contents

<b>Executive Summary</b> .....	4
International Affairs Annual Report Highlights .....	4
<b>Introduction</b> .....	5
<b>International Affairs Office Structure</b> .....	5
<b>Office Visits</b> .....	7
<b>Internships and Training in International Education</b> .....	7
<b>Pre-First Year Global Leadership Program and Global Education Initiatives</b> .....	8
<b>International Visiting Scholars</b> .....	10
<b>Fulbright Student and Scholar Advising</b> .....	10
<b>Community and International Partnerships</b> .....	11
<b>Short-term Programming</b> .....	11
<b>Agreements and Memos of Understanding</b> .....	12
<b>International Risk Management and the International Risk Management Committee</b> .....	13
<b>International Education Programming</b> .....	13
International Education Week .....	14
Friends of International Email List .....	15
International Welcome .....	15
International Farewell .....	16
Annual International Student Panel .....	17
Special Talks/lectures .....	18
<b>FUNDING FOR EDUCATION ABROAD</b> .....	18
<b>STUDENT SUCCESS STRATEGIC PLAN AND GOAL ATTAINMENT</b> .....	18
<b>Moving Forward</b> .....	19
<b>Education Abroad</b> .....	20
<b>Year Overview</b> .....	22
Summer 2018 Overview .....	22
Fall 2018 Overview .....	23
Winter 2018-19 Overview .....	24
Spring 2019 Overview .....	25
<b>Regional Participation</b> .....	26

<b>Participation by UCCS College/School</b> .....	27
<b>Education Abroad by Reported Gender</b> .....	28
<b>Education Abroad by Reported Ethnicity</b> .....	29
<b>Education Abroad and Veterans</b> .....	30
<b>Education Abroad and those with Disabilities</b> .....	31
<b>Education Abroad and Retention</b> .....	31
<b>Marketing and Outreach</b> .....	32
Abroad 101 .....	32
Student Group Presentations.....	33
Social Media .....	33
General Campus Outreach .....	33
Education Abroad Advising .....	33
Pre-Departure Orientations .....	33
<b>Education Abroad International Partnerships</b> .....	34
Funding and Scholarships.....	35
Faculty/Staff-Directed Programs Abroad.....	35
Summer 2018 Faculty Led Programs.....	36
Fall 2018 Faculty Led Programs .....	36
Winter 2018-2019 Faculty Led Programs .....	37
Future Programs:.....	37
Moving Forward.....	38
<b>International Student Services</b> .....	39
<b>International Student Numbers and Profile</b> .....	39
<b>Advising Services for International Students</b> .....	44
<b>OPT Advising for Former Students</b> .....	45
<b>Spring 2019 Summary</b> .....	46
<b>CPT Advising for Current Students</b> .....	46
<b>Taxation</b> .....	47
<b>Advising on Immigration Updates and U.S. Executive Orders</b> .....	47
<b>Transition to Full-Service Advising</b> .....	47
<b>Institutional Compliance and SEVP Certification</b> .....	48

<b>Technology and Website</b> .....	48
International Student Information Management System .....	48
The IA Website .....	49
Document Management .....	49
<b>Programming</b> .....	50
<b>Orientation</b> (Fall and Spring) .....	50
<b>Fall 2018 Orientation (August)</b> .....	51
<b>Spring 2019 Orientation (January)</b> .....	51
<b>Special IEP Orientations (October, March, June)</b> .....	52
i-Workshops .....	52
IA Events.....	53
International Student & Scholar Recognition Celebration .....	54
International Week 2018 .....	54
Specific programming for the Intensive English Program.....	55
<b>Liaising with Other University Units</b> .....	57
<b>Moving Forward</b> .....	58
Challenges .....	58
Opportunities Going Forward .....	58
<b>Intensive English Program (IEP)</b> .....	59
Overview .....	59
Budget Summary .....	59
IEP Enrollment Data .....	60
IEP Program Overview.....	61
<i>Additional Activities</i> .....	61
<i>Admissions Process</i> .....	62
<i>Issuance of I-20s</i> .....	62
<i>Orientation</i> .....	62
<i>Staffing</i> .....	62

## Executive Summary

### International Affairs Annual Report Highlights

The 2018-2019 academic year was a period of refinement for International Affairs. The office changed its name to International Affairs in summer 2018 and further improved programming and office outreach to better serve UCCS students. New advising staff joined during the academic year and brought expertise to their respective areas within two distinct areas of international education: education abroad and international student and scholar advising. The Director took on additional and significant immigration responsibilities as Responsible Officer (RO) for the Department of State Visiting Exchange Visitor Program as well as Primary Designated School Official (PDSO) for the Student and Exchange Visitor Program (SEVP). The combined efforts of the director and international student advisor led to the successful approvals of both UCCS' re-designation of the exchange visitor program and recertification approval for the Student and Exchange Visitor Program; both Federal government programs that give permission to UCCS to host international students and scholars.

Below is a summary of some highlights in the 2018-2019 Academic Year

- The office provided timely replies and service to the population and had over 1100 registered office visitors
- A Pre-First Year Global Leadership Program was developed and will depart in July 2019
- The 2018-2019 Proyecta proposal generated \$62,250 in revenue and welcomed 25 students from Mexico on campus for one month of programming
- The office and UCCS community hosted 33 international scholars in the 2018/2019 academic year from 15 countries
- The office provided programming, immigration support and a friendly environment to 218 total international students from 50 countries
- The office sent 190 students abroad in 24 different countries and 5 world regions
- Engineering and computer science continue to serve as the number one degree area international students pursue at UCCS
- The Office successfully hosted 15 workshops for international students, among various other events

## Introduction

The 2018-2019 academic year was a period of refinement for International Affairs. The office changed its name to International Affairs in summer 2018 and further improved programming and office outreach to better serve UCCS students. New advising staff joined during the academic year and brought expertise to their respective areas within two distinct areas of international education: education abroad and international student and scholar advising.

The Director took on additional and significant immigration responsibilities as Responsible Officer (RO) for the Department of State Visiting Exchange Visitor Program as well as Primary Designated School Official (PDSO) for the Student and Exchange Visitor Program (SEVP). The combined efforts of the director and international student advisor led to the successful approvals of both UCCS' re-designation of the exchange visitor program and recertification approval for the Student and Exchange Visitor Program; both Federal government programs that give permission to UCCS to host international students and scholars. Responsive, accurate, and timely gathering of data contributed to these approvals. It is important to highlight that without the approved recertification and re-designation UCCS is not permitted to host international students nor international scholars.

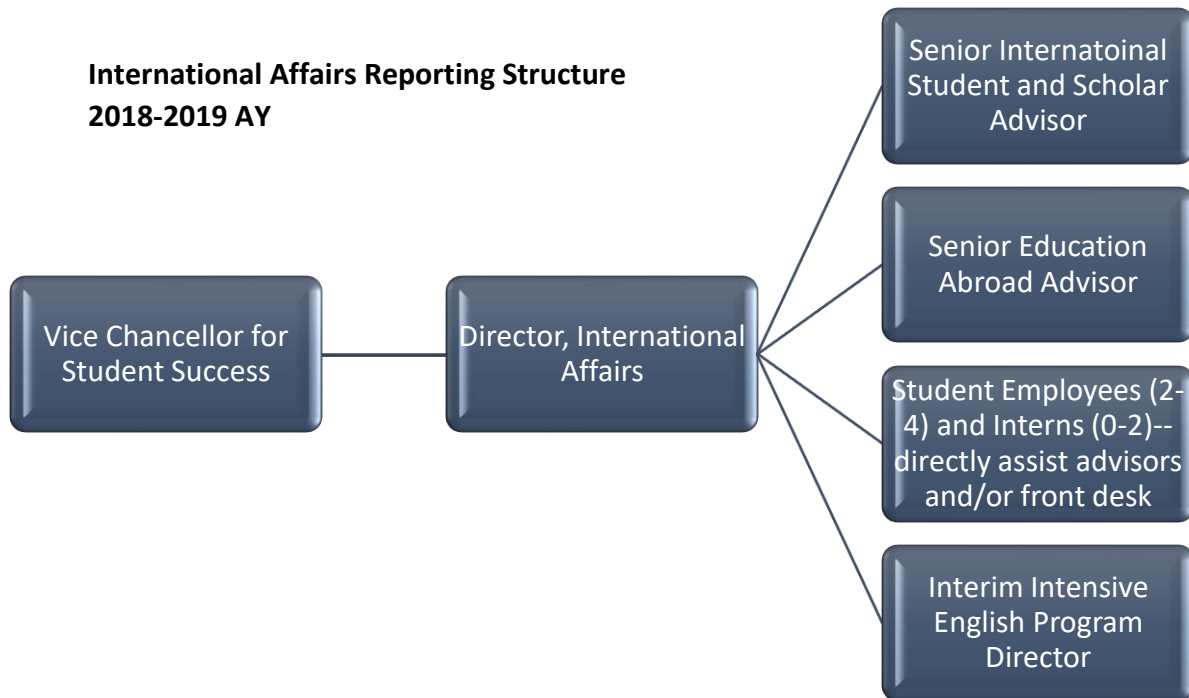
It was only the second full academic year that the office had all key positions on board, Director of International Affairs, Senior Education Abroad Advisor, and Senior International Student Advisor along with an interim Intensive English Program Director. The office provides all core international student and scholar advising functions and Federal Immigration reporting as well as education abroad advising inclusive of risk management abroad. UCCS students are served with the utmost of attention due to international education expertise and staffing. It is important to recognize that International Affairs is still a nascent international center in comparison with higher education institutions throughout Colorado and the United States of America. The office was established in 2012 as a result of the UCCS 2020 strategic plan that has a specific goal, Goal 4, focused on Internationalization. This UCCS Strategic Goal was also approved by the Board of Regents in April 2016 as part of the UCCS Mid-point Strategic Plan review.

## International Affairs Office Structure

In August 2017, the office realigned with the Student Success Division and reports directly to the Vice Chancellor of Student Success. This provides support for the student services offered in the office within the areas of education abroad and international student and scholar services. In addition, the director is a direct report to the Vice Chancellor for Student Success that elevates the office profile due to the reporting line to a senior leader at UCCS.

The chart below is an organization chart for International Affairs. It is important to note that the director supervises student employees and interns, but the advising staff get paired with a student employee or intern for additional mentorship, training, and assistance within their respective areas.

**International Affairs Reporting Structure  
2018-2019 AY**



As mentioned above, International Affairs changed its name from Global Engagement Office to International Affairs in summer 2018 with notification of the name change going out in the Communique and via campus-wide emails.

This past year, the office said farewell to two expert international educators: Ms. Elizabeth Brondyke Senior Education Abroad Advisor, and Mr. Sean Milton, Senior International Student and Scholar Advisor, and welcomed two new international education professionals to replace the departures: Mr. Jacob Eavis who serves as Senior International Education Advisor and Ms. Kristina Ewald, Senior International Student and Scholar Advisor. In addition, this past year welcomed three part-time student employees that assisted with front desk coverage which was a need expressed in last year's annual report as well as assistance to each advisor.





Dr. Sentwali Bakari, Mr. Kornel Szabo, Mr. Jacob Eavis, Ms. Gabrielle Valentine, Mr. Ryan Gorejena, Ms. Tina Ewald, Ms. Jillian Mazure, Ms. Megan Chau and Dr. Mandy Hansen

## Office Visits

The office offers centralized international education services for current students with a focus on education abroad and international and student and scholar services. It also provides support to Colleges and Schools at UCCS on partnership development and international delegation visits. The office provided timely replies and service to the population and had over 1100 registered office visitors

## Internships and Training in International Education

The international education field is expansive. For example, the annual international education conference, NAFSA: Association for International Educators, welcomes more than 10,000 attendees from across the United States and around the World. There continues to be a growing interest in learning about international education efforts at UCCS. Inquiries, informational interviews, and internship requests are from students, community members, and international colleagues. The Director and IA team have prioritized sharing about the field of international education and the efforts of International Affairs at UCCS via one-on-one meetings with individuals, international



education as a field, training of students, and the hosting of international education interns.

As a result of such efforts, the director met or held conference calls with 17 individuals interested in the field over the course of the past year. These were a combination of current students, recent graduates, employees, and individuals outside of UCCS. Additionally, the office hosted interns from the Student Affairs in Higher Education master's program. Two interns were hosted by International Affairs in the 2018-2019 academic year. One intern, Mr. Ben Vargas, worked closely with the Senior International Student Advisor and completed as part of his internships such activities as shadowing of immigration related advisor meetings and international student workshops. Another intern, Ms. Jillian Mazure, worked within international student and scholar services with the director and International Student Advisor to assist with programming and learning of immigration advising.

## Pre-First Year Global Leadership Program and Global Education Initiatives

Last year research on a global living learning community and global GPS course. Staff from International Affairs, Residence Life and Academic advising met and after then determined the establishment of such a program would need to be postponed due to resources and enrollment concerns.

The discussions did encourage the director to develop an innovative program with an abroad component. The director developed a Pre-First Year Global Leadership Program in fall 2018 and worked with Admissions and Enrollment Services to advertise the program to admitted fall 2019 first-year students. The program is a credit-optional experience abroad to the Dominican Republic, July 30-August 7, 2020, with the focus on global leadership.

It is an inventive program and the first of its kind within public higher education institutions in Colorado. It is an area where UCCS can shine and be on the cutting edge of setting trends in international education within and outside the State of Colorado. It is also a program that helps students select UCCS as a place to attend for their studies. Students and parents shared with IA staff that this program was a deciding factor for selecting UCCS over other institutions of higher education.

## **\*UCCS Pre-First Year Global Leadership Program to the Dominican Republic**



My daughter chose  
UCCS because of this  
program

The focus of this unique program will be on global leadership and students exploring themselves as individuals and future leaders within an international context. The program had 12 pre-first year students apply and be selected to participate with 11 electing to take the optional credit through Languages and Cultures within the College of Arts, Letters, and Sciences (FCS 3890 for three credits).

