

Kaua`i Community College 2017 Annual Program Review for International Education

Program Description

International Education at Kauai Community Colleges overarches credit programs as well as non-credit programs offered through OCET. International Education consist of four major pillars: 1) short-term international programs offered through OCET; 2) recruitment and support of credit side international students; 3) promoting study abroad opportunities; and 4) advancing internationalization of education at the college.

Until the College hired a full-time International Education Coordinator in April 2013, the International Education Committee and its members served as the primary advocates of international education on campus with logistical support from OCET. Currently, the International Education Coordinator is housed under OCET, and works closely with the Committee to advance international education on both non-credit and credit sides of the College.

The mission of International Education is to “help our students build a strong foundation to live well, and to lead compassionately and effectively in an increasingly interconnected world.” Guided by this mission, International Education strives to provide both students and faculty/staff opportunities to learn about the world and from the world, while sharing their unique gifts with the rest of the world.

The College has had active and dynamic short-term international programs for inbound students. These long-standing and fruitful short-term programs that are offered through OCET are mainly attributable to partnerships and friendship with the overseas partner institutions nurtured by faculty members who continue to be the lead contact for each partner school. Based on such partnerships, we have seen significant increases in the number of groups we serve over the last 4 years, though we saw slight decrease in FY 2017. In FY 2017, seven short-term international contract programs were offered averaging 2 ½ weeks per program translating to an overall service of 17 ½ weeks in which international programs were on campus. Thus, if 30 weeks constitute an academic year, then these short term programs amounted for 58% of an academic year.

On the credit-side, the primary focus this year has continued to be building infrastructure necessary to increase international enrollment, and implement plans to support prospective as well as incoming international students, including new international student orientation, an international student handbook, and housing support.

On the study abroad front, we continued to promote various study abroad opportunities that are offered through our campus (University of the Ryukyus, faculty-led study abroad) as well as other opportunities available through the UHCC system, and promoting/receiving financial support / donations for study abroad purposes.

In regards to our efforts to internationalize campus opportunities, we were successful in receiving a Honda International Opportunity Grant to host a Global Café series, international month, as well as to establish a study abroad library.

Part I. Quantitative Indicators

1) Short-term International Programs- OCET (Non-credit)

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Groups Served	1	3	3	3	4	5	6	9	7
Total Enrollment	16	31	60	61	53	69	80	110	94
Revenues Generated	\$13,160	\$21,460	\$29,291	\$29,580	\$31,840	\$43,955	\$54,821	\$80,330	\$63,321

2) International Enrollment- Credit side (Inbound)

	2008- 09 Fall / Spring	2009- 10 Fall / Spring	2010- 11 Fall / Spring	2011- 12 Fall / Spring	2012- 13 Fall / Spring	2013- 14 Fall / Spring	2014- 15 Fall / Spring	2015- 16 Fall / /Spring	2016- 17 Fall / Spring	2017- 18 Fall/ Spring*
F-1 Students	2/3	5/4	4/6	6/3	6/5	6/5	10 /7	5 /7	5/4	1/3

*This is based on projection given the # of new students admitted for Spring2018

3) KCC Students Studying Abroad (Outbound)

I. Scholarships managed through Office of the Vice President for Community Colleges (OVPCC) * the numbers in the bracket are data for last year

Program	Application Received	Interviewed / Taken exam	Selected	Student Accepted
Hakuou Univ. International Study Tour	4 (2)	2 (1)	1(1)	1(1)
Aichi Univ. Exchange Program	2 (1)	1 (0)	1 (0)	1 (0)
Honda Study Abroad Scholarship	Data not available	Data not available	Data not available	Data not available
Monbukagakusho Senshu-Gakko Scholarship Nominees	Data not available	Data not available	Data not available	Data not available

II. The Freeman foundation community college scholarship program

This AY, we have one successful application for Freeman Scholarship Japan program. She is currently taking intensive Japanese language course at KapiolaniCC and will travel to Japan to start her semester in Japan in January.

	AY 2013		AY 2014		AY 2015		AY 2016		AY 2017		AY 2018	
	# appl	# accept	# appl	# accept	# appl	# accept	# appl	# accept	# appl	# accept	# appl	# accept
Hakuou Univ.	0	0	0	0	6	1	1	0	2	1	4	1
Aichi Univ.	0	0	0	0	1	0	1	0	1	0	2	1
Honda	1	0	1	0	3	2	5	0	3	1	*	*
Monbukagakusho	0	0	0	0	2	0	4	1	*	0	*	0
Freeman	*	*	*	*	*	*	*	*	*	0	*	1
Total	*	*	*	*	*	*	*	*	*	*	*	*

* Waiting for data (as of 11/13/2017)

III. Kauai CC – Faculty-led study abroad and others in 2015 -2016

Partner Institution	Country	Length stay	# of Students	Funding Source
Okinawa Prefectural College of Nursing– Nursing Department	Japan	8 days	8 students	4 students with full scholarships, others self-funded. Faculty escorts covered by Ed White funds and UH foundation
Total # of outbound KCC students in AY 2017			8	

IV. Student exchange agreement with the University of the Ryukyus

On January 25, 2014, a Student Exchange Agreement was signed between Kauai CC and the University of the Ryukyus, Okinawa, Japan. The student exchange program continues to be active. As of Fall 2017, four students have completed from the University of the Ryukyus have completed their academic year at Kauai Community College, and two KCC students have completed their study there. Two KCC students just started their year at the University in Fall 2017. Now that the number of inbound and outbound students is balanced, we are ready to accept students from the University of the Ryukyus in Fall 2018.

Two students who have completed their study at the University of the Ryukyus did really well at the University (high GPA as well as anecdotal evaluation by the University staff

and teachers). One transferred to Manoa campus, and one is doing his last semester at KCC before transferring to Manoa next year.

