

**Kaua`i Community College  
Five Year Comprehensive Program Review (CPR)**

**Program Name: International Education**

**Assessment Period: AY2014 – AY 2018 (Credit) / FY 2014 – FY2018 (OCET)**

**Program or Unit Mission Statement (UHCCP 5.202)**

A primary purpose of the University of Hawaii is to serve the people of Hawaii by preparing its students to be internationally engaged citizens by enriching the educational experience of students and faculty, and by connecting the citizens of Hawaii with ideas, talent, and economic opportunity from the vibrant cultures and economies of the Asia Pacific Region and beyond. Across its ten campuses, the University of Hawaii is committed to being a preeminent international center of learning, discovery, application, and service in Oceania, the Asia Pacific Region, and beyond. It also fosters among students and faculty global perspectives and attitudes, and adaptability to a rapidly changing environment. (UH System International Programs Mission Statement)

**College Mission Statement (UHCCP 5.202)**

Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua`i ma ke `ano he kahua e  
ho`oulu, ho`ā, a ho`oikaika `ia ai ka `ike a me ka na`auao o nā  
kānaka a`o aku a a`o mai no ka ho`owaiwai `ana i ke kaiāulu a  
me ka honua.

Kaua`i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

**Part I. Executive Summary of Program Status**

This is the first year International Education is reporting for Comprehensive Program Review. Until the college hired a faculty member in 2013 to coordinate international programs, the campus International Education Committee and its members served as the primary advocates of international education with logistical support from the Office of Continuing Education and Training (OCET) in running short-term customized training programs for our international partner schools. International education is a one-person unit with logistical support from OCET and the coordinator reports to the director of OCET. The coordinator works closely with

International Education Committee as well as campus and off campus stakeholders to coordinate programs as they overarch credit and non-credit sides of the College.

International education at the college have four major pillars, namely, 1) short-term customized training offered through OCET, 2) credit-side international enrollment, 3) study abroad, and 4) internationalization and international partnerships. All four areas are driven by our system wide mission statement to prepare our students to be internationally engaged citizens and to be a preeminent international centre of learning. We are also mindful of the significant economic impact international students have on our campus, the island community as well as the state as a whole.

Link: UH News - UH leads as international students provide major boost to Hawai'i economy  
<https://www.hawaii.edu/news/2018/11/28/international-students-boost-hawaii-economy/>

The executive summary of program status is provided for each of the following four major areas of International Education.

- 1. Short-term customized training (OCET) – Significant growth to steady business**  
We have seen a significant growth in the area of short-term customized training programs for international partner institutions, both in the number of groups and students we serve but also community partners we engage in the programming. As we experienced growth, we also updated our processes and made sure we are in compliance with the system guidelines and regulations in every aspect of the program operation.
- 2. Credit-side International Enrollment–Building infrastructure for proactive recruitment**  
As we addressed in our past APRU reports, our main focus in this reporting cycle was to build necessary infrastructure to recruit international students, including securing housing options, revamping our website, and creating a system of support. We explored every possible housing options (e.g. establishing our homestay program, community partnership, off-campus referral program, on campus housing, on-line bulletin board, etc.) consulting UH legal office and system office when necessary. As a result, we have now secured some housing options through two homestay companies that expanded their services to Kauai as well as our on-line housing bulletin board. We see this as a big breakthrough as we are finally able to list housing resources on our website (providing as much needed info on our website) With the key infrastructures in place such as housing and website, we started our efforts in recruiting international students at the end of AY 2018, including attending overseas recruitment fairs, placing an ad in Japan's largest study abroad publication, working with recruiting agents, partnership with language schools as well as language programs offered by other UH campuses.
- 3. Study Abroad – New study abroad partners, increased interests, improved process**  
In this reporting cycle, we signed our first international student agreement with the University of the Ryukyus, and completed two full cycles of inbound and outbound

exchanges. We signed another student exchange agreement at the end of AY 2018. We also signed an international articulation agreement with a college in New Zealand. The number of students that study abroad saw an overall increase. We also improved the process of sending students abroad as a group or individually, by establishing an emergency response plan as well as requiring submission of study abroad forms by all students who study abroad through the college. Another accomplishment is creating a website dedicated to study abroad.