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

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

It is important to highlight that the director's appointment as assistant professor with Languages and Cultures has been a benefit to programming abroad offered directly by International Affairs. This appointment was approved by the Chancellor, the Dean of the College of Arts, Letters and Science and the Chair of Languages and Cultures in Spring 2018. The collaboration with the department of Languages and Cultures is a benefit for UCCS students and the relationship is vital to offering and implementing inventive and

unique programming like the Pre-First year Global Leadership Program and the Service Learning Project to Guatemala (which is now a legacy program with the third annual program leaving spring 2020).

In addition, the increased interest in international education and expertise within the office, encouraged the director to collaborate with the College of Education, Department of Educational Leadership and Research, on a new undergraduate course on international education. This class was approved by the College of Education in Spring 2019 and is under review for a Compass Curriculum designated with an anticipated offering as a three credits course Spring 2020. The course will be part of the new undergraduate Human Services degree.

## International Visiting Scholars

International Affairs took on the responsibility for the J Scholar Program which was previously housed in international admissions. This responsibility includes tracking of international scholars, all Federal immigration responsibilities/reporting, liaison activities with academic departments, check-in and check-out requirements/tracking for scholars, and management of the recertification process and annual institutional reports filed with the Department of State.

UCCS hosted 33 international scholars from July 1, 2018 – June 30, 2019. Visiting scholars do research on campus, team teach, guest lecture, and provide collaborative opportunities for our faculty that can lead to research projects, grants, and exchange within their disciplines of expertise that transcends national and international boundaries. UCCS hosted 33 scholars from countries such as Australia, Canada, China, Germany, Hungary, India, Japan, Kuwait, Nigeria, Philippines, Poland, Russia, Saudi Arabia, South Korea and Thailand.

## Fulbright Student and Scholar Advising

International Affairs continues with advising liaison responsibilities transitioned in 2016 to the Director. A new faculty advisor was formally added as an official Fulbright Advisor and Representative at UCCS, Dr. Fred Coolidge. Efforts of both the director and faculty advisor helped with a current faculty member's Fulbright application. Dr. Jane Rigler, Assistant Professor of Music, was the successful recipient of a Fulbright Scholarship to Ireland for the upcoming school year.

The plan to develop a Fulbright Committee to advise students and scholars was replaced with one-on-one advising by the Director of International Affairs and Faculty Advisor. Email communication was developed and sent to students, faculty and staff about Fulbright opportunities. In addition, there was the annual Fulbright workshop, one-on-one meetings convened with student, faculty, and staff on such programs, and collaboration with the Communique to honor UCCS Fulbright participants are all done to support campus-wide promotion of Fulbright opportunities.

## Community and International Partnerships

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

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

## Short-term Programming

The Director of International Affairs secured a revenue generating proposal through the Proyecta 100,000 Strong program in Mexico for the third consecutive year. The acceptance of this proposal by the Mexican government was even more an honor this past year as fewer funding dollars were available by Mexico and many peer schools that hosted Proyecta students in the past did not get selected this past year (such as CU-Denver). The Proyecta program ended this past year with the Mexican government cancelling its proposal process for future years. The 2018-2019 Proyecta proposal generated \$62,250 in revenue.

## Agreements and Memos of Understanding

The office works with faculty and academic units to support the establishment of partnerships that are strategic and sustainable. A website and content were finalized that detail partnerships and considerations as a resource to the campus community.

Below is an outline of active partnerships for the 2018-2019 academic year.

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

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



## International Risk Management and the International Risk Management Committee

The Chancellor and UCCS community approved the Student International Travel Policy in Spring 2016. Updates to the policy were submitted in the 2018-2019 academic year to reflect the changes to the Department of State Travel Warning scale as well as some small grammatical edits and restructuring and name change of the International Affairs office. The policy updates were approved in June 2019. The essence of this policy is risk management and tracking of students abroad and requires students going abroad for on school related activities (i.e. study, volunteering, research) to register their travel with International Affairs.

The registration process requires close collaboration from the Senior Education Abroad Advisor and Director of International Affairs with the CU Risk Manager at UCCS. Lists of students going abroad with relevant emergency contact details are sent each semester to the CU Risk Manager and protocol is followed in accordance to direction and best practices from the CU system. As outlined in the Student International Travel Policy, the International Risk Management Committee formed to review student travel to at-risk countries (CU Ban list or Department of State Warning list).

This Committee was appointed by the UCCS Chancellor in Spring 2016 and includes the following members:

- Mandy Hansen, International Affairs, Chair
- Jennifer George, Legal Counsel
- James Duval, CU Risk Management
- Debi O'Connor, Compliance
- Michele Companion, Faculty
- Curtis Holder, Faculty
- Michael Sanderson, Export Control (added as a member in 2018)

The Committee convenes on a regular basis, several times throughout the semester, to review student travel to at-risk countries and made recommendations to the Chancellor for review and a final decision on such travel. The Director of International Affairs and the CU Risk Manager at UCCS work closely together and attend the annual CU International Risk Management meeting the CU central office in Denver.

## International Education Programming

Each area's report below details programming and activities within their specialized fields: Education Abroad and International Student and Scholar Advising. However, there are a few key programming initiatives that are office and even campus wide and include the following:



## International Education Week

This week is a celebration of campus-wide international programming. The week is designated by the Department of State and Department of Education and celebrated in different ways on each campus. At UCCS, International Affairs, provides programming and collaborates with campus partners to highlight international activities and expertise. In addition, to advertising across campus, International Affairs promotes its activities for national recognition with the Department of State and with the State of Colorado via StudyColorado.



## Friends of International Email List

The 'Friends of Internationals' is an email list that is used to communicate pertinent upcoming workshops and news to international students and community members within and outside of UCCS that support International Affairs efforts and the students the office serves. The list constitutes about 60 UCCS faculty and staff. Comments from these individuals are often received after they have had a chance to view the electronic newsletters that are sent to the international student population. Contributions for the newsletter from these friends are also welcome and included in the newsletter for international students. International Affairs relationship with the campus and community is integral to the success of the office and student support.



## International Welcome

The International Welcome is an event inherited in the efforts for UCCS to centralize internationalization. This event is held within the first two weeks of each fall and spring semester to welcome international students, both new and continuing, to campus. The event is catered and includes food, refreshments, and an activity to break the ice among attendees. UCCS community members are invited to mingle with students. Plans for future welcomes include incorporating education abroad students in the invitation list as well as key student leaders.

## International Farewell

The International Farewell was initially conceived in Fall 2015 to honor departing international students and scholars and intensive English students advancing level. This celebration is each spring and fall semester and this past academic year grew to also honor departing students that studied abroad.



## Annual International Student Panel

This panel is coordinated in conjunction with Intercultural Communications within the Communication Department. The event was held spring 2019 and was attended by approximately 85 students and panelists included international students. Panelists shared their experiences as international students studying at UCCS and living in the United States. The students that attended were well engaged and asked questions ranging from politics to social activities.





## Special Talks/lectures

International Affairs sponsored two special events: Discovering the Rohingya: A Personal Look into Myanmar's Genocide and Intercultural Awareness Event: Central America. The talk on refugees covered the Rohingya refugee settlements as well as efforts of local community member to bring education and English learning to refugee resettlement areas in Bangladesh. The Central American intercultural event was co-sponsored with the Excel Communication event. Significant planning went into the event, but unfortunately it was cancelled due to severe weather and a university closure.



## FUNDING FOR EDUCATION ABROAD

The director explored funding for education abroad opportunities with the Vice Chancellor for Student Success. A proposal was developed and shared with the Advancement team this past academic year and will be reviewed via a joint meeting between Advancement, the director of International Affairs, and Vice Chancellor for Student Success in June 2019. Prior to the proposal, the director collaborated with Advancement/Alumni Relations on a donation from Springs Modern Dentistry. This donation will be used to help fund students going on faculty directed programs in 2019-2020.

## STUDENT SUCCESS STRATEGIC PLAN AND GOAL ATTAINMENT

The Division for Student Success finalized its five-year strategic plan in the winter of 2018-2019. The division's strategic plan highlights goals that relate to the efforts of the divisional units and advance student success at UCCS. Wellness was a focus over the past year. Efforts of International Affairs to support this Division of Student Success goal this past academic year include the following:

- Development of a crisis management plan for international students and scholars (in progress)

- Mental Health First Aid training from National Council for Behavioral Health for the senior education abroad and director
- Mental health with international student and scholars training via NAFSA for the senior international student and scholar advisor as well as ACPA: College Student Educators International's Commission of Global Dimensions of Student Development.
- Incorporating mental health resources on education abroad pre-departure materials (pre-departure guide, online, and PowerPoint)
- Incorporating and discussing mental health issues in training and orientation materials with faculty leading faculty directed programs for UCCS
- Ensuring that a professional staff member is available throughout the day for any student emergencies/one-on-one meetings
- Researched mental health programs/providers that offer online or virtual services in multiple languages
- Continue to partner with campus services to address the wellness and wellbeing of the students served by International Affairs
- Development of workshops and information sessions at key stress points for students. For example, OPT workshops are timed and offered during the semester for international students as they approach graduation and the stressors of leaving school, finding employment, and maintaining legal status as a F1 student.

Strategic Planning for International Affairs will be a focus for this next year. A "scorecard" will be developed in lieu of an extensive word document for the office's strategic planning per the Vice Chancellor of Student Success' recommendation. This document provide strategic goals, actions and outcomes or measures for International Affairs.

## Moving Forward

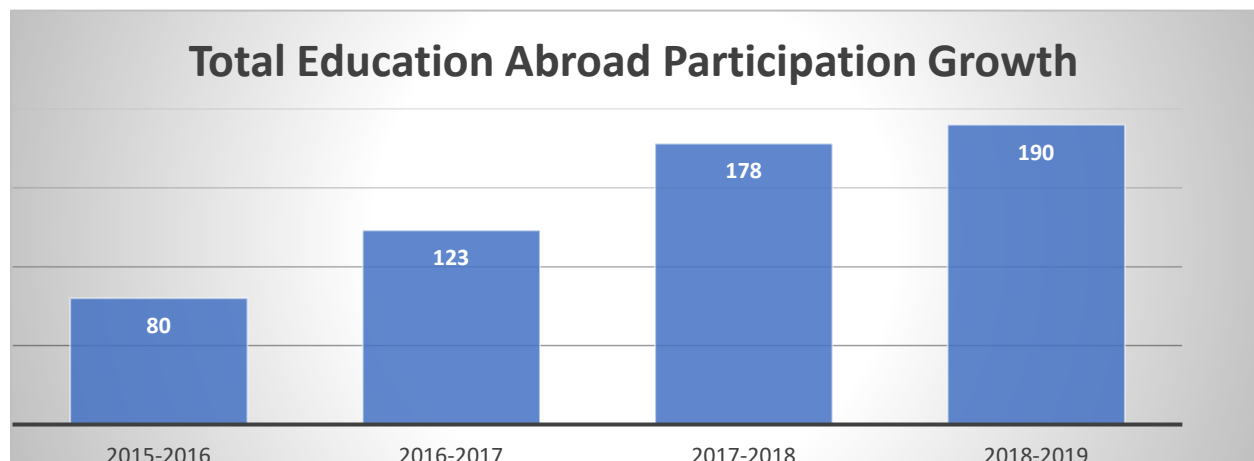
Each section below includes a section related to moving forward for the respective areas of education abroad, international student and scholar support, and the Intensive English Program.

- A scorecard or action-oriented strategic plan with goals and outcomes will be developed with consideration of Student Success' Divisions Strategic Plan. The Division for Student Success finalized its five-year strategic plan this past winter. This plan will inform the International Affairs office's strategic planning.
- The office is focused on student services and staffs the front desk with two graduate students, interns, and undergraduate students. However, full staffing of the front desk was expressed as a need during the academic year.
- Evaluation of the Pre-First Year Global Leadership Program to inform future development
- Collaboration with Advancement on Education Abroad scholarship funding
- Fully implementing pilot program for education abroad outreach to include student clubs and classroom presentations