4) Internationalization of Campus and Curriculum

I. International agreements – Memorandum of Understanding

Below is the list of Memorandum of Understanding (MOUs) KauaiCC has with overseas partner institutions.

	Partner Institution	Country	Date Signed	Status	Notes
1	Okinawa Prefectural College of Nursing	Okinawa, Japan		Active	
2	Nagasaki University, Department of Nursing, School of Health Science	Nagasaki, Japan		Active	
3	Toyama National College of Technology	Toyama, Japan	Oct 12, 2009	Active	Basic Agreement (MOU) to promote student/faculty exchanges
4	Okinawa Christian University	Okinawa, Japan	Feb 16, 2010	Active	Renewal of a Basic Agreement (MOU) to promote student/faculty exchange
5	Five Colleges of Maritime Technology a. Hiroshima National College of Maritime Technology b. Oshima National College of Maritime Technology c. Toba National College of Maritime Technology d. Toyama National College of Technology e. Yuge National College of Maritime Technology	Japan	Nov 29, 2010	Active	Basic Agreement (MOU) to promote student/faculty exchanges
6	Higashi Nippon International University Iwaki Junior College	Fukushima, Japan	May 9, 2011	In-active	Basic Agreement (MOU) to promote student/faculty exchange

7	Ishigaki City	Okinawa, Japan	May 9, 2012	Active	Basic Agreement (MOU) to cooperate as sister institutions and promote grass-root level exchange
8	Yunnan Agricultural University	Yunnan, China	July 21, 2014	Active	Memorandum of Understanding to promote student/faculty exchange
9	National Institute of Technology – Toyama College	Toyama, Japan	July 24, 2014	Active	Memorandum of Understanding to promote exchange of engineering students and faculty
10	The University of the Ryukyus	Okinawa, Japan	January 29, 2015	Active	MOU and Memorandum of Agreement on Student Exchange
11	National Institute of Technology – Kagoshima College	Japan	August 20, 2015	Active	Basic Agreement (MOU) to promote student/faculty exchanges

Note: MOA (Memorandum of Agreement) is signed for every program offered under these basic agreements (MOU)

II. International Agreements – Memorandum of Understanding

Below is the list MOAs signed to conduct short-term contract training for our international partner institutions in FY 2017.

	Partner Institution	Country	Date Signed	Notes
1	Okinawa Prefectural College of Nursing	Japan	August 3, 2016	
2	National Institute of Technology - Oshima College	Japan	August 1, 2016	
3	National Institute of Technology - Kagoshima College	Japan	August 31, 2016	

4	The Change Academy	Japan	July 8, 2016	
5	National Institute of Technology - Toyama College	Japan	February 15, 2017	
6	Okinawa Christian University	Japan	February 1, 2017	
7	Japan Maritime Colleges	Japan	March 2, 2017	
8	Nagasaki University	Japan		Faculty led Study Tour in Nagasaki, Japan

III. International events

In order to advance international education at KauaiCC, we applied for the Honda International Opportunities Grant (max. \$5,000) and was awarded \$4,576.58. With this grant, we were able to implement the following projects:

i. Global Café Series (Total 167 Attendees)

- Jan 30 (20): Study abroad programs and scholarship for UHCC students
- Feb 13 (15): East Meets West: Hawaii HOST interns in Shanghai, China - Life begins at the end of your comfort zone.
- Feb 22 (42): Presentation by visiting Okinawa Christian University students
- March 13 (35): Presentation by visiting Japan Maritime Students
- April 3 (21): Uzbekistan, Tajikistan, Kazakhstan, and the unknown world of Central Asia
- April 23 (34): Stories of Picture Bride by Barbara F. Kawakami

ii. Study Abroad Initiatives

- Four (4) webinars were purchased. This year, we purchased webinars that focus on developing capacity for Risk and Management in study abroad.
- We purchased brochures to inform students and their parents about safety, managing finances, health and wellness.

iii. Global Day (Total Attendance 326)

Global Day (2/24): We worked with KauaiCC Student Government and Student Activities Council (SAC) to host Global Day/Club day. We featured visiting students from Okinawa who performed Eisa and other traditional Okinawan Dance as well as local band (hosted by KauaiCC SAC) food from various cultures.

iv. Cultural Exchange with Japanese Training Ship (Total Attendance 600):

We collaborated with the County of Kauai, Kauai Visitors Bureau, Kauai Japanese Cultural Association, Buddhist Council as well as KauaiCC student clubs and culinary programs to host a cultural exchange dinner for cadets and crew of a Japanese training ship, Nippon Maru. The dinner featured cultural presentations and food, and exchange between Japanese cadets/crew and Kauai residents and students.

Part II. Analysis of the Program

1) Short-Term International Groups – OCET

- a. Steady growth:** The data shows that there has been steady growth in short-term international programs spurred by signing of new agreements between 2010-12. In particular, the partnership with five national maritime colleges in Japan initiated in 2010 has resulted in four on-going programs this fiscal year. The growth in this area is attributable to the level of satisfaction that our partner schools feel in the quality of the program we offer (as evident in evaluations) but also, the friendships that has been nurtured among faculty members of KCC and those of our partner schools over the years. Our faculty as well as theirs has hosted each other at their institution and hometown as if welcoming family members, and this has helped build a foundation for a strong partnership based upon trust, respect and friendship. We have also overcome some challenges together, including one tragic death of one of their students on Kauai (due to acute illness that was beyond anybody's control). Through those challenges, we have become stronger as partner institutions and as ohana.
- b. Key persons and our guiding philosophy:** A visionary at the National Institute of Technology at Toyama College was instrumental in nurturing this thriving partnership. Professor Makoto Endo was the Dean of Instruction at the college when this partnership started back in 2010. He saw potential in this partnership, felt that this partnership needed to be institutionalized and supported not only by a selected few, but by the entire college. In order to achieve this, he sought support from a large national grant that enabled joint projects between KCC and Toyama College (e.g. international conferences) and a number of travel exchanges for faculty and students between KCC and the Japan maritime colleges. This partnership had a humble beginning of friendship between Dennis Chun and Tomoki Oku (now Captain of Nippon maru, then faculty at National Institute of Technology – Toyama College). And after seven years, this partnership with those maritime colleges has blossomed, thanks to Prof. Endo and those that believed in and supported this partnership. They invited a number of our faculty members (Brian Yamamoto, Dennis Chun, Michael Hannawald, Jeff Mexia, Gordon Talbo, Georgeanne Purvinis), administration (Helen Cox, Jim Dire, Bruce Getzen) , and students to their campuses as advisors, guest speakers, and presenters. They have also sent their faculty members to KCC to learn from the UH system, as visiting faculty (using their sabbatical). And this January, we were able to celebrate this friendship/partnership by inviting the Japan maritime training ship, Nippon Maru captained by Tomoki Oku, and 13 students who had participated in our short-term program to return to the island as cadets onboard Nippon Maru. Hosting them on our island was our way of thanking them and to honor our friendship. I feel that this demonstrates who we are as Kauai Community College, and the values that, I hope, will guide International Program at Kauai Community College: when we come together and treat each other as