**4. Internationalization / international partnership – Increased partnerships and regular international events**

In this reporting cycle, we developed eight new international partnerships, and maintained nine existing partnerships. We also applied and was granted Honda International Opportunities grant every year for the past four years and implemented International Month and Global Café series. The coordinator also made sure that we are in compliance with the system rules and regulations, and necessary changes and updates were ensured.

In last year’s APRU review, Chancellor recommended that more focus should be placed on credit side international student recruitment, even if it means that less time and resourced are allocated in growing other three areas of international education. A college council member recommended that the programs goals should have clear benchmarks. Based on these recommendations, we have dedicated more time and resource in international recruitment starting AY 2018 and also in developing indicators and setting benchmarks to measure program’s status.

**Part II. Program Description (UHCCP 5.202)**

<p><b>Brief History of Program</b></p>	<p>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.</p> <p>International Education at Kauai Community Colleges overarches credit programs as well as non-credit programs offered through OCET.</p> <p>International Education consists of four major pillars:</p> <ol style="list-style-type: none"> <li>1) short-term international programs offered through OCET*;</li> <li>2) recruitment and support of credit side international students;</li> <li>3) promoting study abroad opportunities; and</li> </ol>
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	4) advancing internationalization of education at the college.
<b>Number of Faculty and Staff</b>	Faculty (FT): 1 Faculty (Lecturers): Staff: *Short-term international programs are offered through OCET. Though International Program Coordinator is mainly responsible, it is supported by OCET team
<b>Date Website Last Reviewed/Updated</b>	October, 2018
<b><i>For Non-Instructional Programs ONLY</i></b>	
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>• National Tropical Botanical Garden</li> <li>• Waipa Foundation</li> <li>• Na Kalai Waa o Kauai</li> <li>• Boys and Girls Club</li> <li>• Kauai Japanese Culture Society</li> <li>• Kauai Yamaguchi Kenjinkai</li> <li>• Grove Farm Plantation Museum</li> <li>• Kauai Museum</li> <li>• Samuel Mahelona Memorial Hospital</li> <li>• Kauai Veterans Memorial Hospital</li> <li>• Friendship House</li> <li>• Regency at Puakea</li> <li>• Office of the Mayor</li> <li>• Kauai Visitors' Bureau</li> <li>• Smith's Kauai</li> <li>• Marriot</li> <li>• Tutu &amp; Me Traveling Preschool</li> <li>• Punana Leo Preschool</li> <li>• Lihue Hongwanji Preschool</li> <li>• Hawaiian Airlines</li> </ul>
<b>International Partnerships</b>	<ul style="list-style-type: none"> <li>• Okinawa Ryukyu Taiko</li> <li>• University of the Ryukyus</li> <li>• Yamaguchi University</li> <li>• Okinawa Christian University and Junior College</li> <li>• Okinawa Prefectural College of Nursing</li> <li>• National Institute of Technology – Toyama College</li> <li>• National Institute of Technology – Toba College</li> <li>• National Institute of Technology – Oshima College</li> <li>• National Institute of Technology – Yuge College</li> <li>• National Institute of Technology – Hiroshima College</li> <li>• National Institute of Technology – Kagoshima College</li> <li>• National Institute of Technology – Miyakonojo College</li> <li>• Otago Polytechnic</li> <li>• Nagasaki University</li> <li>• Lokahi Foundation – the Change Academy</li> </ul>

**Part III. Analysis of Quantitative Indicators**

**1) Short-term Customized Training Programs - OCET (Non-credit)**

	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Groups Served</b>	4	5	6	9	7	8
<b>Total Enrollment</b>	53	69	80	110	94	82
<b>Revenues Generated</b>	\$31,840	\$43,955	\$54,821	\$80,330	\$63,321	\$ 52,048

**Demand Category:**

Between FY 2013 and FY 2016, the number of students and groups we serve and the total revenue more than doubled. This increase is largely due to our fruitful partnership with six campuses of National Institute of Technology in Japan (of which five are maritime colleges). It started with our partnership with National Institute of Technology – Toyama College, but it soon expanded to six campuses. 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 friendship that has been nurtured among faculty members of KCC and those of our partner schools over the years. Our faculty as well as theirs 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.