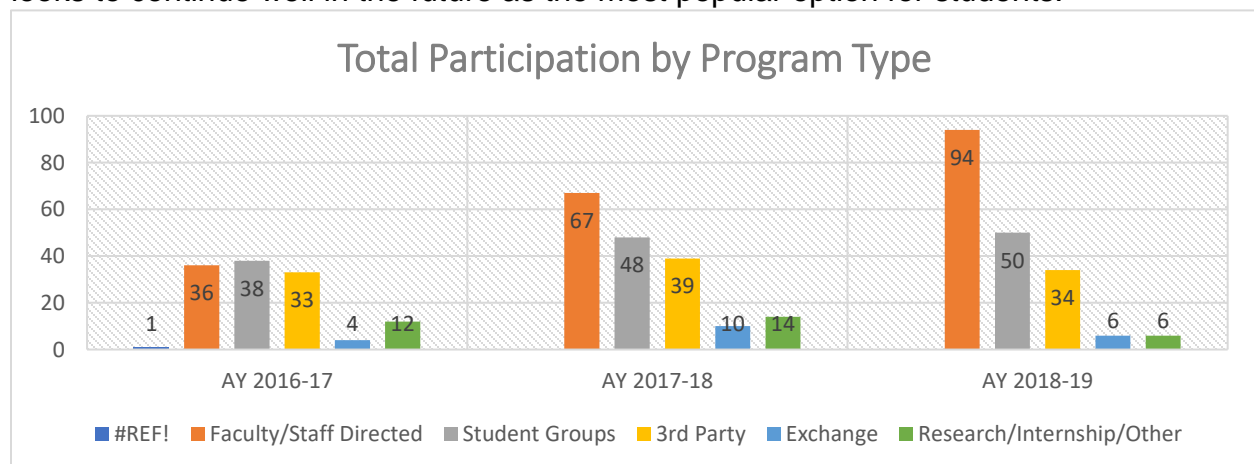


## Education Abroad

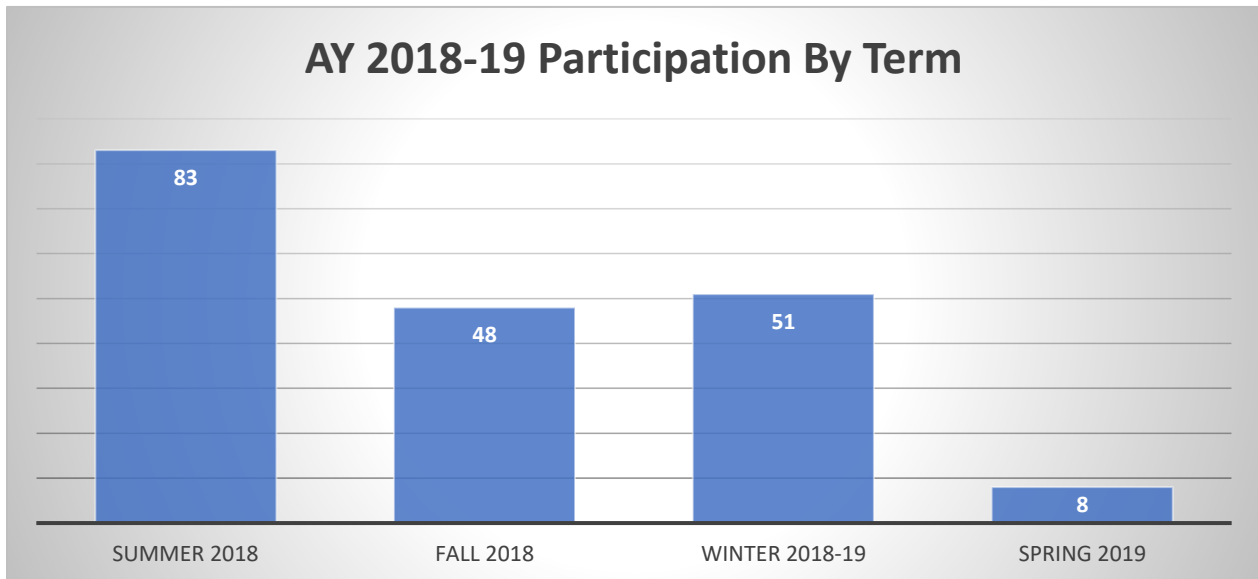
Education Abroad at UCCS for the 2018-19 academic year – from Summer 2018 – Spring 2019 – saw a leveling of the extraordinary growth seen in the 2017-18 while still showing growth in overall numbers of participants in study abroad opportunities. Overall, 190 people took part in an education abroad experience, representing a 6.7% growth over the previous year as shown in the chart below. In overall terms, 1.5% of UCCS students participated in studies overseas. These two datapoints are inline – or in the case of our overall growth, above – the national averages for education abroad. Given both the newness of an established education abroad position, policies and procedures and the growth spurt seen in the last academic year these numbers show a healthy desire for education abroad at UCCS and strong encouragement for continued leveled growth in the years to come.



The popularity of summer programming, especially faculty led trips, continues to be the spotlight in education abroad. With a major effort to promote new faculty led trips and encouraging previous faculty to continue exploring their areas of expertise overseas this looks to continue well in the future as the most popular option for students.



The above chart shows the overall growth in faculty led programs, as well as the growth in student group programming. The 2018-19 academic year represented the 3 year of a major push to promote faculty-led programming on a cyclical schedule, with calls to faculty and staff for program development in the early spring, requests for proposals to vendors in late spring, and development of promotional materials and efforts in early summer to prepare for the fall recruiting of students interested in doing summer faculty trips. This cycle represents the foundation of continued growth in this area and efforts to increase both faculty/staff and student participation will continue in this regard.



As shown in the chart above, there was a downturn in total numbers for summer programs – 83, compared to 125 the previous summer – however this was primarily due to a shift in the Global Brigades student group going out in the winter instead of the summer due to risk management concerns with their previously selected location. Overall, the continued growth of education abroad will rely on strong summer program options for UCCS students who in several measures are more likely to be non-traditional students as well as non-traditional education abroad participants

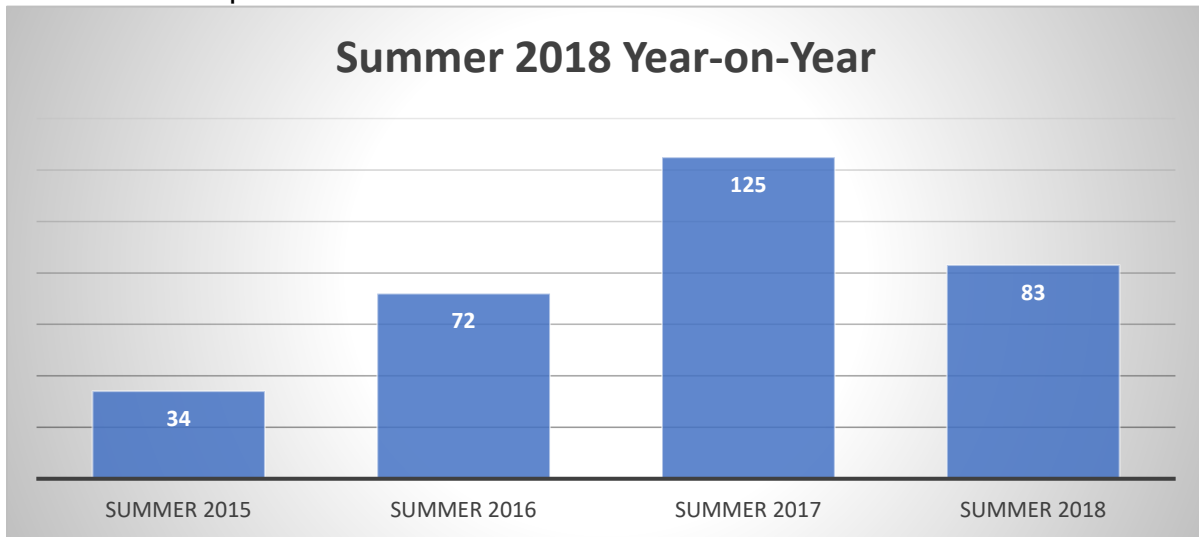
This point continues to show in the data over the 2018-19 terms, with the heaviest participation coming in both the summer and winter terms. These terms are dominated by faculty-led programs and will likely continue to be the area of natural growth for education abroad.

## Year Overview

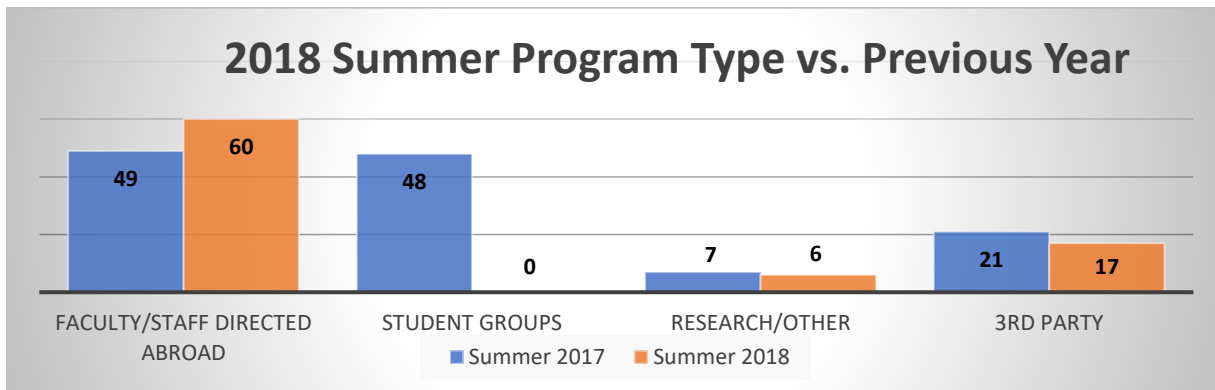
The summaries below provide a semester or term overview of education abroad student mobility. Each section includes a brief summary and chart detailing current and historical analysis by term.

### Summer 2018 Overview

Total: 83 Participants



Summer 2018 saw a drop over the previous year but should in the long term represent a leveling to a more consistent level of growth moving forward. Looking at the change in numbers by program type in the chart below we can see the overall drop was due in large part to the lack of student group travel, as mentioned previously. The key take-away should be the 22% growth in faculty led program participation

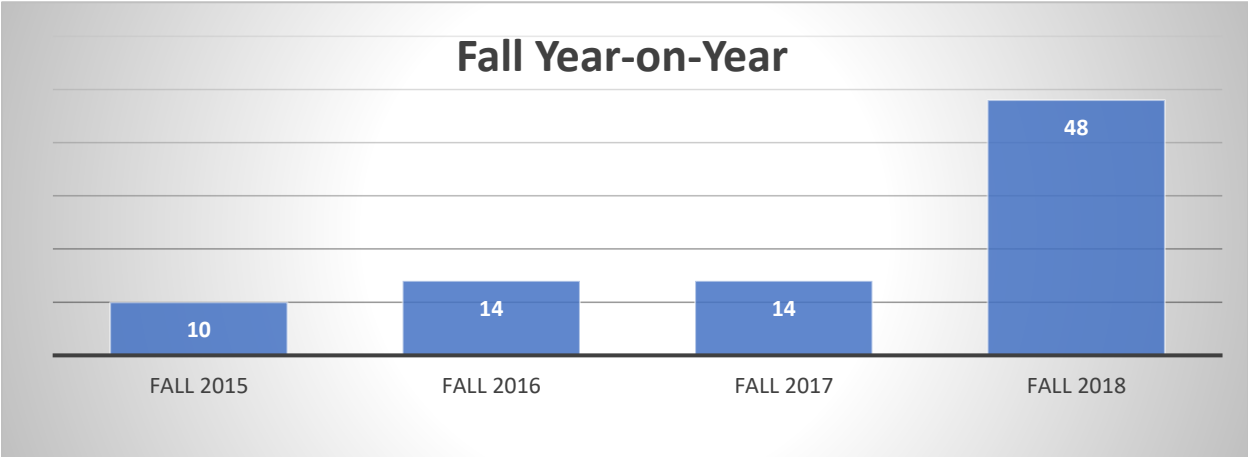


As the chart above shows, a continued focus for summer programming should be faculty led as this is the most popular option for summer programs. As more student groups become interested in education abroad programs specific to their purpose, there may be a growth in summer participation as this would accommodate school schedules and cost considerations.

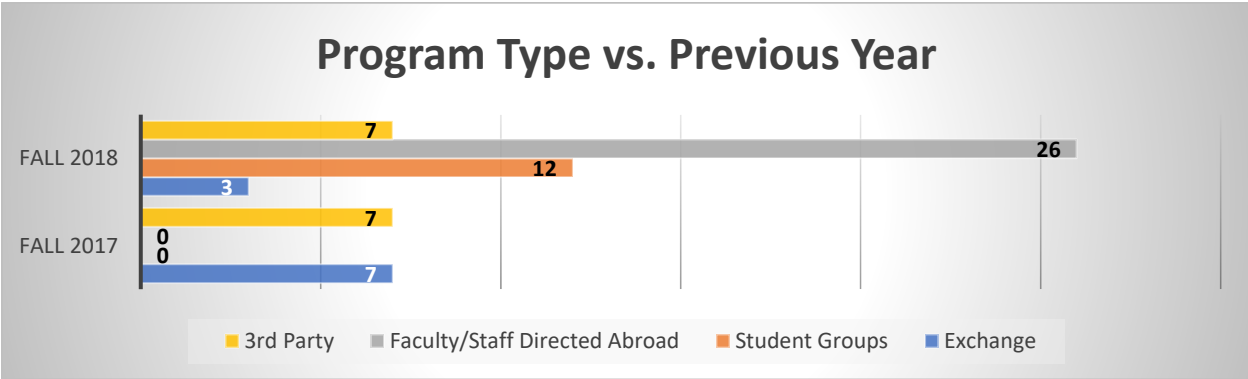
**Countries of Destination Summer 2018:** Austria, Costa Rica, Denmark, France, Germany, Ireland, Italy, Japan, Netherlands, Peru, Spain, Sweden, Switzerland, United Kingdom

Fall 2018 Overview

Total: 48 Participants



The overall growth of fall participation numbers – 48 over 14 the previous year, representing a 240% increase - is once again bolstered by the shifting of programs and the inclusion of student group travel not seen in the fall terms of previous years.