family, there is infinite potential. Or as our own leader in International Education, Brian Yamamoto would say, “we treat them as we would treat our own family.”

- c. **Decline in # of groups in FY2017:** This fiscal year, we saw decrease in the number of short-term programs; we delivered seven (7) short-term (2-3 week) programs, as opposed to six (9) last year. We offered two less programs, because, Douglas College could not recruit enough students to run a study tour on Kauai this year (partly due to high travel cost), and the grant that Japan Maritime College consortium had used for their professional development program at KCC for three consecutive years ended at the end of last fiscal year.

Though decrease is normally not considered good news, it was rather a welcome relief for OCET staff and coordinator, because as pointed out in the last year’s APRU, offering five (5) concurrent/overlapping programs in a 2-3 month period was stretching our limit. This fiscal year, we offered four (4) programs in July-September period, and three (3) in February and March period, and it felt significantly more manageable.

- d. **Challenge #1 – Concentration of programs in two periods:** The concentration of short-term programs in the month of August and September, and February and March is due to the academic calendar of the Japanese higher education system, in which August and September are their summer break season, and February and March are their spring break period. And this trend will likely continue as there is high demand for short-term program from our partner schools in Japan.

As we expect growth in the area of short-term international programs, we should look into increasing our capacity, for example, by hiring a part-time coordinator during the busy seasons, and/or by working with OCET training coordinators. Also, we need to explore ways to attract more groups to come during the off-peak periods of April – July, and October to December.

- e. **Challenge #2 - Volunteer Host Families:** A weekend home-stay with KCC volunteer host families is one of the highlights of our short-term programs and an indispensable part of short-term programs we offer. It is a great way for visiting international students to experience life on the island through a local family and also a way to practice English and engage in intercultural communication. As our short-term programs grow, the need for more volunteer host families also grows. Luckily, over the last few years, we were able to recruit more volunteer host families mainly through word-of-mouth; we have been contacted by families who heard from their friends who are our volunteer families about their positive experience of hosting international students for a weekend.

The challenge we must take on is to ensure that new families understand issues that concern students’ safety by helping them become aware of different communication styles and assumptions we make based on our own cultural norms and practices. For example, if you ask students from Japan whether they can

swim, most of them would answer “yes.” But their definition of “yes, I can swim” and that of a local family’s may differ greatly. What we found out over the years is that most students from Japan can swim in the pool (in a controlled environment) but have hard time swimming in the ocean. They are not used to swimming in the ocean with currents and shore breaks. Another example is some students may say “I want to go surfing” and families may assume that “they must be able to swim because they want to surf.” But we also found out that many students do not necessarily understand that in order to surf, you have to know how to swim. These kinds of misunderstanding could lead to dangerous situations. Most experienced families know this and take extra caution in choosing locations to take students to. With new families, we need to provide more thorough briefing to ensure safe and fun weekends for families and students.

We provide safety briefing to all visiting students twice upon arrival and before their home-stay weekend. The safety briefings include the following information and instruction:

1. Kauai’s drowning capital: the ocean looks deceptively beautiful and inviting but has strong currents and shore breaks.
2. Local kids grow up swimming and playing in the ocean. What they are doing (e.g. surfing, body surfing, etc.) may look easy and fun, but you have to be a strong swimmer and be comfortable in the ocean to be able to that. In other words, you must “know your limit.”
3. It is their responsibility to communicate with your host family about your swimming ability.
4. “When in doubt, do not go out.”
5. Swim at life guarded beaches

Action Item: Upgraded orientation to new homestay families.

- f. **Challenge #3 – Passing of the torch:** As mentioned in the earlier section “key persons and our guiding philosophy,” the success of our short-term international programs is attributable to the relationship nurtured over the years between KCC and our partner schools, especially by key members of KCC. Dr. David Iha was instrumental in establishing partnership with institutions in Okinawa. Brian Yamamoto was instrumental in nurturing and growing international partnerships, by going beyond what is asked of him to take care of groups from partner institutions for the last couple of decades. Char Ono is the key instructor in our partnership with Okinawa Prefectural College of Nursing, taking care of both in bound and out bound programs with this partner institution. Dennis Chun is responsible for establishing partnership with five Japanese maritime colleges and running an annual short-term program bridging modern and traditional navigation practices. Hiroko Merritt has provided unique experience to our visiting students, where they engage in language exchange activities with her JPN class students. As these key KCC faculty members plan to retire within the next five years, our challenge in the next couple of years is to ensure that the

torch is passed on from this generation of international educators to the next, and to communicate with our partner institutions what our plan of actions to make the transition smoother is.

Action Item: come up with transition plan for the next couple of years.