The slight decrease in the number of groups we served in FY 2017 and FY 2018 was due to ending of the grant that supported a PD program for the faculty members of Japan Maritime College between FY2014 – 2016. Also, the group from Canada that came in FY 2016 discontinued the program due to low enrollment.

In AY 2019, we will see a significant drop in the number of programs we offer because three of our partner institutions (National Institute of Technology – Toyama College, National Institute of Technology – Kagoshima, and National Institute of Technology – Oshima) are going to merge their programs at KCC. So instead of offering three separate programs, we will now be offering one joint program.

**Efficiency Category:**

As addressed in APRU reports in the past, having eight to nine programs per year concentrated in the August-September and February-March periods presented serious capacity issues to the

unit. Short-term customized training programs are concentrated in these two periods because of the academic calendar in Japan where most of the groups come from. On average, each group stayed on the island for two and a half weeks. If we use FY2017 as an example, we offered seven short-term programs 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. This does not take into account many weeks of preparing for the programs from designing a program, agreements, purchases and payments, looking for host families, and many other tasks that go into a successful program delivery. On average, the coordinator starts communication with partner institutions three to four months prior to the program. So, in summary, in this past reporting cycle, given the growth in this area, significant amount of resources and time in the unit (coordinator) was dedicated in developing short term customized training programs.

In this reporting cycle, we recruited twenty five new volunteer host families. We have conducted outreach for volunteer host families and increased host family pool. Going forward, the program will keep track of number of outreach to host families as well as community partners. Also, we will look into ways we can streamline or improve process to be more efficient with the use of program resources so that we can dedicate more time and resources for other areas of international education.

**Effectiveness Category:**

For each program, we conduct program evaluation that covers all classes/instructors and sites visited as well as overall satisfaction to make necessary improvements for the next year. In the past APRU reports, we did not use the results to measure effectiveness of the unit. However, revisiting the evaluations from the past five years, we are pleased to report that we have 100% participant satisfaction rates. Though, this was also not tracked and reported in the past APRUs, we found that we have a very high rate of groups returning. In FY 2018, seven out of eight groups were repeat groups. Revenues from short-term customized program also showed increase as we serve more groups. However, in the past two years, our partner institutions have requested us to cut program costs as the currency rates are not in their favor, and flight costs to Hawaii have been on the increase, impacting their budget significantly. We have succeeded in meeting their requests for cutting costs, which negatively affected our revenue figures. But in a long run, meeting our partner's requests and needs leads to gaining their trust and nurturing better working relationships. So, though it is a cut in revenue, this can be seen as an investment for the future. In working with international partner institutions, there are various key external factors that affect both demand and effectiveness of the unit, which are mainly currency rates, travel costs to Hawaii, partner institution's budgets and strategic goals and plans, economic conditions of the country of origin.

**Summary: Significant growth to steady business**

In this reporting cycle, the short-term customized training area has demonstrated a significant growth as described above. However, being a one-person unit, it also posed a serious capacity issue. In order to grow other areas of international education, the number of customized training needs to be kept at around six groups per year, unless additional personnel is hired to support growth in this area.

**Quantitative Indicators for Next Reporting Cycle**

Historically the unit only tracked basic indicators such as the number of groups, students and total revenue generated as mentioned above, and detail quantitative indicators were not set up to measure demand, efficiency and effectiveness of the program. To be more effective in measuring program health, we have created the following list of quantitative indicators to measure demand, efficiency and effectiveness of our program in the next reporting cycle.