Looking at the program type numbers here shows exchange rates were down slightly and 3rd party partners were even, the growth coming in other areas not traditionally represented in the fall like faculty-led and student group travel. While there appears to be an overall increase in interest in education abroad experience – as shown in year of year data presented previously – there is a downturn in exchange student participants. Two factors that may play a role here are the creation and maintenance of university-wide and school specific bi-lateral exchange agreements and the lack of options represented by bi-lateral exchange agreements in the face of growing interest in education abroad. However, with greater centralized management exchange rates can continue to see maintenance or even growth levels moving forward. A highlight of the

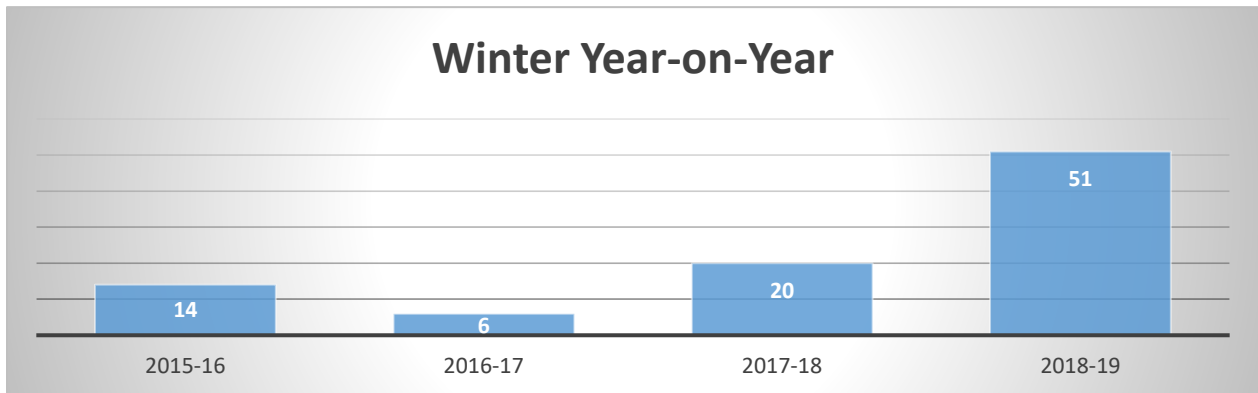
fall 2018 term was the trip to Peru by the UCCS chapter of the National Collegiate Hispanic Honor Society, the leading edge of a new growth area in education abroad: student group focused education abroad experiences.

**Countries of destination Fall 2018:** France, Italy, Japan, New Zealand, Peru, Spain, Sweden, United Kingdom

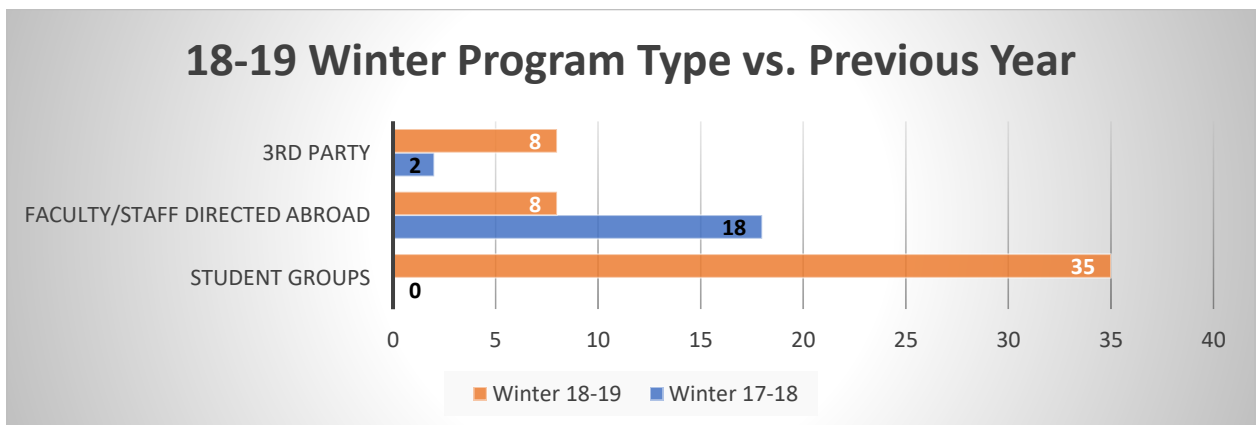
### Winter 2018-19 Overview

Total: 51 Participants

Winter saw extreme growth over previous years, largely due to the shift from summer to winter of the Global Brigades student group and representing more than half of the total numbers for winter.



This may prove to be an exception moving forward but does highlight the need for adaptability and flexibility in approaching education abroad planning. Due to risk management issues with the first location selected for the summer, the group was not able to travel at the same time as previous years. In coordination with International Affairs and with the Global Brigades organization a secondary option during the winter was found and achieved with great success.



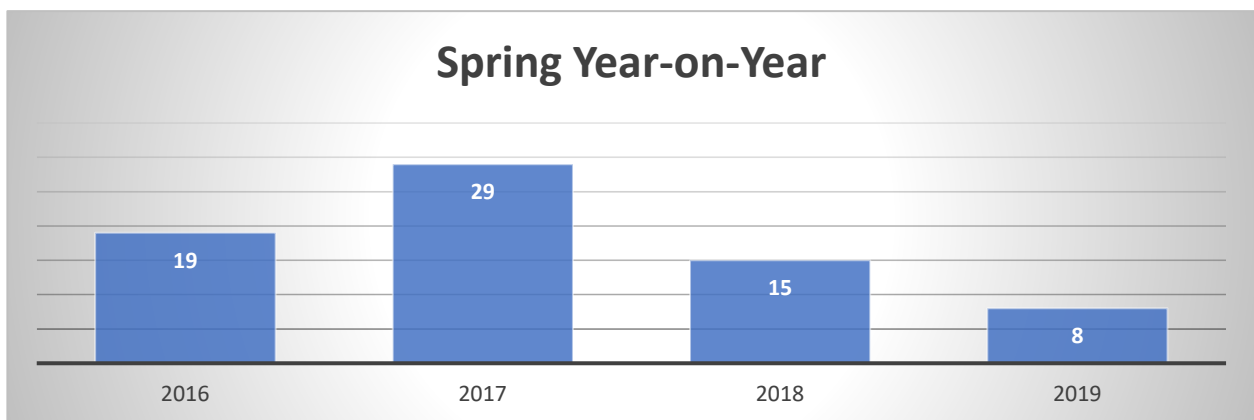
The chart above highlights another major area of growth with 3rd party partners, primarily the continued growth of participations in the International Business Seminar trips to Europe and Asia.

**Countries of destination Winter 2018/19:** France, Ghana, Guatemala, Greece, Italy, Netherlands, Spain, Thailand, United Kingdom, Viet Nam

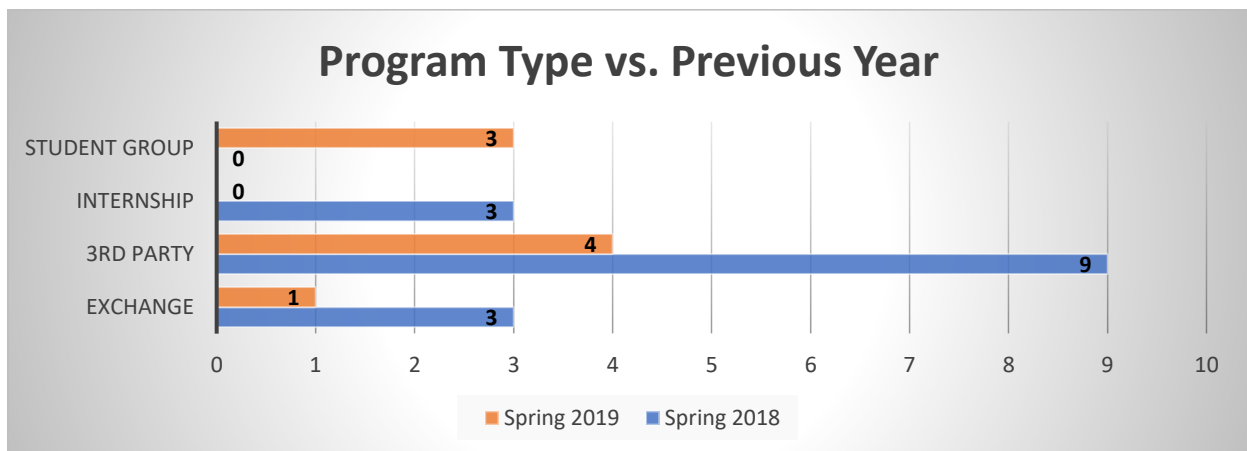
### Spring 2019 Overview

Total: 8 Participants

Overall spring numbers were down, with small numbers in all categories over previous years.



The lack of a faculty-led option during the spring helped to slow growth for the term. With two faculty programs currently scheduled for Spring 2020, it is likely there will be an increase to match the previous years.



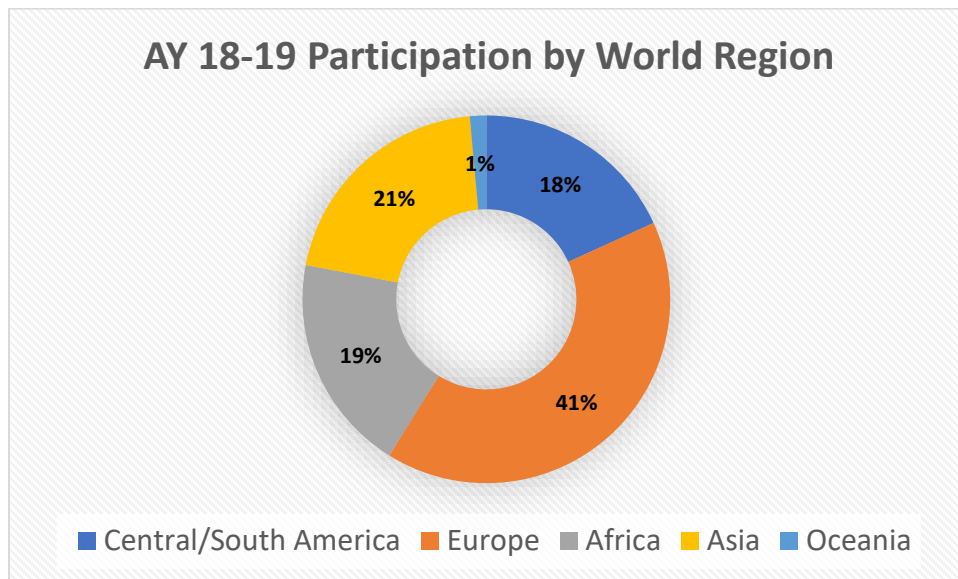
As this chart shows, 3rd party providers continue to be the popular option for spring term over other program types, especially exchange programs



**Countries of destination Spring 2019:** Ghana, Japan, New Zealand, Thailand, United Kingdom

## Regional Participation

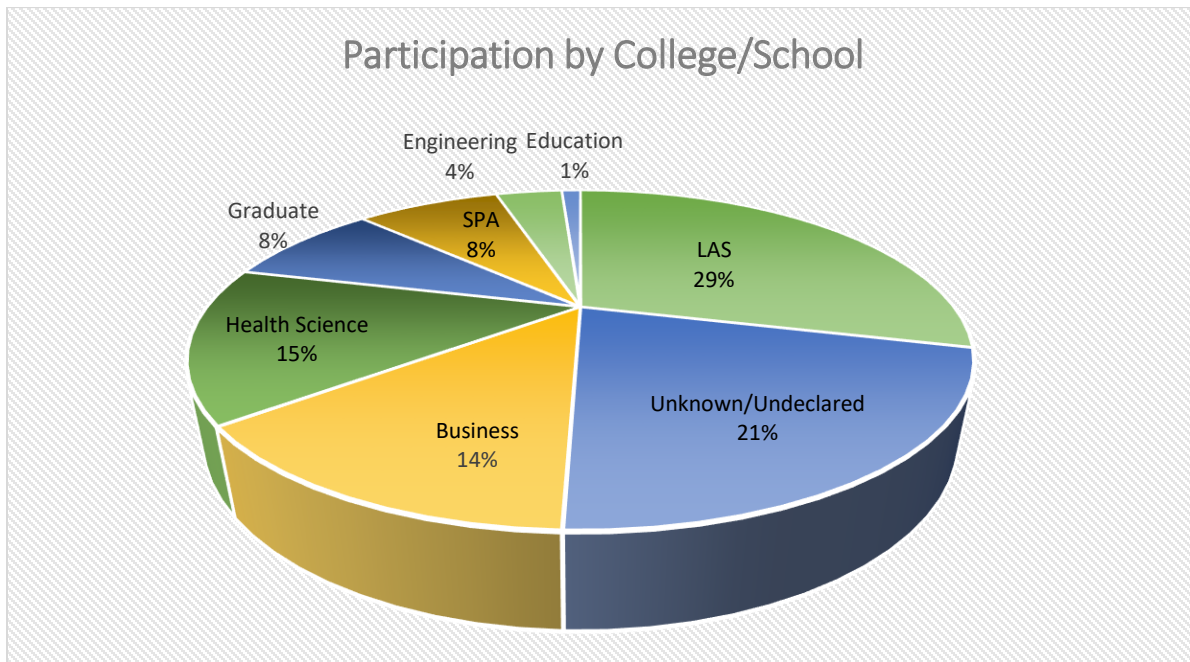
As with national trends, Europe remains a popular destination for education abroad experiences and in all categories from faculty-led to exchange and 3rd party partners. Asia continues to show a heavy presence primarily to Japan and South Korea, but with some other non-traditional areas included as well such as China and Thailand. Overall in the 2018-19 year, UCCS students visited 24 countries on 5 continents.



Looking at the world region we do see some shifts in numbers. Europe is up 3% over the previous year, from 39% to 41%. Thanks largely to the shift from Central America to Africa for the Global Brigades student group participation in Africa is up 16% over last year, from 3% to 19%, while Central/South America is down 28% from 48% of total participants to 18% this year. Asia is up 11%, from 10% to 21% and Oceania remains flat at 1% of total participants, same as the previous year.

## Participation by UCCS College/School

The chart below showing participation rates by college/school highlights the overall dominance of the College of Letters, Arts and Science but also growth in the College of Business and Health Sciences and Nursing; both are up from 12% the previous year. Engineering however held even at 4%, same as the previous year, but Graduate students are up a healthy 7%, from 1% to 8% year over year.



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

This historical relationship that the **College of Business** has with exchange partners as well as having an international marketing major also makes sure it is represented well. There was an overall growth in the number of business students going overseas: 14% over the 12% seen last year.

**Health Sciences and Nursing** continues to benefit from an annual student interest trip and an increased number of programs offered abroad for health sciences. Efforts to grow in the area should be targeted at students early on due to challenges with course sequencing and approval in the junior and senior years. However, there was growth to 15% over 12% last year.