Impact: Addressing the strategic goal of “Fostering Global Understanding and Intercultural Competence”

Direct impact of the short-term international programs can be measured by the number of visiting students (94 students total) we served and revenue generated in FY 2017. However, an equally important impact of offering these short-term programs can be seen in the interaction generated between visiting students and KCC students. In designing short-term training programs, it has been one of the goals of the coordinator to maximize interaction with KCC students as it creates opportunities for KCC students to meet, interact, share their culture with and learn from international students. As most of our students do not get to study abroad, short-term visiting students are a great resource for our students to experience intercultural encounters. Also, by doing so, we hope to raise their motivation to study, pursue study abroad, and think of their future in a way that they had never imagined possible. In FY 2017, we have integrated the visiting groups with the following KCC classes and programs:

- Okinawa Prefectural College of Nursing: KCC Nursing Program
- National Institute of Technology – Oshima College: JPN 101/201 & BOT105
- National Institute of Technology – Toyama College: JPN 101/201, ETRO280
- Okinawa Christian University and Junior College: HOST101, JPN101/201
- National Institute of Technology – Toyama, Hiroshima, Toba, Yuge College – HWST281 & JPN101/201

Also, we have asked every visiting group to do at least one public presentation where KCC faculty & staff, students, and community members are invited to join. For more information, please refer to page 7 “International Events.”

2) Credit-side International Students

We have set 10% growth as our goal for international enrollment on the credit side by 2021-2022. This means that by 2021-2022, we will want 19 international students. This number may seem small, but as they will pay out-of-state tuition, this will increase our revenue as well as help internationalize our campus and bring global perspectives to the community. This target has been included in UHCC strategic plans, though it does not have any specific budget or performance goals attached to it.

a. International enrollment in AY2017:

As the data indicates, the College has had small international enrollment. However, when you look at international students we have had recently, four students out of five in Fall 2016, and three out of four students in Spring 2017 are direct result of recruitment from our partner institutions. In AY2017, we didn't

have any students from our partner institution. When Brian Yamamoto visited our partner institutions in Okinawa this year, he inquired why no students applied to KCC. The response was that there was nobody from KauaiCC to recruit students for the year. A lesson learned: we need to make routine visits to our partner institutions to recruit students to our program.

Action Item: Routine recruitment trip to our partner institutions

b. Challenge – housing:

For a long time, lack of housing has been identified as the major obstacle in recruiting international students. There is limited amount of apartments, studios, or rental property on Kauai that students can afford. Prospective students that are interested in Kauai find this aspect of our college very discouraging. Other UHCC campuses have similar on-campus housing challenges however, their surrounding communities offer more affordable options. Other island solutions include partnerships with private businesses offering home-stay and arranging student housing. For KauaiCC to attract more international students, the housing challenge needs to be addressed.

Over the last couple of years, we have looked into various housing options and learned that there is no easy solution to our housing issues. Listed below are options that we have looked into and what we have learned about it and where we are at:

- i. Homestay program: Many mainland community colleges with strong international programs have their own homestay program where they recruit host families, conduct background checks, and conduct placement of students to those families that meet their criteria. Vice Chancellor of Admin. Services and the coordinator sought legal advice from the Office of Risk Management (ORM) in looking at the possibility of creating a similar in-house Home-stay Program.

ORM response was that they do not recommend the formation of a program due to the liability exposure, however, ultimately, it is up to the campus to decide. ORM also have gave a set of recommendations should Kauai CC elects to create a program.

In October 2017, Chancellor advised us to explore the option of working with a company that handles homestay. Since there is no such company on Kauai, the coordinator is in touch with a couple of homestay businesses based on Oahu to see if they would be interested in expanding their services to Kauai. As of October 31st, 2017, one company has expressed interests, and the coordinator is following up.

Action item: Follow-up with the homestay company

- ii. **Housing Referral Program:** The coordinator consulted with UH-Manoa Housing Program to see if we can tap into their resources for an off-campus housing referral system. After a thorough consideration of cost and work it would involve, we have aborted the option and instead, the coordinator started an on-line Off Campus Housing Bulletin Board for international students, and created a process (where the college's involvement is clearly defined and agreed by users) approved by Vice Chancellor of Admin. Services.

- iii. **Off Campus Housing:** We have explored ways to work with local businesses to offer housing options.
 - Ulu Lani – in 2014, we entered into negotiation with the Yukimura construction to see if the college can rent a seven bedroom house in Lihue for student housing. Under the proposed arrangement, the college had to guarantee monthly rent of \$8,400 no matter what the occupancy is. Mike Umebasami at the system office advised us against guaranteeing rent.
 - Tip Top Motel – the coordinator approached the owner of Tip Top motel in 2014 and 2015 to see if they could secure several rooms at the motel for our international students. The coordinator suggested microwave/small refrigerator, and other amenities as well as possibility of Top Top restaurant to provide some kind of meal plans for students. The owner was open to the idea, but the plan didn't materialize because monthly rent was \$1365 for single occupancy, which is way over budget for most international students. In October 2017, the coordinator reached out to Tip Top again and found that Island School has entered into negotiation with Tip Top to offer housing for their international students. Chancellor Cox and Vice Chancellor Shimokawa reached out to Island School to see if our international students can rent a room from Island School. The negotiation is on-going.

Action Item: negotiate with Island school to finalize the arrangement

- iv. **On-Campus Housing / Dorm:** On-campus housing is part of the KCC long-range development plan. The proposed location for student housing is by the Gazebo. There have been numerous ideas for on-campus housing, including using the container homes, tiny house, working with a developer to build and run an on-campus dormitory etc. However, there are following issues to be addressed with any on-campus housing options:
 - Zoning issue
 - Liability
 - Need for 24 hours security, residential adviser, etc.
 - Cost

- Managing facility

Given the number of issues to be addressed, on-campus housing needs to be considered a long-term goal, while using other housing options to address short-term to mid-term housing needs of international students.

c. Recruitment:

- Short-term programs as recruitment tool

Though the number of international students is still very small, there has been a trend in the type of international students we get. Over the last two and a half years, we have had four international students from our international partner schools. That is to say that, these international students chose KCC because they had either participated in our short-term international programs or heard about KCC from their teachers and classmates who previously attended our short-term international programs. This means the short-term international programs we provide through OCET are serving as a recruitment tool. By doing what we do well – providing quality short-term programs, we are simultaneously recruiting international students for the credit-side.