	2018-2019	2019-2020	2020-2021	2021-2022
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
# of groups served				
# of students served				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spent in the unit</i></b>				
# of community partnerships				
Percentage of successful homestay placements				
Total # of weeks groups on island				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Program Evaluation Overall satisfaction				
Revenues generated				

**2) Credit-side International Enrollment**

	2013-14 Fall /Spring	2014-15 Fall /Spring	2015-16 Fall /Spring	2016-17 Fall /Spring	2017-18 Fall /Spring	2018 Fall
<b>F-1 Students</b>	4/6	7/5	3/1	0/2	2/5	7

<b>International Students (by system definition *)</b>	11/11	18/10	12/11	21/24	22/28	34

\* International students are defined as those who have Citizenship Type = 'Non-Citizen', or Citizenship Type = 'US National or CFAS Citizen', and Nation of Citizenship equal to Palau, Marshall Islands, or Federated States of Micronesia. Resident aliens are not included as international students. Citizenship status is self-reported by the student.

**Summary: Building infrastructure for proactive recruitment**

In this reporting cycle, the unit’s main focus was to build necessary infrastructure to recruit international students. While we achieved most of the goals/action plans set forth for this reporting cycle, we also reached the 3% increase goal set by the system. As shown in the table above, the number of international students (system definition) has seen a significant growth. This growth coincides with concerns expressed by our English faculty that many students with ESL needs are inaccurately placed into ENG 75, ENG 100, and are not receiving necessary support. The increase in overall international student population as well as expected growth of F-1 international student population calls for establishment of support system for ESL population on campus in the next reporting cycle.

**Summary of Actions Taken to Build Necessary Infrastructure**

When the unit officially began in 2013 with hiring of the coordinator, the following three major roadblocks were identified for increasing international enrollment. Addressing these challenges and building infrastructure for proactive recruitment were set as the main goals for this reporting cycle.

- a) Housing – when the unit began in 2013, KCC did not offer any housing options nor support to prospective international students. For example, the only housing resource listed on the website was craigslist, and KCC webpage said that students are responsible for finding their own housing. Community Colleges that are successful in recruiting international students all provide housing options and support, as that is a key resource international student looks for in selecting their study destination. Not being able to offer housing options and support really limited our ability to recruit international students. The coordinator worked with campus and off campus stakeholders to address housing issues before starting proactive recruitment of F-1 international students.
- b) Visibility –When the unit began in 2013, KauaiCC’s visibility was very low. It was not known internationally as an educational destination, while Hawaii in general was attracting more and more international students. One of the main tasks to gain visibility was to create a webpage. When the unit first began, it only had one page

that was dedicated to international education. The page had various issues regarding usability and the target audience was not clearly set for the page. The coordinator conducted research on the websites of successful community colleges and organized contents for prospective international students. The coordinator has worked with webmasters to develop and revise the website periodically. The coordinator launched various projects to increase KauaiCC visibility and established and leveraged partnerships to increase our visibility.

- c) Comprehensive ESL program – Most community colleges successful in attracting international students have a comprehensive ESL program that provides a seamless flow from non-credit ESL program to their credit side program. Prior to 2013, there was an attempt to build an ESL program and a temporary position of ESL instructor/ESL program coordinator was hired. The coordinator looked into what were the challenges in establishing an ESL program and what is our way to go toward having a comprehensive ESL program to attract more F-1 international students.
- d) International Student Support – Until the unit began in 2013, international students were supported by international student advisor, members of international education committee as well as international student club and their advisors. As we envision increasing international enrollment and building necessary infrastructure, it was identified that we need to centralize resources for international student support. The coordinator worked with campus stakeholders to develop new international student orientation, international student handbook, as well as to secure an office space where students can stop by and access resources easily.