The **College of Education** still lacks study abroad numbers outside of the faculty-led graduate program, however there is a new faculty-led program being developed for next year that promises to increase participation and awareness. Again, early access to students to inform them of their options will help to grow numbers in this school.

The **College of Engineering and Applied Sciences** students are seen to have the desire to go abroad, and mostly go on summer or winter STEM programs abroad. Numbers remained flat at 4%, same as the previous year.

The **Graduate School**, in line with national trends, is limited in the number of students it sends abroad. However, we did see an increase in graduate students going abroad from 1.2% in the previous year to 8% this year. Primarily graduate students are taking advantage of summer and winter faculty-led programs that offer graduate level course credit, such as the International Business Seminars and the SAHE trip to Japan.

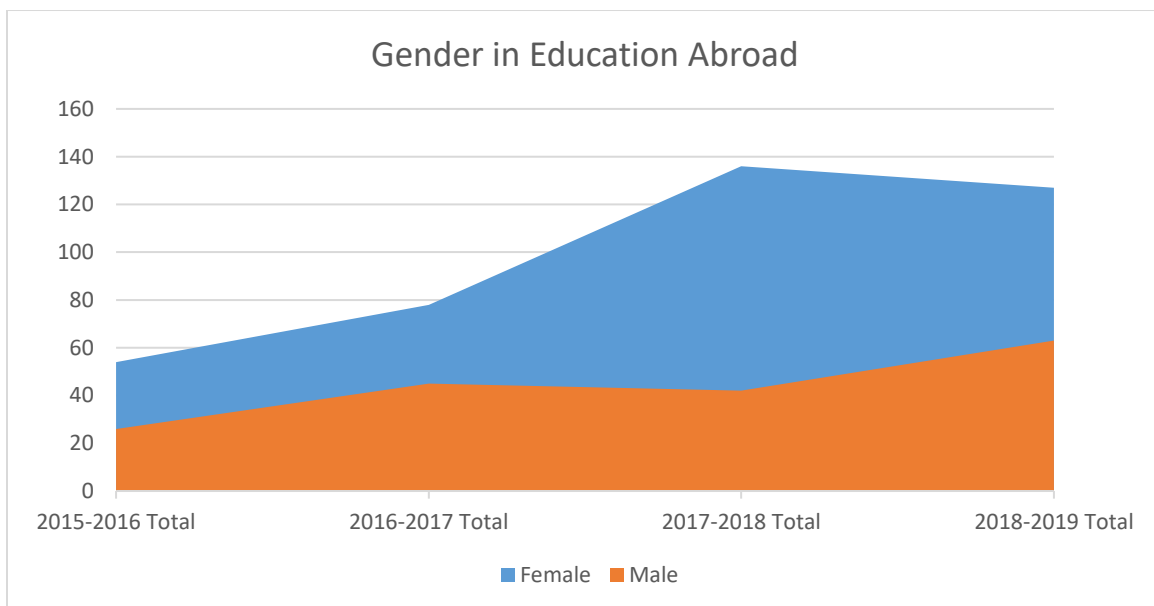
## Education Abroad by Reported Gender

This year’s report highlights a return to the gender gap percentages seen in years before 2017-18, with that year being an outlier over the last four reporting years. Additionally, there is for the first time a decrease in the number of females participating in education abroad over the previous year, as well as an increase in the number of males participating.

Female: 127 Participants

Male: 63 Participants

<i>Gender</i>	<i>2015-16 Total</i>	<i>2015-16 Percentage</i>	<i>2016-17 Total</i>	<i>2016-17 Percentage</i>	<i>2017-18 Total</i>	<i>2017-18 Percentage</i>	<i>2018-19 Total</i>	<i>2018-19 Percentage</i>
<i>Female</i>	54	67.5%	78	63.4%	136	76.4%	127	66.80%
<i>Male</i>	26	32.5%	45	36.6%	42	23.6%	63	33.20%



## Education Abroad by Reported Ethnicity

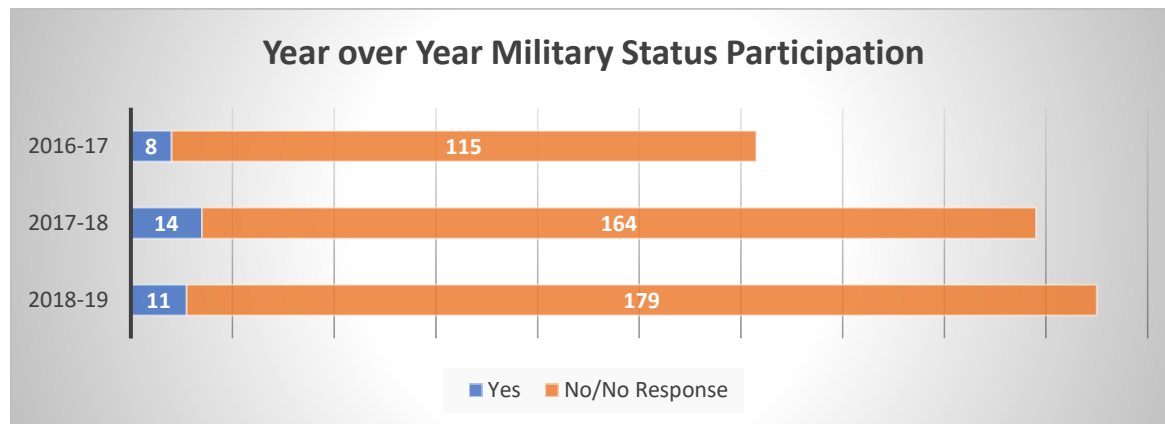
Overall the trends in reported ethnicity by education abroad participants remain relatively level with only slight changes. However, those changes were in important areas of representation for students going abroad. Primarily we see an increase in students who identified themselves as African American and Asian American, showing a growth trend – both seeing a doubling over the previous year in total numbers - over the last four years.

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

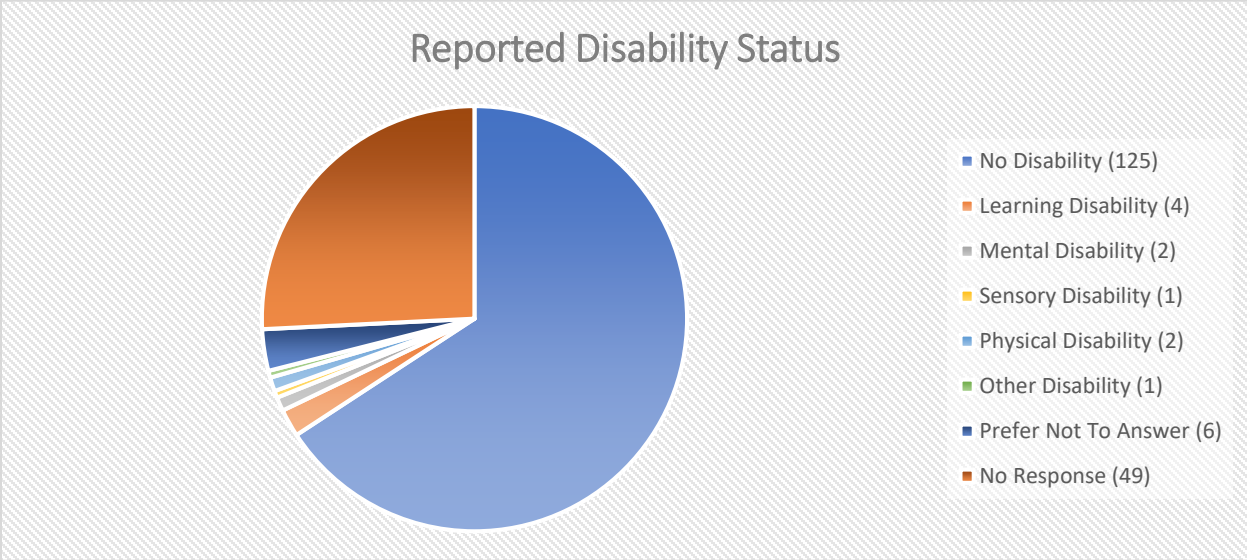
As the above chart shows, the area of focus however should be on the students who classified themselves as Other or did not respond, which represented almost a quarter of students. This could mean a few things but does highlight the need for more nuanced data collection in this regard as well as greater understanding of the role this data point plays in students' lives as they approach an education abroad experience.

## Education Abroad and Veterans

UCCS prides itself in being as a nationally ranked military friendly institution and nearly 20% of students have a military affiliation. However, there continues to be challenges to their participation in education abroad experiences not faced by other students. As reported in the last annual report there was a tightening of interpretations of VA benefit eligibility for education abroad which continues to have a negative impact on students' access to overseas experiences.



As the above chart indicates, of the 190 students in this year's data, only 11 listed an affiliation with the military on their education abroad application. This represents 6% of all education abroad students represent a solid number but leaves room for growth based on the total UCCS veteran and military affiliated population. It is important to note this is not unique to UCCS and all Colorado schools are facing similar issues working with veterans for education abroad due to changes in interpretation and use of veteran benefits. Overall the UCCS approach has been measured and with continued coordination could present an area of growth given the continued national growth in veteran and military affiliated members seeking higher education and overseas experiences. An area moving forward for consideration is the use of the VA's WEAMS database of approved overseas schools to establish new agreements for partnership and agreement. Using these schools to develop partnerships should assist it finding locations for military affiliated students that meet the requirements for use of aid.



### Education Abroad and those with Disabilities

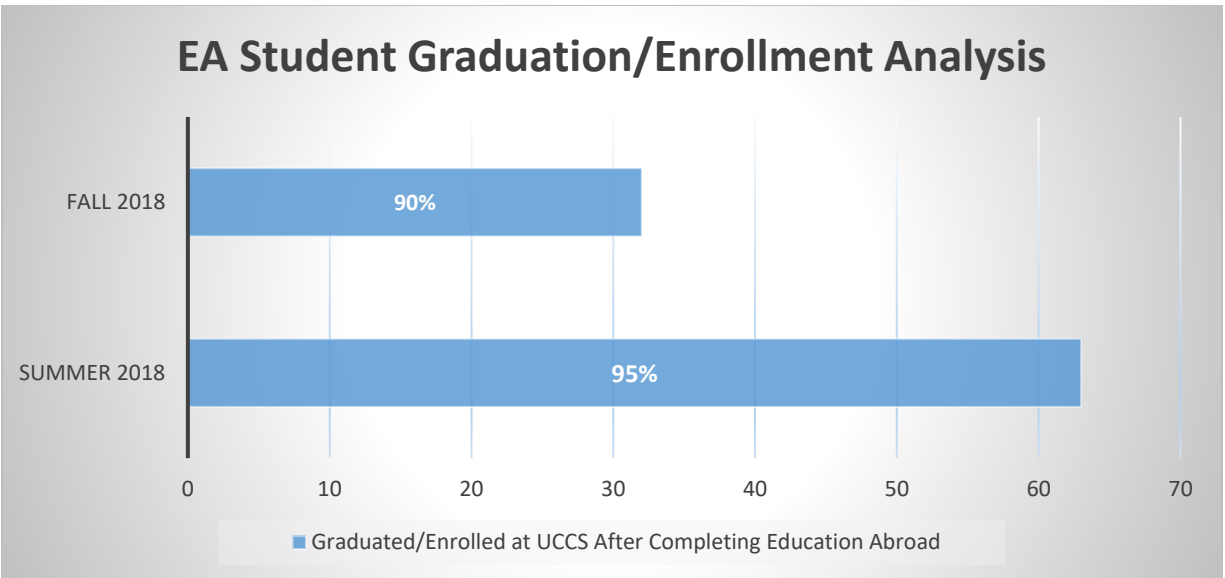
One of the growth areas in education abroad is the reporting and tailoring of approach to students with reported disabilities.

As the data above shows, there were 10 students who self-reported some type of disability, an equal number to the previous year. The major area of concern overall in education abroad and students with disabilities is the non-reported or those with multiple disabilities who report only one. Additionally, there may be some concern about the mental disability label being used – or not used – to reflect nuanced mental health issues students may experience. Data collection in this regard is not perfect and will continue to be a work in progress. Greater training of faculty and staff who lead trips overseas as well as the Education Abroad and International Affairs staff will also continue to be important moving forward. In this regard, the International Affairs staff participated in several state-wide trainings related to mental health and education abroad.

### Education Abroad and Retention

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





The chart above shows of the 66 participants in the Summer 2018 programs, 95% either graduated as planned or remained enrolled at UCCS during the next two terms, Fall 2018 and Spring 2019. For those participants who went on programs in the Fall 2018 semester, there was a 90% enrollment rate in Spring 2019.

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

## Marketing and Outreach

Marketing and outreach for this reporting cycle can be classified as more tailored and measured over the previous year's growth in these areas. With lessons learned there were fewer tabling events and more Abroad 101 sessions. There was also the start of a new effort to promote directly to student groups on campus, both for general student participation in education abroad as well as group specific travel.

### Abroad 101

The main objective of the Abroad 101 session is to take the confusion out of how to start the study abroad process. The popularity of these sessions continues to grow, with 130 students having participated in a session this year, over 100 from the previous year. However, with an almost doubling of sessions offered over last year, it seems marketing efforts played more of a role than increased offerings of sessions. Expanded marketing efforts included promoting to academic advisers and departments as well as campus wide flyer distribution and marketing in the Scribe and Commode Chronicles.

## Student Group Presentations

This was a new area of focus near the end of this reporting cycle, based on the increase in interest in overseas travel by UCCS student groups. In the 2018-19 year the following student groups participated in overseas travel: Global Brigades to Ghana (twice, once with the larger group and once with a smaller leadership group), the National Collegiate Hispanic Honor Society to Peru, the Mountain Lion Motorsports to Canada, and a group of Engineering students to Sweden. In this regard, a part-time student worker was hired to help promote education abroad to student groups across campus. Over 30 organizations were contacted as part of a pilot program, with 4 groups receiving a customized presentation about education abroad. Due to the late start on this pilot program in April/May, we anticipated low response rates and plan to roll out a full communication and presentation schedule with student groups in the next year.