However, as pointed out earlier, because we didn't visit our partner institutions to directly talk to the students to answer their questions, we didn't get any students from our partner institutions this past academic year.

Action item: routine recruitment trip to our partner institutions.

- Use of recruitment agents

KauaiCC has never worked with recruitment agents. Other UH campuses are actively using recruitment agents, and this is an area we should look into, as we have improved infrastructure in responsibility welcoming international students (such as housing, ESL, student supports). This year, we focused on learning about working with recruitment agents from UHCC counterparts (how to choose good and ethical agents), and also being informed of discussions at the system level regarding procurement policy and recruitment agents.

Action: Discuss in IEC the possibility and plans of working with recruitment agents.

- Establishing pathway programs with language schools

As a way to increase international enrollment, the coordinator looked into possibilities of establishing pathway programs with private language schools. To start, the coordinator contacted Global Village Hawaii and began discussions about setting up equivalency between our English requirements for international student admissions and their course levels. The coordinator also contacted her UHCC counterparts to see what their

experience has been with the pathway programs that they have with private language schools.

Action Item: The coordinator will propose the pathway program at the next campus International Ed Committee meeting.

- d. **Support services for international students:** In the past, KCC tended to attract international students that were older and independent, and often had some international experience. These students did not need much support in finding housing, making transitions, and acculturating to the new environment. However, as we plan to increase international enrollment, we inevitably need to look into recruiting and welcoming more traditional international students who are younger, and have little or no international experience. In order for us to prepare ourselves for future growth, and to better serve our prospective, new, and current international students, we identified key support services for international students, and experimentally offered them last year. This year, we have made some improvement and adjustment and continued to provide support services that ensure the success of international students. Specifically, we have done more hand-holding approach to helping with the application and all the way to registering for classes.

o **International student handbook / integration of international student resource:**

There are a couple of key positions and campus resources that support international students in the process from admission to successful integration into the campus community. The positions include the registrar, international student adviser, testing center, ESL instructor, wellness center, housing providers, and individual instructors. International student advisor, Mr. Wade Tanaka, has served as the primary contact person for international students and helped students locate resources that they need during his advising and counseling sessions with individual students. However, given our current situation and anticipation that we will experience growth in international enrollment, we need to look at integrating and organizing resources for international students in a way that can be distributed and shared with students more easily. With this in mind, the International Education Coordinator compiled various resources for international students and developed International Student Handbook with the help of a student worker.

o **Diversified communication methods:**

As the preferred method of communications among young prospective students, a shift to a more internet-based, social-media platform is expected. Schools wishing to recruit international students need to adapt to this change. In recruiting international students, internet-based communication tools such as Facebook messenger, LINE, Skype and Google Hangout were used. This proved very effective as prospective

students could schedule on-line meeting to ask questions that they have hard time putting into writing. In the future, we would like to utilize these tools more for recruiting as well as retention of international students.

○ **International student orientation:**

We identified in the 2013 APRU for International Education that an international student orientation was an indispensable part of the necessary infrastructure that draws, retains and ensures the success of international students. Since Fall 2014, we offered new international student orientation to all incoming international students. In the International Student Orientation, we covered three important components:

- Life on Kauai / Hawaiian Culture
- Responsibilities of International Students (F-1)
- Safety

We invited our faculty and staff to cover those key issues. Dennis Chun from Hawaiian Studies covered some key concepts in Hawaiian culture that would help international students function respectfully in a new environment. International Student Advisor, Wade Tanaka, and Registrar, Kailana Soto went over responsibilities of international students (F-1) to maintain their legal status in the United States. Campus Public Safety officer went over important safety and security procedures and resources. We would like to continue to build on the success we had this year in offering orientation specific to international students to ensure the safety and success of international students.

3) **KCC Students Studying Abroad (Outbound)**

Study abroad promotions:

In order to promote study abroad opportunities, we planned a couple of events throughout the year to inform our students and faculty of various programs and scholarship.

- Representatives from UHCC office came to talk about their scholarship and study abroad programs. They spoke in 6 classes and reached approximately 120 students.
- We set up a booth in LRC to promote various study abroad opportunities and scholarships. Approximately 60 students stopped by to get information.
- Set-up a booth at International Day/Club Day to promote study abroad scholarships.

This was made possible by the Honda International Opportunities Grant, and the support by Deborah Nakagawa and her staff and UHCC office.

Analysis:

I. UHCC study abroad programs

In FY 2017, at least 6 students (as Monbukagakusho and Honda scholarship data is not available) students applied for UHCC study abroad scholarship. This is a significance increase compared to FY 2013 where only one (1) student applied for UHCC study abroad scholarships. We have received more than ten inquires and students contacting the coordinator for more information, however, it didn't lead to more students applying for those programs. Most common reason why students didn't end up applying is that they didn't meet the minimum GPA requirement. For example, minimum GPA required for Honda scholarship is 3.5. Also, some scholarships require students to be full-time. Even though we have interests among students, not many of our students meet those requirements. We would like to continue to promote study abroad scholarship and programs available to UHCC students through study abroad fairs and various other events. One lesson learned is that it is important to start reaching out to students about study abroad as soon as they start at KCC, so students can work on bringing their GPA up to meet the eligibility for study abroad scholarships.