In this reporting cycle, the Unit’s focus was to build infrastructure for proactive recruitment by addressing challenges in these areas. Actions taken are listed below.

a) Actions Taken to Address Housing

Listed below are efforts made to address housing issue over the reporting cycle.

<b>Action Taken</b>	<b>Status</b>
Negotiated with a local developer and consulted with the system office in pursuing a possibility of the college renting a house as off-campus housing for international students	Closed- We were advised not to go into it by the system office due to liability issues.
Researched successful homestay programs at other community colleges and submitted a proposal to VCAA and sought legal advice from the Office of Risk Management in looking at the possibility of creating in-house homestay program.	Closed- The legal office came back with a recommendation against the idea though they said that the final decision is to be made by the campus chancellor. Chancellor advised us to look at other options.

	So that plan was aborted.
Contacted local business (Tip Top Motel) to see if they could rent their rooms to international students at a discounted rate.	Closed- The owner was open to the idea, but the plan didn't materialize because monthly rent would have been \$1365 for single occupancy (no kitchen), which is way over budget for most international students.
Consulted with UH Manoa Housing program to see if we can tap into their resources for an off-campus housing referral system.	Closed– cost inhibitive
Started an on-line off campus housing bulletin board for international students and created a process approved by VCAA. Coordinator periodically reached out to increase listing on the bulletin board.	On-going, Operational
Started negotiation with the island school on possible collaboration in offering international housing at Tip Top motel	Negotiation Suspended In October 2017, the coordinator reached out to Tip Top Motel again and found that Island School has entered into negotiation with Tip Top Motel 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 between island school and Tip Top has stalled, and we are standing by.
Conducted research on homestay companies operating in Hawaii, and started working with two reliable companies (information posted on the website)	Operational, Fall 2018, two students were placed through homestay companies
Identify resources needed to have an on campus housing, and brainstorm with various stakeholders on and off campus	On-going

b) Actions Taken to Address Lack of Visibility

Actions Taken	Status
International program website was created to address the need of prospective international students and KCC students wanting to study abroad. The	Completed

coordinator research a number of websites to organize contents for the new site.	
Renew the website, with more contents	Completed
Create promotional brochures	Completed
Join Study Hawaii consortium. Promote KCC by using their platform	Completed
Signe MOA with Global Village Hawaii	Completed
Partner with IEP programs at other UHCC campuses	In process
Place an ad was on Ryugaku Journal	Completed
Participate in EducationUSA education fairs	Completed
Reach out to alumni to represent us at education fairs abroad	Completed
Accept multiple English proficiency tests. EIKEN, GTEC, IELTS added	Completed
Work with recruiting agents (learned the process from UHCC counterparts)	In process

c) Actions Taken Towards Building Comprehensive ESL Program

<b>Actions Taken</b>	<b>Status</b>
Research history and status on ELS program and identify challenges in establishing a comprehensive ESL program.	Research completed. - KCC does not have language training on SEVIS certification. - We cannot issue I-20 to students who are seeking language training. - In order for us go gain the capacity we need to go through SEVIS adjudication process. - A crucial point is that we need to have an existing program that offers multiple levels of classes for a certain length of time. - Conclusion - We need the campus commitment to dedicate resources to start a program first and run them by targeting local ESL population for a couple of years, and once we have a established language program, we can go through adjudication process to enable us to recruit international students to Intensive English Program.
Sign a MOA with Global Village Hawaii to create a	Completed

pathway program from their ESL program to our credit program	
Contact HawaiiCC to looking pathway program between their Intensive Language Program and our credit program	In process

d) Actions Taken to Provide More International Student Support

<b>Actions Taken</b>	<b>Status</b>
Create an International Student Handbook (first edition)	Completed
Revise and update International Student Handbook	Completed
Offer International Student Orientation and Welcome week	Completed, On-going
Office space is dedicated to support international students and KCC students interested in studying abroad	Completed, On-going

**Quantitative Indicators for Next Reporting Cycle**

Historically the unit only tracked the number of F-1 students, and detail quantitative indicators were not set up to measure demand, efficiency and effectiveness of the program. To be more effective in measuring program health, we have created the following list of quantitative indicators to measure demand, efficiency and effectiveness of our program in the next reporting cycle.