## Social Media

Social media has been an area of needed attention and growth to help promote the efforts of the Education Aboard and International Affairs. To this end for the next academic year a social media communication plan is being developed and new areas of promotion are being explored. There is a continued push to promote education abroad on social media by students but the changes in demographics and social media platforms makes this a challenge to centralize and utilize.

## General Campus Outreach

Tabling events were more concerted this year with an approach favoring targeted events instead of broad application. Around 15 tabling sessions were held, primarily in conjunction with other campus events, with a priority given to those events attended by first year students.

## Education Abroad Advising

Education Abroad advising data tracking is also a new area of reporting, but it is the assumption of this report that with the record number of participants there was a greater need for advising. Though this is the first year of tracking, data shows that 333 students came into International Affairs for Education Abroad for the reporting period.

## Pre-Departure Orientations

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

Four general Pre-Departure Orientations were held; two for the Fall and two for the Spring. Additionally, each Faculty/Staff-Led program abroad had its own mandatory

orientation for the group. This means that almost every student who went or is going abroad went through this.

## Education Abroad International Partnerships

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

### **Institutional Bilateral Exchanges**

- Universidad de Guadalajara-Gudalajara, Mexico (on-hold)
- Waseda University-Tokyo, Japan
- ICES Institute Catholique d'Etudes Superieures-La Roche-sur-Yon, France
- Istanbul Bilgi University-Istanbul, Turkey (on-hold)
- Radboud University Nijmegen-Nijmegen, Netherlands
- Universidad de Castilla-La Mancha-Toledo, Spain
- Loughborough University-Loughborough, UK
- University of Hertfordshire-Hatfield, UK
- Peruvian University of Applied Sciences-Lima, Peru
- Hankuk University of Foreign Studies-Seoul, South Korea
- Southern Institute of Technology-Invercargill, New Zealand

### **College of Business Exchanges**

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

### **3rd Party Partnerships**

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



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

### Funding and Scholarships

Education Abroad and the International Affairs office continues to pursue and consider opportunities for external scholarship funding. To date there has been no internal, university-wide scholarship funding source identified to help fund study abroad scholarships. Ad-hoc scholarships have been given to students by individual departments and funds, but no consistency has been established with Education Abroad. For the reporting timeframe, one student was awarded the Gilman Scholarship: Staci Prevato, an International Business major, participated in a summer program in Ireland through the 3rd party provider, USAC. The Gilman Scholarship program is administered by the US Department of State to support undergraduate students with high financial need, specifically those receiving a Federal Pell Grant.

### Faculty/Staff-Directed Programs Abroad

This reporting cycle reflects the impacts of the continued efforts to centralize faculty/staff-led programs with the International Affairs office. Efforts were made with faculty and staff to also increase the number of outgoing programs by doing information sessions each semester as well as managing the travel and vendor processes for most of the programs. While overall numbers were up in this area, we did see several programs not meet enrollment goals, highlighting the need to continue a centralized approach to program development and proposal process. Primarily cost, location, and advanced planning are the most important factors in establishing a successful program. Future efforts should include discussions about incorporating costs/fees into students'

accounts for easy of use and access to financial aid and assistance for use towards non-traditional education abroad programs like faculty directed.

### Summer 2018 Faculty Led Programs

#### *Criminal Justice in London*

Leader(s): Katrina Cathcart, Richard Radabaugh, and Anna Kosloski

Credits: 3 credits of CJ 4600 or CJ 6600

Cost: \$2,100 (*includes hotel, ground transportation, some meals, entrance fees*)

Enrollment: 18

#### *Discovering Jane Austen in the United Kingdom*

Leader(s): Jan Myers and Rebecca Posusta

Credits: 3 credits of HIST 3000, HUM 3990, or ENGL 3920

Cost: \$4,200 (*includes airfare, hotel, ground transportation, some meals, entrance fees*)

Enrollment: 15

#### *Economics Education in Peru*

Leader(s): John Brock

Credits: 3 credits of ECON 6310 or ECON 9400

Cost: \$2,800 (*includes hotel, ground transportation, some meals, entrance fees*)

Enrollment: 12

#### *Geography in Ireland*

Leaders: Eric Billmeyer and Michael Larkin

Credits: 4 credits of GES 4460

Cost: \$2,200 (*includes hotel, ground transportation, some meals, entrance fees*)

Enrollment: 6

#### *S.O.L.E Abroad in Costa Rica*

Leader: Chris Ertman

Credits: N/a

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

Enrollment: 8

### Fall 2018 Faculty Led Programs

#### *SAHE in Japan*

Leader: Patty Witkowsky

Credits: LEAD 6000

Cost: \$2,280 (*includes hotel, ground transportation, some meals, entrance fees*)

Enrollment: 26

## Winter 2018-2019 Faculty Led Programs

### *Building Bottle Schools in Guatemala*

Leader(s): Mandy Hansen

Credits: FCS 3890 (optional)

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

Enrollment: 8

### Future Programs:

Criminal Justice in the Netherlands & United Kingdom – Summers 2019 & 2020

Exploring Japanese Language & Culture – Summer 2019

Sustainability and Development in Mexico – Winter 2019-20

Building Bottle Schools in Guatemala – Spring Break 2020

Business in Japan – Spring Break 2020

Education in Taiwan – Summer 2020

Geography in Ireland – Summers 2019 & 2020

Economics Education in Peru & South Africa – Summer 2020

S.O.L.E Abroad in Costa Rica – Summer 2020



## Moving Forward

The future for Education Abroad at UCCS is bright and there are a few areas where growth can be found as highlighted in the sections above: faculty-led programming, student group international travel, university wide bi-lateral exchange programs. However, there will be challenges found with continued participation growth that could be overcome with continued focus on resource building and partnerships across campus. Presenting the idea of education abroad at an early stage in a student's career at UCCS and developing a diversity of short-term and non-traditional experiences will continue to be the two areas of focus and growth. Developing communications for pre-first year students and coordinating with the admissions team to promote education abroad early on will help students not only find programs that fit their needs but also ensure they are aware of their options with enough time for planning and approval.

Of course, there will be challenges to be met and overcome. Increases in awareness lead to increase in participation, but also a stretching of staff resources and time. It will be important to balance efforts to maximize these resources in areas that appropriate for exploration and growth. For example, a growth area would be increased veteran participation in education abroad, but this would require capacity building for the International Affairs, Veteran Services, and Financial Aid (and possibly more departments) to adequately serve these students.

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

## International Student Services

The 2018-19 academic year saw international student services in International Affairs offered on a full-time basis under the direction of Mr. Sean Milton and Ms. Tina Ewald. Mr. Milton transitioned out of the Senior International Student Advisor (ISA) role after the fall 2018 semester while Ms. Ewald took over the position in the spring 2019 semester. The primary functions of the ISA position are immigration advising, programming, and leading and coordinating campus immigration compliance and support efforts to international students and scholars. Such efforts are essential as they not only provide for student success but institutional compliance to federal regulations that permit the institution to host international students and scholars.

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

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

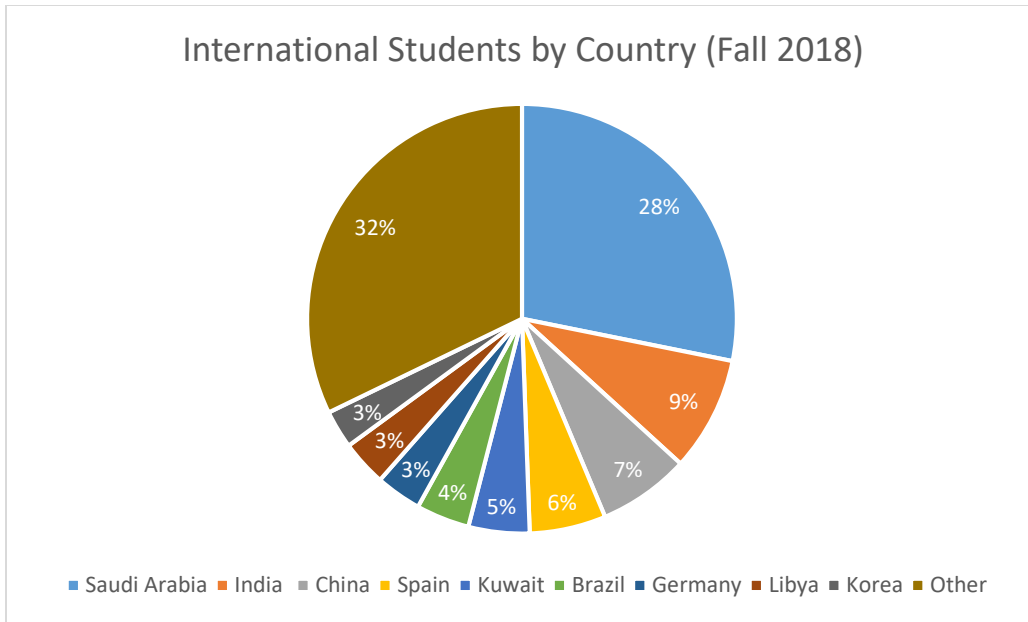
## International Student Numbers and Profile

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

Enrollment among international students at UCCS is decreasing, and for the fall 2018 semester the count was 218 students, compared to 243 in the fall 2017 semester. The population decline is due primarily to factors external to the university such as increases in visa fees and home/host country politics that influence student mobility.

The diversity of the international student population is shown in the fact that 50 different countries were represented on campus in fall 2018. The top countries represented at UCCS in fall 2018 by population count were Saudi Arabia (49), India (15), China (12), Spain (10), Kuwait (8), Brazil (7), Germany (6), Libya (6), and Korea (5).

Below is a visual representation of the top countries represented at UCCS in fall 2018 by population count.



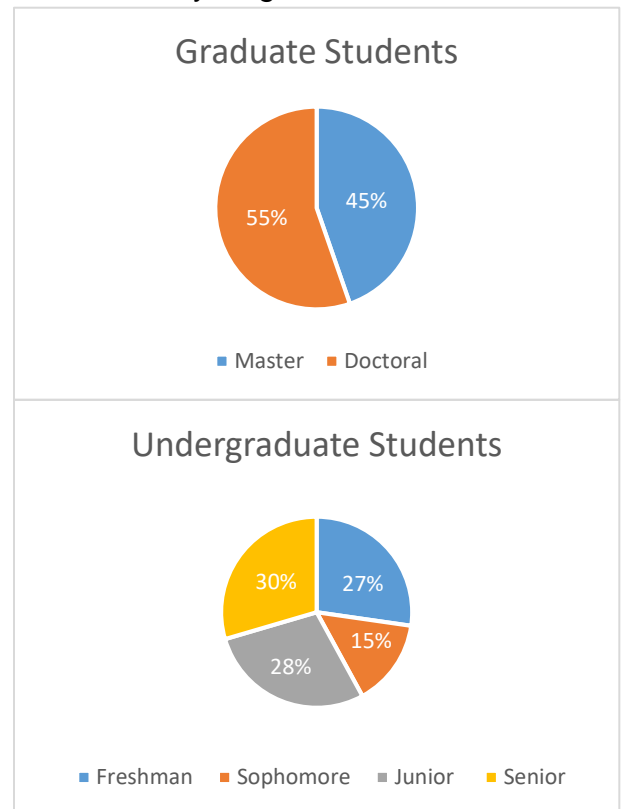
The majority of international students are degree-seeking and hold F-1 status, which means they are typically here for a longer period to complete their UCCS degrees over a multi-year timeframe. The fall 2018 count shows that 43.1% are studying in graduate programs.

The below graphs show the breakdown of students in fall 2018 by degree level and students' year of study:

<b>Graduate:</b>	<b>94</b>	<b>Total</b>
Masters	42	
Doctoral	52	

<b>Undergraduate:</b>	<b>88</b>	<b>Total</b>
Freshman	24	
Sophomore	13	
Junior	25	
Senior	26	

<b>Non-Degree</b>	
Exchange	8
Intensive English	28
(including short-term program students)	

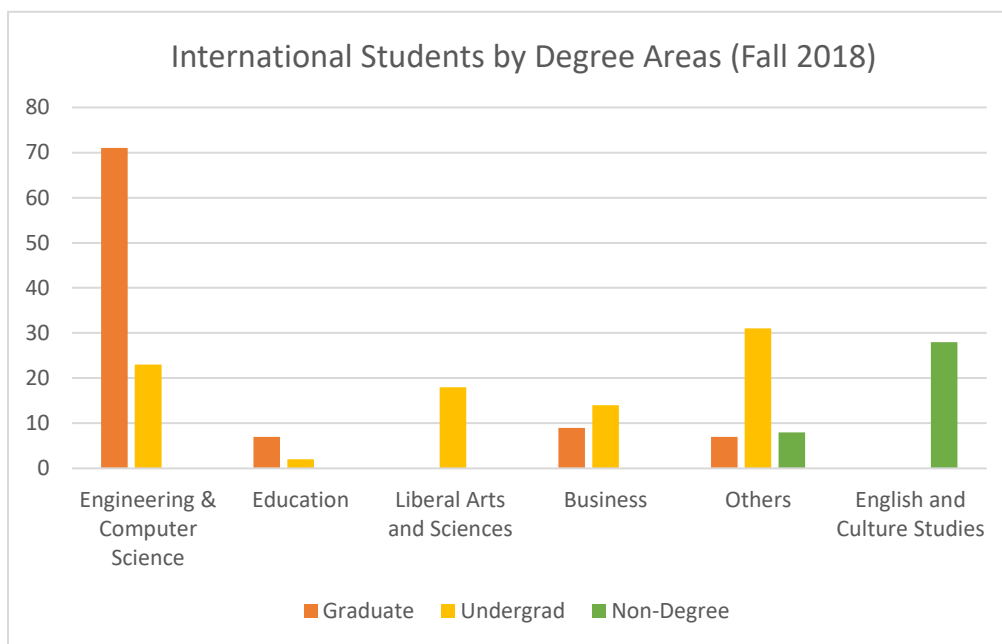


*\*All numbers come from fall 2018 Open Doors data as reported to the Institute for International Education following that report's protocol.*

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

The chart and graph below show the degree areas where international degree-seeking students are found in the greatest numbers at UCCS.