II. Freeman Foundation Community College scholarship program

This year, one student from KCC was awarded the Freeman foundation community college scholarships to study intensive language (Japanese or Chinese) at Kapiolani CC for a semester, then study at a university in Japan / China. This applicant stopped by at a couple of study abroad information sessions/booth. The coordinator as well as UHCC international education manager followed up and encouraged her to apply. This personalized approach proved successful in getting students to follow through with what can be a daunting application process.

III. Faculty-led study abroad

In FY 2017, one of faculty members led study abroad program in Japan. One was led by Charlene Ono. She has led a group for a number of years now, taking students to our partner schools in Japan. She alternates destination between Nagasaki and Okinawa, and this year, she took 10 students to Nagasaki University on a 10-day study tour.

International Program Coordinator developed a risk management plan / checklist for faculty leading a study abroad program. And we started implementing the plan starting this past summer.

What we have learned was that each faculty member has different way of running a faculty-led study abroad, in terms of how they handle money (collecting money from students, paying vendors, etc.), how they handle planning a trip (booking flights, hotels, etc.), and how they escort a group. There is much grey area that may pose liability as well as risk management questions. Campus IEC as well as International Program Coordinator need to look at these practices and explore ways we can minimize risk and assist faculty leading study abroad program.

Action Item: research best practices of faculty-led study abroad and ways to minimize risk of leading a study abroad program

Through Honda Grant, the coordinator purchased some key resources (books and recorded webinars) on study abroad. These resources will be made easily accessible once the new International Education Office is set up in OCET.

As more faculty are interested in leading a study abroad program and also taking international trip to make new partnership and for professional development purpose, Chancellor is receiving more requests for funding. IEC started working on standardizing a process for funding requests for faculty-led study abroad programs and international trips. IEC planned to complete a proposal by the end of FY 2017, but it was not finalized. IEC will continue to work on this in FY2018.

Action Item: proposal for international travel funding request process

IV. Student exchange agreement

Kauai Community College and the University of the Ryukyus have enjoyed many years of friendship and partnership. When Prof. Brian Yamamoto and the International Education Coordinator Kyoko Ikeda visited the University of the Ryukyus in 2013, the University of the Ryukyus expressed interests in signing a student exchange agreement with Kauai Community College. Under a student exchange agreement, students will pay tuition to their home institution while be exempted to pay tuition of their host institution. Since this was the first time that Kauai Community College signs such an agreement, tremendous amount of time was spent on researching and drafting an agreement. Finally in January 25, 2015, the agreement was signed, and this year two of our students returned from their one-year study in Okinawa and we currently have two students from the University of the Ryukyus studying at KCC.

As we completed one full cycle of student exchange, International Education Coordinator and Registrar worked closely and were able to figure out the nuts and bolts of this exchange, including how to register inbound exchange students and waive their tuition and fees on Banner (as stipulated in the agreement). Also, we figured out the internal process of sending KCC students by establishing IS180 class.

One area to improve is transferring of credits back to KCC or University of Hawaii. KCC students had hard time obtaining syllabus or course description in English as they are all in Japanese. They had to either translate themselves, or ask the University to translate for them. This process was time-consuming and frustrating for them. In FY 2018, International Education Coordinator will work more closely with the University to facilitate this process.

Action Item: improve process for credit transfers.

At the UHCC system level, there are several exchange agreements with universities in Japan. We can utilize the general framework mentioned above for inbound and outbound students participating in the UHCC exchange programs. However, we still need to figure out how to balance the number of outbound and inbound students going on the UHCC exchange programs at a campus level and figure out the details of how we cover tuition for inbound students. UHCC IEC is coming up with a draft procedure for exchange program.

Action Item: KCC reps to IEC is responsible for communicating with the stakeholders on campus (registrar, business office, financial aid officer) about these guidelines and procedures.

4) **Internationalize Campus / Curriculum**

With the support of the Honda International Opportunities Grant that we received for the amount of \$4576.58, we were able to host a total of 8 events attended by 1093 people. Based on this data, it is safe to say that we were also able to create more international opportunities for our students and faculty and staff.

Also, through collaboration between credit-side faculty and OCET short-term programs, we were able to bring international /cross-cultural perspectives to the following credit-side classrooms. Compared to last year, we were able to increase the number of classes that engaged with visiting international groups.

- Brian Yamamoto & Molly Summers (BOT 105)
- Candace Tabuchi (HOST 101)
- Dennis Chun (HWST 282, HWST 251)
- Hiroko Merritt (JPN 101, 102, 201, 202)
- Char Ono (Nursing program)
- Michael Hannwald
- Georgeanne Purvinis
- Cognition Center

As for action items for FY 2018, we would like to reach out to all faculty to see if they would like opportunities to engage with visiting international groups. Also, we will reach out to faculty members if IEC could assist them with internationalizing their curriculum/class.

We also need to have campus-wide conversations to define what it really means to internationalize our campus and curriculum. Does internationalization mean interaction with international students? We believe internationalization is more than that. However, it is up to all of us to define what it means for our campus. We would like to continue to plan various opportunities for our faculty, staff and students to get them thinking about what it means to internationalize our campus and our curriculum and why that may be beneficial.

III: Goal Alignment

Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals	Program Goals
<p>UH Goal 3: A Model Local, Regional and Global University KCC Goal 6 Diversity <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Fostering Global Understanding and Intercultural Competence</i> ○ <i>Increased Enrollment and Success of International Students</i> 	<ol style="list-style-type: none"> 1) International Education Committee (IEC) continue to promote internationalization of our campus and curriculum 2) Create, coordinate and promote study abroad programs and scholarships for KCC students 3) Maximize the interaction between local KCC students and international students, both short-term and long-term, to enrich student experience. 4) Secure housing options for full-time international students. 5) Provide integrated student support services to international students 6) Actively recruit international students to meet 10% increase goal 7) Establish ESL program to recruit, support and ensure success of international students 8) OCET’s international program continues to form new agreements and program with global markets
<p>UH Goal 4: Investment in Faculty, Staff, Students and Their Environment KCC Goal 4: Personal Development <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Professional Development Directed to Any of the Above Goals</i> ○ <i>Enriching Student Experience, Particularly Directed to Any of the Above Goals</i> ○ <i>Increasing the Efficiency, Effectiveness and Sustainability of the KCC Environment</i> 	<ol style="list-style-type: none"> 9) IEC members and International Education Coordinator advocate for and work towards advancement of international programs on campus 10) IEC members and International Education Coordinator continues to advance knowledge of international education 11) IEC and the coordinator promote faculty exchange with our international partners 12) (same as program goal 2)) Create, coordinate and promote study abroad programs and scholarships for KCC students 13) (same as program goal 4)) Maximize the interaction between local KCC students and international students, both short-term and long-