	2018-2019	2019-2020	2020-2021	2021-2022
<b>DEMAND - Monitoring the capacity and need for the unit</b>				
# of International Students (System definition)				
# of F-1 International Students				
<b>EFFICIENCY - Monitoring how time is budgeted and spend in the unit</b>				
# of recruiting agents (RA)				
# of recruitment partnerships (RP)				
# of recruitment outreach				
<b>EFFECTIVENESS - Monitoring the quality of products produced by the unit</b>				
# of F-1 students matriculate through RA				
# of F-1 students matriculate through RP				

# of students placed into housing through our resources				
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### 3) Study Abroad

#### a) Study Abroad (UHCC system)

	AY 2014		AY 2015		AY 2016		AY 2017		AY 2018	
	# appl	# accpt	# appl	# accpt	# appl	# accpt	# appl	# accpt	# appl	# accpt
Hakuou Univ.	0	0	6	1	1	0	2	1	4	1
UHCC exchange	0	0	1	0	1	0	1	0	2	1
Honda	1	0	3	2	5	0	3	1*	*	
Monbukagakusho	0	0	2	0	4	1*	0*	0*		0
Freeman	*	2*	0*	0*	1*	0*	0*			1
<b>Total</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>3</b>	<b>11</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>3</b>

\*data not available from the system

#### b) Faculty-led Study Tours

Year	Lead Instructor	Destination	Partner Institution	Length	# of Students	# of KCC Faculty
<b>AY 2014</b>						
<b>March 2014</b>	Char Ono	Okinawa, Japan	Okinawa Prefectural College of Nursing	10 days	9	3
<b>May 2014</b>	Hiroko Merritt	Tokyo area, Japan	Chiba Keizai University	14 days	2	1
<b>July 2014</b>		Toyama, Japan	National Institute of Technology - Toyama College	10 days	1	0
<b>AY 2015</b>						
<b>March 2015</b>	Char Ono	Nagasaki, Japan	Nagasaki University	10 days	16	3
<b>AY 2016</b>						
<b>March 2016</b>	Char Ono	Okinawa, Japan	Okinawa Prefectural College of Nursing	8 days	10	3
<b>May 2016</b>	Hiroko Merritt	Tokyo Area, Japan	Chiba Keizai College	14 days	1	1
<b>July 2016</b>	Sharad Marahatta	Hokkaido, Japan	Obihiro University of Agriculture and Veterinary Medicine	7 days	5	1
<b>AY 2017</b>						
<b>March 2017</b>	Char Ono	Nagasaki, Japan	Nagasaki University	8 days	8	3
<b>AY 2018</b>						

<b>March 2018</b>	Char Ono	Okinawa, Japan	Okinawa Prefectural College of Nursing	10 days	11	3
<b>May 2018</b>	Hiroko Merritt	Tokyo area, Japan	Chiba Keizai College	10 days	3	1
<b>May 2018</b>	Toni Fujimoto	Okinawa, Japan	Okinawa Christian University and Junior College	6 days	0	2
<b>June 2018</b>	Dirk Soma	Dunedin, New Zealand	Otago Polytechnic	26 days	2	2
<b>Total # of Students Studied Abroad between AY 2014 - AY 2018 in Faculty-led programs</b>					<b>60</b>	

c) KCC Student Exchange Programs and international opportunities

In this reporting cycle, the Unit signed two student exchange agreements – first with the University of the Ryukyus in September 2014 and then with Yamaguchi University 2018. As this was the first time to run its own student exchange program, the unit worked closely with the campus stakeholders to create a framework and process to run a student exchange program, including creating a new study abroad course IS180, and inbound and outbound application processes. AY2019 is the third cycle of student exchange with the University of the Ryukyus and will be the first for Yamaguchi University. The total number of inbound and outbound semesters needs to balance over a 5-year time frame, and the unit monitors the figures.