	Total	Graduate	Undergrad	Non-Degree
<b>Engineering &amp; Computer Science</b>	94	71	23	
<b>Education</b>	9	7	2	
<b>Liberal Arts and Sciences</b>	18	0	18	
<b>Business</b>	23	9	14	
<b>Others</b>	46	7	31	8
<b>English and Culture Studies</b>	28			28
<b>Total</b>	218	94	88	36



The table below is official university data from Institutional Research. It details international students on non-immigrant visas (referred to as temp visa on this table) and includes country of citizenship and enrollment of students by country fall 2013 to fall 2018 for degree seeking students only (so, short-term intensive English and Culture study students and semester intensive English program students are excluded from these figures; hence the difference in previously reported total international student figures referenced in this section).

UCCS Degree Seeking International Students by Country Table

Count		2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2018 Fall	
Temp Visa	-				2			
	Andorra	1	1					
	Australia	1	2	1	1	2	2	
	Austria			1				
	Bahamas	1						
	Bangladesh	2	2	2	1	1	2	
	Barbados				1	1	1	
	Belarus	1	1					
	Belize				1	1		
	Botswana	1	2	1	1	1	1	
	Brazil	1	38	34	3	5	7	
	Bulgaria		1	1				
	Cameroon	1						
	Canada	4	10	8	9	8	6	
	China	9	11	12	10	16	12	
	Cote D'Ivoire					1		
	Czech Republic			2	2	1	1	
	Denmark		1	1	1	1		
	Ecuador							1
	Egypt							1
	France							
	Germany	2	6	5	8	5	4	
	Ghana	1						
	Greece						1	1
	Guatemala		1			1	1	2
	Hong Kong						1	1
	Hungary	1	2	1	1	2	3	
	Iceland	1						
	India	25	48	44	41	45	31	
	Indonesia		1	1	3	3	3	
	Iran (Islamic Republic Of)		1	1	3	3	3	
	Iraq			4	4	3	3	
	Ireland					1	1	1
Italy	1					1	1	
Jamaica					1			
Japan		2	2				2	

Kazakhstan	1	1	1			
Kenya		1	2	1	1	1
Korea, Republic of	5	5	5	2	5	5
Kuwait		1	4	9	9	8
Latvia	1	1				
Lebanon				1	1	1
Libyan Arab Jamahiriya	10	11	12	12	4	5
Mexico	3	3		2	2	1
Morocco			1	1		
Nepal	1				2	1
Netherlands		1	1	2	1	1
New Zealand	1	1				
Nigeria		1	1	2	1	1
Norway				2	2	3
Oman		1				
Pakistan						1
Peru					1	1
Philippines					2	1
Poland		1	2	1	1	
Qatar	2		1		1	1
Romania	1	1			1	
Russian Federation		1	1	1		
Saudi Arabia	115	123	101	83	59	48
Seychelles	1					
Singapore		2	2	2	1	
South Africa	1	2	1	1	1	1
Spain	1	4	7	12	12	10
Sri Lanka	1	1		1	1	
Sudan						
Sweden	1	2	3	3	2	2
Switzerland			1			1
Syrian Arab Republic			1			
Taiwan	3	2	2	3	1	1
Thailand	1					
Turkey	1					1
Uganda			1	1		
Ukraine	2	2	2	2	2	2
United Kingdom	2	2		2	3	5
Uruguay			1			
Venezuela	2	3	1	1	1	2
Viet Nam	2	3	1	2	2	4
Zimbabwe						
<b>Total</b>	<b>211</b>	<b>306</b>	<b>276</b>	<b>244</b>	<b>223</b>	<b>197</b>



## Advising Services for International Students

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

The advising services consist of:

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

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

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

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

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

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

## OPT Advising for Former Students

The ISA continues to dedicate a significant amount of time to advising former UCCS students, now international student alumni, still holding F-1 status while elsewhere in the U.S. who continue to be monitored and advised through IA. This is because these international alumni now hold a work permission called OPT (Optional Practical Training) that is facilitated by IA and approved by USCIS. The university continues to have (by federal regulation) the responsibility for continuing compliance monitoring of their location, work reporting, and further applications for extensions in some cases. At the time of this writing in May 2019, students in this situation currently number 40, while our overall student enrolled population was about 196 in spring 2019. The OPT and STEM OPT programs continue to change which requires additional research and advising for the ISA position.

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

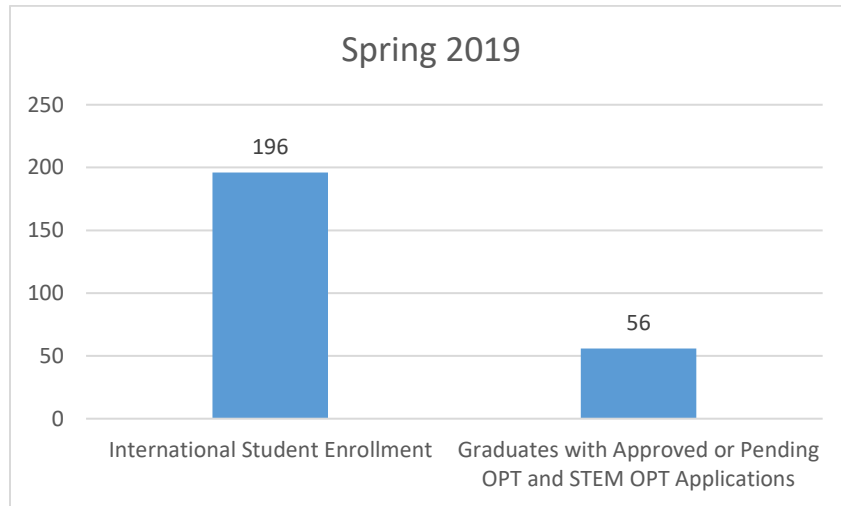
OPT can also be requested during a student's program, before graduation, but typically this is rare, as students keep their allotted time for the post-graduation application. Initial OPT advising for graduating students is time-intensive requiring in most cases personal advising by appointment, and STEM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

## Spring 2019 Summary

Below is an outline of data points and associated figures for spring 2019:

- International student enrollment – **196**
- Graduates with approved or pending OPT and STEM OPT applications, no longer UCCS students – **56**

The following graph is a visual representation of student enrollment and graduates with approved or pending OPT and STEM OPT applications.



## CPT Advising for Current Students

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

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

At the current time, 2 continuing UCCS international students have CPT authorization for the Spring 2019 semester, and 3 for Summer 2019.

## Taxation

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

For the 2018 tax year (with tax returns due in April 2019), the CU International Tax Office (located in Denver) provided licenses to a tax software product, the Foreign National Tax Resource (FNTR) product from Thomson-Reuters. The office was able to offer this software to nonresident F and J visa students and employees while supplies lasted. IA provided the communications to students from the CU International Tax Office. While the software proved to be helpful to students, it only offers services for federal tax returns, leaving our students and scholars having to find another option for state tax filing.

## Advising on Immigration Updates and U.S. Executive Orders

The confusion and concern regarding events in the U.S. political arena subsided somewhat in 2018. The information provided in this area was restricted to updates to our Immigration Updates webpage, and in direct advising provided upon request to student questions, which were few. UCCS students have not yet been impacted by these confusing events, thus far, aside from what seems to be increased scrutiny in visa applications and visa renewals. It is impossible to know if prospective students or interested applicants have been impacted, however.

These sessions, website updates, and advising were offered through the bi-weekly electronic IA newsletter as well as through direct email to all students from the advisor. Additionally, in November 2018, we invited an immigration attorney to provide a workshop to students related to these changes as a proactive measure. Advising students regarding these political events and changes continue to be a concern going forward.

## Transition to Full-Service Advising

The transition to International Affairs as a full-service advising shop for students and scholars is complete, and current and incoming students are now aware of the ISA position, the advising protocol, the location of the office, and other concrete logistical details. Feedback has been positive.

Going forward, continual tweaking of processes, schedules, and communication (especially outreach) needs to be done to ensure students understand how best to utilize IA services. Information provided at the pre-arrival stage, and at arrival orientation to new incoming students, will continue to address getting this information in the hands of students as early as possible. The focus of the international student advisor is to implement clear, service-oriented best-practices models for advising based upon

standards in the field to ensure the most effective compliance practices for students and for the institution.

## Institutional Compliance and SEVP Certification

In 2019, the 'Primary Designated School Official' position transferred from the previous ISA, to the Director in IA. The Director in collaboration with the ISA, are now responsible for UCCS compliance with the regulations relating to the F-1 program (international students on F-1 visas).

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

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

## Technology and Website

### International Student Information Management System

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

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

## The IA Website

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

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

Other areas that continue to need constant updating to reflect changes are the OPT, CPT, and STEM OPT information pages, the Forms pages containing request forms and information handouts, and the taxation pages. These updates are a project for summer 2019.

## Document Management

This is a major part of compliance for the ISA position, in that documentation for international students' needs to be rigorously and consistently required and retained, to maintain compliance with the regulations. In 2018, document management for international students was maintained in the system used by Admissions, OnBase, and International Affairs, ISSM.

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

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

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

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

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

- To efficiently manage student advising
- To systematize documentation (including advising notes) and documentation retention to meet institutional and government requirements
- To keep students and the campus informed in a timely manner of changes to IA or UCCS policies, USCIS updates, forms, with website updates
- To be able to add outside sources of information to the IA webpages, as well as orientation session materials, workshops, etc., to keep our students and the campus informed.



## Programming

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

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

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

IA programming consisted in 2018-19 of the following main initiatives:

### Orientation (Fall and Spring)

The International Student Services and Recruitment Coordinator position in Admissions coordinates orientation, in collaboration with IA and other university units. The collaboration is effective and continually being evaluated and tweaked. Though IA is not the office mainly responsible for this programming, it is included here because it is 'mission-critical' and a priority for us to contribute in the interests of our mission. The 'SEVIS Reporting' session that the IA advisor leads is essential in the fulfillment of our compliance mission. In addition, IA currently programs the short orientation (and testing) for the Intensive English Program students who start in Summer, Spring II, and Fall II (since there are no Admissions-led orientations for those sessions).



### Fall 2018 Orientation (August)

Every fall, orientation programming begins on the Wednesday preceding the start of classes the following week. The main orientation programming in fall 2018 consisted of required sessions such as welcome sessions, SEVIS reporting, paying UCCS bills, campus tour, and discussion panel events. Thursday and Friday following the main orientation date had other events occurring such as additional workshops on employment, banking, health care, and more.

### Spring 2019 Orientation (January)

Orientation in spring semesters is held on the Friday before classes begin. The SEVIS reporting session required of all new students was presented by the Director. The check-in process also includes collecting, scanning, and storing immigration documents for all new enrolled international students. About 25 students attended orientation programming as new UCCS students in spring 2019. This count included new incoming degree students (both graduate and undergraduate), returning students beginning new degree programs, new exchange students, new IEP students, and other international students in statuses other than F-1/J-1.

## Special IEP Orientations (October, March, June)

Orientation is provided to beginning Intensive English Students who begin in the mid-semester and summer starts, since there is no normal orientation for those dates. The IEP orientation is simple and consists of a one-hour orientation to UCCS, the campus and community, and the SEVIS reporting highlights and documents. Then, the students complete the KITE (Kaplan International Test of English) placement testing and are hosted by IA staff for lunch on-campus. Following that, a comprehensive tour of campus is conducted which includes a stop at the ID card station in University Center, the Recreation and Wellness Center, the IA office, Writing Excel Center, Bookstore, Communication Excel Center, Public Safety/UCCS Police, Library and MOSAIC office. The tour includes a brief explanation of the shuttle service and a ride on the shuttle when it is in operation (in October and in March, but not in June).

## i-Workshops

'I-Workshops' is the name given to the series of workshops that IA's international student advisor puts together each semester, starting with orientation workshops (coordinated with Admissions and Records) and running through nearly the end of each semester. These workshops have previously included sessions on 'Getting an SSN and/or DL,' 'Employment Rules for International Students,' 'Tips for Finding Employment,' 'OPT Info Session,' 'Tips for Academic Success,' 'Understanding US Healthcare and Insurance,' 'Immigration Refresher,' 'Taxation,' 'Travel Q & A,' and more. Students are welcome to submit ideas for new workshops as well. The decision was made last year to focus workshops on the areas of greatest interest and need, primarily OPT and taxation, since turnout at the other workshops was low. Advising on those other areas, such as health insurance, money and banking, etc., can occur in direct advising in response to student inquiries, and through direct email and website updates to the entire student population.