	term, to enrich student experience.
<p>UH Goal 5: Resources and Stewardship KCC Goal 5 Community Development <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Reduce Deferred Maintenance</i> ○ <i>Address Health and Safety Issues</i> ○ <i>Promote Sustainability</i> 	<p>14) Ensure safety of our students while abroad and address risk management issues.</p> <p>15) Ensure safety of international students (both short-term and full-time)</p>

Part IV: Action Plans

International Education Action Plans

The action plans below is not in the order of priorities. After discussion with the Director of OCET, Chancellor and IEC Chair, priorities for the coming 5 years have been set as follow:

1. Increase international enrollment on the credit side
2. Maintain strong short-term international programs provided through OCET
3. Promote study abroad among KCC students
4. Promote internationalization of campus

Program Goals	Action Item	Resources Needed	Person(s) Responsible	Timeline	Status
1) International Education Committee (IEC) continue to promote internationalization of our campus and curriculum	a) Apply for Honda International Opportunities Fund b) Host International Awareness Month c) Host other events to infuse international perspectives	International Education Coordinator position	- International Education Coordinator - Campus IEC	a) Continuous b) Continuous	On-going
2) Create, coordinate and promote study abroad programs and scholarships for KCC students	a) Establish and maintain student exchange programs b) Conduct workshop to inform study abroad opportunities and assist students with the application process c) Explore new	International Education Coordinator position Student Worker	- International Ed Committee (IEC) - International Education Coordinator	a) Continuous b) Continuous c) Fall 2018 d) Summer 2018 e) Spring 2018 f) Summer 2018	a) On-going b) On-going c) New d) New e) New f) New

	<ul style="list-style-type: none"> partnerships for study abroad d) improve process for credit transfers e) KCC reps to system IEC is responsible for communicating with campus stakeholders (registrar, business office, financial aid officer) about these guidelines and procedures. f) Establish the office of international education to provide centralized support for study abroad students and faculty 				
3) Maximize the interaction between local KCC students and international students, both short-term and long-term, to enrich student experience.	<ul style="list-style-type: none"> a) Integrate OCET's short-term classes with credit-side classes b) Reach out to all faculty with opportunities to engage visiting international students 		<ul style="list-style-type: none"> - International Ed Coordinator - IEC 	<ul style="list-style-type: none"> a) Continuous b) New 	<ul style="list-style-type: none"> a) On-going b) On-going
4) Secure housing options for full-time international students.	<ul style="list-style-type: none"> a) Maintain and improve off-campus housing referral site 				

	<ul style="list-style-type: none"> on Facebook b) Partner with local business and community to secure housing option for international students c) Partner with business to provide homestay option d) Continue to advocate and search funding for on-campus housing 	International Education Coordinator position	<ul style="list-style-type: none"> - OCET director - VC of Administrative Services - International Ed Committee (IEC) - International Education Coordinator 	continuous	<ul style="list-style-type: none"> a) on-going b) on-going c) on-going d) on-going
5) Provide integrated student support services to international students	<ul style="list-style-type: none"> a) Provide international student handbook to all incoming students b) Integration of international student services c) Utilize diversified communication methods d) Conduct international student orientation e) Establish the office of international education and identify international student support team. 	International Education Coordinator position	- International Education Coordinator	continuous	<ul style="list-style-type: none"> a) on-going b) on-going c) on-going d) on-going e) New

<p>6) Actively recruit international students to meet 10% increase goal</p>	<p>a) Recruitment trip to our partner institutions b) Create a proposal for working with recruiting agents c) Establish pathway programs with language schools</p>	<p>- Travel fund - International Education Coordinator position</p>	<p>- OCET director - VC of Administrative Services - International Ed Committee (IEC) - International Education Coordinator</p>	<p>a) Spring 2018, Summer 2018 b) By end of Summer 2018 c) Summer 2018</p>	
<p>7) Establish ESL program to recruit, support and ensure success of international students</p>	<p>a) Create a strategic plan to develop ESL program with English department a) Hire a lecturer to teach ESL classes</p>	<p>International Education Coordinator position ESL Instructor Position Institutional commitment to build an integrated ESL program</p>	<p>- VC of Academic Affairs - International Ed Committee (IEC) - LAH - English Coordinator - International Education Coordinator</p>	<p>a) May, 2018 b) Fall 2018</p>	<p>New</p>
<p>8) OCET's international program continues to form new agreements and program with global markets</p>	<p>a) Maintain good communication with existing and prospective partners b) Come up with a plan for transition of IE</p>	<p>International Education Coordinator position</p>	<p>- OCET director - International Ed Committee (IEC) - International</p>	<p>a) continuous b) Fall 2019</p>	<p>a) on-going b) new</p>