<b>University of the Ryukyus</b>	<b>AY 2016</b>	<b>AY2017</b>	<b>AY2018</b>	<b>Total</b>
<b>Outbound # of students (# of semesters)</b>	2 (4)	0	2 (4)	4 (8 )
<b>Inbound # of students (# of semesters)</b>	2(2)	4 (6)	0	6 (8)

d) Other International Exchange Initiatives

Led by our business instructor, Dirk Soma, KCC signed a MOU and an international articulation agreement with Otago Polytechnic in Dunedin, New Zealand at the end of AY2018. With this articulation agreement, students who have completed our business program can enroll at Otago Polytechnic and receive their bachelor’s degree in business in a year and a half.

**Summary: New study abroad partners, increased interests, improved process**

In this reporting cycle, we have seen increased interest in studying abroad demonstrated in the number of applicants in UHCC programs. We also started direct student exchange programs with two partner institutions, and an articulation agreement with a New Zealand college. We have also improved study abroad process and came up with an emergency response plan for study abroad. Also, a web page dedicated to study abroad was created. We were successful in increasing study

abroad opportunities in this reporting cycle as well as building a foundation for sustainable growth. In the next reporting cycle, we should increase and improve outreach to KCC students and also expand outreach to local high school students, so studying abroad will be part of students academic planning.

**Quantitative Indicators for Next Reporting Cycle**

To be more effective in measuring program health, we have created the following list of quantitative indicators to measure demand, efficiency and effectiveness of our program in the next reporting cycle.

	2018-2019	2019-2020	2020-2021	2021-2022
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
Total # of students studied abroad				
# of students on KCC exchange program (outbound)				
# of students on UHCC study abroad programs				
# of students on other programs				
# of students in faculty-led programs				
# of faculty-led programs				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spend in the unit</i></b>				
# of Outreach (events, workshops, Facebook posts)				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Percentage of study abroad opportunities filled				
Post program essays				

**4) Internationalization/International Partnerships**

a) International Institutional Partnerships / Agreements

	Active MOU	MOA signed (short-term	Total # of Active Partnerships and	# of New Agreements/Part
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		contract training, student exchange, international articulation)	Agreements	Partnerships
AY 2014	10	11	21	2*
AY 2015	11	12	23	1**
AY 2016	11	14	25	3 ***
AY 2017	11	9	20	1****
AY 2018	13	11	23	3*****

\* Yunnan Agricultural University, National Institute of Technology – Toyama College (engineering)

\*\* The University of the Ryukyus

\*\*\* National Institute of Technology – Kagoshima College, Douglas College, Wako University

\*\*\*\* Lokahi Foundation

\*\*\*\*\* Otago Polytechnic, Yamaguchi University, National Institute of Technology - Miyakonojo

#### b) Honda Grant Funded Events

Since AY 2015, the unit has been successful in receiving the Honda International Opportunities grant ( up to \$5,000) to host International Month (February) and a Global Café series to bring international perspectives to campus.

	Total # of Events	Total # of Participants
AY 2014	N/A	N/A
AY 2015	17	977
AY 2016	12	783
AY 2017	12	1093
AY 2018	8 *	457

The sharp drop in the number of events and participants in AY 2018 is due to that fact that the announcement and disbursement of the grant in AY2018 was significantly delayed by the UHCC international ed office, and we were not able to secure funding until early Spring semester, which made planning of events extremely difficult.

#### **Summary: Increased partnerships and regular international events**

In this reporting cycle, old partnerships were carefully nurtured and maintained while the unit increased the number of international partnerships and agreements to increase international opportunities for the campus. We should diversify types of events and geographical area of focus by working more closely with faculty and staff.