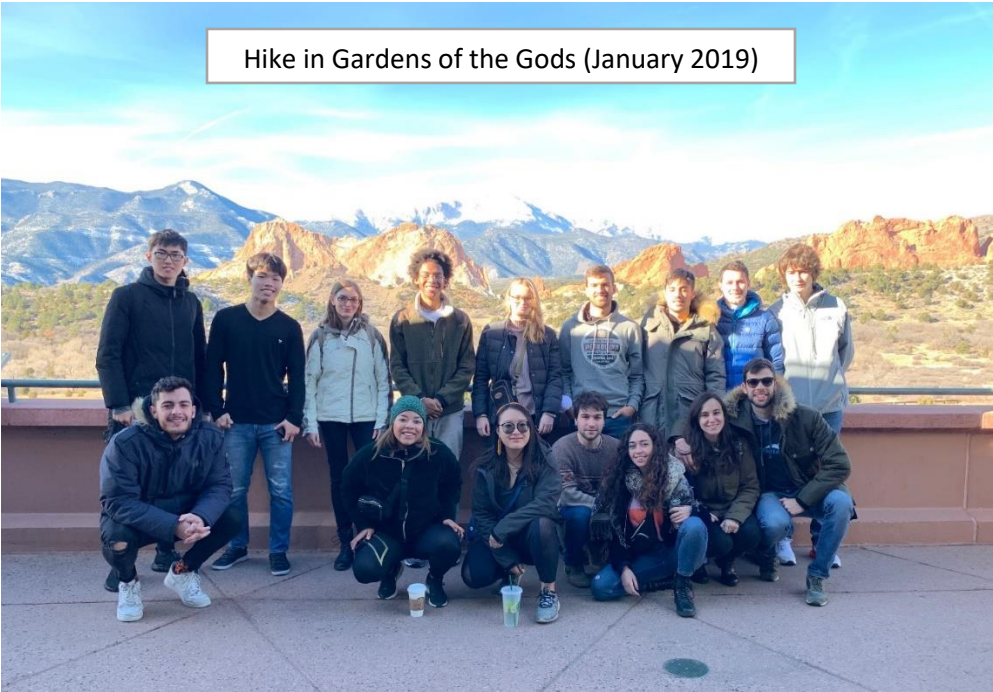
The following table lists the workshops offered in the fall 2018 and spring 2019 semesters.

Employment, Internships, OPT & CPT	August 16, 2018
Health Insurance & Health Care in the US	August 16, 2018
Immigration Information – “Staying Legal”	August 16, 2018
Tips for International Students and Open Forum	August 16, 2018
Optional Practical Training #1	September 7, 2018
Optional Practical Training #2	September 14, 2018
Options After Graduation (w/ Immigration Attorney Steven Williams)	November 13, 2018
Optional Practical Training #3	November 15, 2018

American Workplace Culture (w/ UCCS Career Center)	November 15, 2018
Resumes & Interviewing Skills (w/ UCCS Career Center)	November 29, 2018
Optional Practical Training #1	February 1, 2019
Employment, Internships & CPT	February 15, 2019
Optional Practical Training #2	March 1, 2019
Optional Practical Training #3	March 15, 2019
Optional Practical Training #4	April 12, 2019

**IA Events**

The office has put together events to bring students together in social, cultural and educational settings, away from campus (usually). In 2018-19, these included a trip to the US Air Force Academy, hiking day trips, the Mayor’s Reception, and the Recognition Celebration held each fall and spring for our departing students and scholars (see a full description below).





## International Student & Scholar Recognition Celebration

This event, held by IA each April/May and November/December, celebrates students in the following categories:

- Graduate students completing a degree in that semester
- Undergraduate students completing a degree in that semester
- Departing exchange and Balsells program students
- Departing scholars
- Intensive English students completing the program
- Intensive English students completing a level and continuing
- Study Abroad students who completed their study abroad program



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

In Fall 2018, the event had approximately 40 participants, mostly degree and IEP students. In the Spring 2019, the event had approximately 30 participants (mostly degree students) and 15-20 guests.

## International Week 2018

In 2018, International Education Week events were held Tuesday, November 13 – Saturday, November 17. The schedule included Education Abroad advising events (one for students, and one for faculty and staff, and one on scholarship), a Cuban Artist event, a multicultural karaoke night, an intercultural training event for faculty and staff, a workshop for International Student Options after Graduation, a foreign documentary film showing, an Asian cultural festival event, a study abroad student panel, and an African

cultural event. More details about International Education Week 2018 can be found at <https://www.uccs.edu/international/international-education-week-2018>

### Specific programming for the Intensive English Program

Students in the IEP participated in programmed events aimed specifically at them for purposes of helping them interact in and practice English, experience U.S. culture, and welcome and support them in the campus and community. These included visits to local museums and cultural spots, hikes, lunch and dinner events.

Finally, IA continues to collaborate to the fullest extent possible on events that have as their focus campus and community internationalization, as well as integrating and supporting international students. These events, whether sponsored by IA or not, are central to the IA mission. We look forward to future productive collaborations that can benefit international students as well as the campus and greater community. Getting other campus units on the UCCS campus totally involved in our programs, and vice versa, is truly a win-win for all.





Collaborating is important for several reasons:

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



## Liaising with Other University Units

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

The 'Friends of Internationals' mailing and communication list continues to be the core resource of individuals who are communicated with about international student issues. The list constitutes about 60 UCCS faculty and staff. Comments from these individuals are often received after they have had a chance to view the electronic newsletters that are sent to the international student population. Contributions for the newsletter from these friends are also welcome and included in the newsletter for international students. The importance of IA's relationship with other university units cannot be overstated. It is critical that the advisor position, particularly, maintain a great working relationship with so many parties on campus. Without that, many of the essential functions of the ISS unit become extremely difficult.

## Moving Forward

### Challenges

It has been a productive year for IA and 2019-2020 will bring new challenges. One core challenge is the further implementation of Sunapsis and how the changes will impact students. Collaboration with the Boulder and Denver campuses will allow us to roll out updates more smoothly for our students.

Another perceived challenge for some international students and staff that we continue to face is the location of the office. Since the nature of ISS and IA is to be responsive, accessible, and service-based, being located at a distant building from the University Center, is perceived by some as a challenge.

### Opportunities Going Forward

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

IA is fortunate that a particular academic program at UCCS is a perfect fit to provide interns to assist with IA functions, in turn learning the field of International Education. This is the Student Affairs in Higher Education (SAHE) Masters Leadership program. Previous interns have been integral to the best functioning of the office, and hopefully for 2019-2020 there will be additional internship assistance.

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

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

## Intensive English Program (IEP)

### Overview

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

Over the past four years, the program has decreased enrollment. The decrease in IEP enrollment is a national trend and reflected across the United States. The elimination of the Science without Borders Program in Brazil funded by the Brazilian government and decreases in the Saudi scholarship funding from the government in Saudi Arabia reflect smaller enrollments of students pursuing intensive English study. This decrease in enrollment is further impacted by the negative perception that the United States has as a welcoming location for international students due to the current political climate at the national level as well as limited institutional resources for international student recruitment.

Due to the declining enrollments and costs to run the program, the program closed effective May 2019. The decision to close the program was made after extensive historical analysis, review of budgets with budget staff, and an external review by a consultant conducted in August 2018.

### Budget Summary

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

The 2018-2019 semester program is running in the red and is only surviving due to a short-term program proposal secured by the Director of International Affairs through the 100,000 Strong Program in Mexico. Only 3-5 students were enrolled in the semester program and declining enrollments over the years are requiring the program to end May 2019.

## IEP Enrollment Data

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

The enrollment peaks in this figure relate to the following special programs or large incoming groups that supplemented the semester enrollments with mainly short-term program enrollments in intensive English:

- Summer 2013; Chinese Scholars Program;
- Fall 2014: the Brazilian Science and Mobility Program (BSMP);
- Spring 1 2015/Summer 2015: University of Guadalajara;
- Prior to Fall 2015: 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;
- Fall 2016-2018: Proyecta group

The chart below is a visual of the enrollments in the Intensive English program from 2013-2019. It illustrates the decrease in enrollments since 2015.

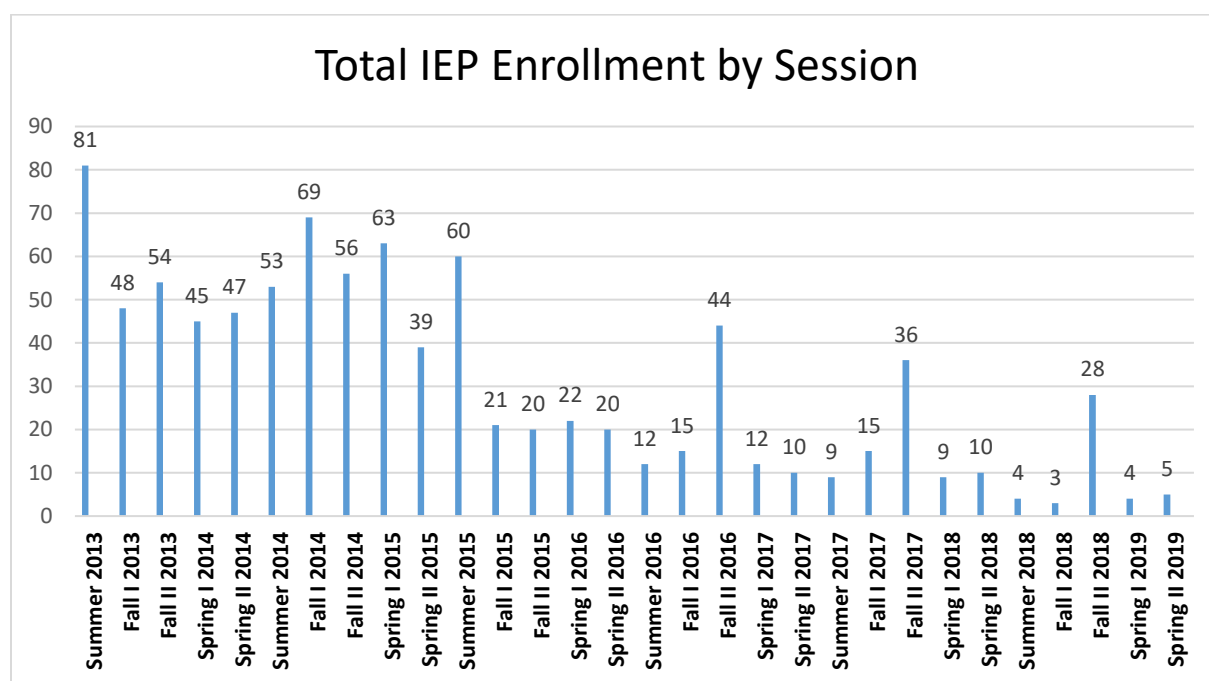


Figure 1.A: Summary of IEP Enrollment by 8-Week Session, Summer 2013 – Spring 2019

Historically the program was made of traditional or semester students. However, since 2015 and the end of the Korean Daegu program, Saudi Arabian Cultural Mission scholarship funding for English student and the Brazilian Mobility program (BSMBP),

enrollments have dropped. This caused the program to pull from its reserves and to be augmented with short-term programming funds.

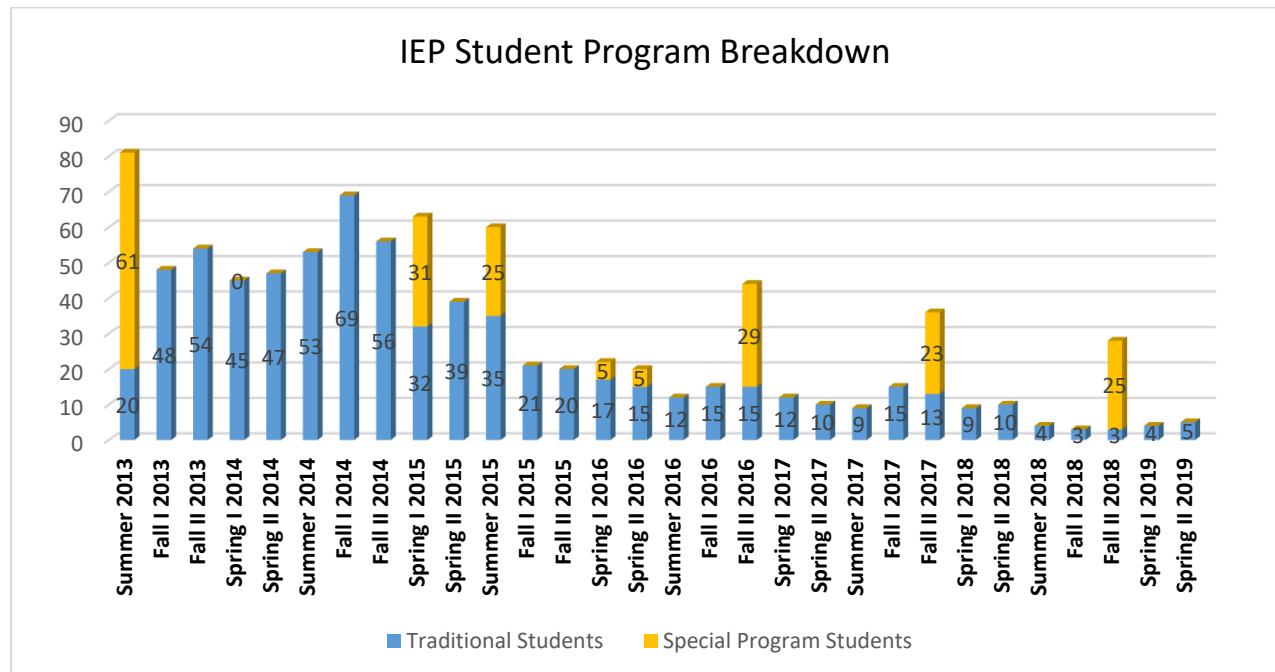


Figure 1.B: Traditional vs. Special Program IEP students, Summer 2013 – Spring 2019

### IEP Program Overview

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

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

### 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 IA 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. IA also recognizes IEP students’ achievements at the end of each semester with a certificate at the formal recognition ceremony held for all international students at UCCS.

### *Admissions Process*

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

### *Issuance of I-20s*

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

### *Orientation*

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

### *Staffing*

The program director for the IEP program departed in September 2016. This left the program without a full-time manager and declining budgets prevented the hiring a full-time program director. The program was managed the past two years with an interim program director working part-time and one adjunct instructor who has a MA in TESOL, significant overseas experience, and years of classroom teaching. These measures were taken to provide some staffing and oversight but also account for a declining budget.