	key personnel c) Annual recruitment trips		Education Coordinator	c) annual starting Summer 2018	c) new
9) IEC members and International Education Coordinator advocate for and work towards advancement of international programs on campus	a) IEC members and International Education Coordinator continue to play an active role in system-wide IEC meetings and retreats b) Establish the Office of international education and centralize/integrate resources and support services for international students and study abroad students	- International Education Coordinator position	- International Ed Committee (IEC) - International Education Coordinator		a) On-going
10) IEC members and International Education Coordinator continue to advance their knowledge of international education	a) IEC members and the coordinator attend annual national and regional NAFSA conference and CCID meetings	- Travel fund	- International Ed Committee (IEC) - International Education Coordinator	a) Continuous	a) On-going
11) IEC and the coordinator promote faculty exchange with our international partners	a) The coordinator relays info on faculty exchange opportunities to KCC faculty and	- Travel fund for faculty - International Education	- International Ed Committee (IEC) - International Education	a) Continuous	a) On-going

	facilitates communications with partner institutions.	Coordinator position	Coordinator		
12) Same as goal 2					
13) Same as goal 4					
14) Ensure safety of our students while abroad and address risk management issues.	<ul style="list-style-type: none"> a) Provide workshops that address safety issues as well as mental and physical health while studying abroad b) Ensure all faculty-led abroad programs follow risk management procedures 	- International Education Coordinator position	<ul style="list-style-type: none"> - OCET director - VC of Administrative Services - International Ed Committee (IEC) - International Education Coordinator 	<ul style="list-style-type: none"> a) Continuous b) Continuous 	<ul style="list-style-type: none"> a) On-going b) On-going
15) Ensure safety of international students (both short-term and full-time)	<ul style="list-style-type: none"> a) Offer workshops on health and safety as part of international student orientation b) Conduct safety briefings to all visiting international groups and have them all sign to acknowledge 	- International Education Coordinator position	<ul style="list-style-type: none"> - OCET director - VC of Administrative Services - International Ed Committee (IEC) - International Education Coordinator 	<ul style="list-style-type: none"> a) Continuous b) Continuous 	<ul style="list-style-type: none"> a) On-going b) On-going

Part IV: Resource Implications

1) Full-time, tenure-track position for ESL trained instructor

The International Education Coordinator will be tasked to move processes forward; however, the actual development of an ESL curriculum, as well as going through the accreditation of our ESL program, will require a position of a full-time, tenure track, ESL trained instructor who is willing and able to commit to this long and arduous process of developing a program. This request is supported by the English department.

2) Full-time, tenure-track International Education Coordinator position

Currently, the position of International Education Coordinator is a temporary, full-time position. In order for the college to continue to build on the momentum we have to promote international education, and commit to building necessary infrastructure to grow international enrollment, we need this position to be institutionalized. Also, the growth that we have seen in the short-term training programs (OCET) over the last four years as well as the number of students interested and applying for study abroad, and stronger foundation to responsibly recruit international students demonstrate the need for this position will continue to exist if not, grow in the future.

Our successful short-term international programs are based on years of partnership nurtured by friendship and good will. Our partner schools send their students to KCC trusting that their students are in the hands of their “family” in Hawaii. The challenge we will face is inevitable change in leadership in international education in the next 5 years. For the College to make the successful transition of leadership in international education, and to ensure these fruitful partnerships, the position of an International Education Coordinator needs to be formally institutionalized.

Furthermore, to start reaping the benefits of international recruitment efforts, especially for the credit-side, it usually takes about 1.5 to 2 years, as prospective international students need that much time to plan ahead for their study abroad (e.g. taking TOEFL, saving money, applying for scholarships etc.) . In order to achieve the goal to increase international students, and to institutionalize international education, the position must be institutionalized.

This objective directly aligns with the UH Goal of “A Model Local, Regional, and Global University,” KCC Goal 6 Diversity, and the UH Goal 4 of “Investment in Faculty, Staff, Students and their Environment.

3) Institutional commitment to build an integrated ESL program

In order to draw, retain, and grow an international student population, a key mechanism is to have an integrated ESL program. There needs to be a seamless flow from the non-credit ESL program to credit programs. With that said, we also recognize the time, resources, and process it takes to develop such a program, and that we are still at the beginning stage of such a process. In order for this program to fully functional, there are

a number of hurdles to overcome as follows. This plan aligns not only with UH System-wide Goal 1 of Educational Effectiveness and Student Success, but also the UH Goal of “A Model Local, Regional and Global University”, and KCC’s strategic goal of increasing enrollment and success of international students.

1. Building our non-credit ESL program history and credibility
2. Become an accredited IEP (Intensive English Program) program
3. Apply for the SEVIS re-certification so that the College will be able to offer F-1 visas to non-credit ESL students
4. Develop new credit ESL courses that are integrated in the degree pathway
5. Commitment to run ELI with low enrollment

While the International Education Coordinator works with those key stakeholders to move towards development of an integrated ESL program and to recruit international students (both of which take a couple of years), the College needs to commit to supporting existing programs for international students or ESL students. The number of international students will not increase drastically over a short period of time. While the college works toward increasing international enrollment, we need to make sure that we offer support classes (ELI) for those international students that come, even if the number is small. Of course, timeline should be set to phase out this special treatment of ELI classes.

Looking at SEVIS process alone, it will take us at least two years to get to a point of being able to offer F-1 visas for non-credit full-time ESL students. Also, developing new credit ESL classes will take at least 1.5 years to complete the curriculum process.

The above mentioned process will not be possible without commitment and support from not only the administration, but active participation and input by multiple stakeholders, such as English faculty, Academic Support, and Student Services.

4) Institutional commitment to build an on-campus housing

It has been part the College’s vision to have on-campus housing and it is included in the master plan. We humbly ask the college to consider this possibility once again and allocate resources to building on-campus housing. Once we have housing, we will be able to actively recruit international students in a way that is responsible. Right now, we want to recruit international students, but we cannot do so because we are unable to ensure that they will have housing at an affordable rate. Also, for international students who have never lived abroad, finding off-campus housing on their own and enter into agreement is a big hurdle. Having on-campus housing will definitely make KCC an attractive option among UH campuses.

Note: This APRU was written by Kyoko Ikeda, the International Education Coordinator, representing OCET/non-credit side as well as the International Education Committee.