#### **Quantitative Indicators for Next Reporting Cycle**

	2018-2019	2019-2020	2020-2021	2021-2022
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
Total # of international events				
Total # of event participants				
# of active international partnerships and agreements				
# of international guests				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spend in the unit</i></b>				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Survey to be determined				

**Part IV. Assessment Data (EP 5.202)**

In this reporting cycle, the unit did not identify Program Outcomes and Programs Student Learning Outcomes, and thus this CPR does not have assessment results for PSLO and Program Outcomes. The goal for 2019-2020 is to finalize Program Outcomes and Program Student Learning Outcomes for each of the four components of international programs and seek approval from the campus International Education Committee. Below is draft PSLO (where appropriate) and PO for the four components of the unit. Next assessment dates are temporarily set.

- 1) Short-term customized training (OCET)
  - a. (PO) Provide quality customized training that meets the needs of our partner institutions – Measured by student and faculty evaluations
- 2) International Enrollment and Support -
  - a. (PO) Kauai Community College will be visible and accessible to prospective students (measured by number of access to our websites, and number of recruitment partnerships, and number of inquiries from student and agents)
  - b. (PSLO) International students will demonstrate knowledge about their immigration status and understand the requirements for maintaining their visa status in good standing. (measured by successful maintenance of their F-1 status)

- c. (PSLO) International students will demonstrate success by maintaining satisfactory academic process. (measured by average C or higher)
- 3) Study Abroad
- a. (PO) Students are aware of study abroad programs and scholarships available (as measured by the number of promotional events and outreach and application)
  - b. (PO) Facilitate successful application for study abroad programs and scholarships (as measured by number of application and students that study abroad)
  - c. (PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return (by successful completion and transfer rates)
- 4) Internationalization/ International Partnerships
- a. (PO) Provide international resources and services to the campus community (measured by the number of outreach events and services)

<b>PSLO / PO</b>	<b>Date Last Assessed</b>	<b>Findings</b>	<b>Improvements Implemented</b>	<b>Next Assessment Date</b>
(PO) Provide quality customized training that meets the needs of our partner institutions	N/A	N/A	N/A	April, 2019
(PO) Kauai Community College will be visible and accessible to prospective students through our website and other marketing platforms and collaterals.	N/A	N/A	N/A	May 2020
(PSLO) International students will	N/A	N/A	N/A	May 2020

demonstrate knowledge about their immigration status and understand the requirements for maintaining their visa status in good standing.				
(PSLO) International students will demonstrate success by maintaining satisfactory academic process.	N/A	N/A	N/A	May 2020
(PO) Students are aware of study abroad programs and scholarships available	N/A	N/A	N/A	April 2021
(PO) Facilitate successful application for study abroad programs and scholarships	N/A	N/A	N/A	April 2021
(PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return	N/A	N/A	N/A	April 2021
(PO) Provide international resources and	N/A	N/A	N/A	May 2012

services to the campus community				
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**Part V. Curriculum Revision and Review**

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Course Prefix and Number	Date Last Reviewed	Next Review Date
N/A	N/A	N/A

**Part VI. Survey Results**

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
Program Evaluation	After each program	After next program	100% satisfaction rates

**Part VII. Financials**

Provide your program or unit’s budget for each year of this review.

Fiscal Year	Budget
FY 2014	N/A *
FY 2015	N/A *
FY 2016	N/A *
FY 2017	N/A *
FY 2018	N/A *

\* Expenses are incurred by OCET

Provide the program or unit’s current resources.

Category	What is needed?	Justification
<b>PERSONNEL</b>		
Positions (Faculty)	1	
Positions (Staff)		

<b>OPERATING</b>		
Supplies		
Equipment		
Space/Facilities		
<b>TECHNOLOGY</b>		
Hardware		
Software		

**Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)**

<b>Action Plan</b>	<b>Anticipated Outcome</b>	<b>Actual Outcome</b>
a) Apply for Honda International Opportunities Fund to host International Day and Global Café series to infuse international perspectives		Completed as planned
b) Establish and maintain student exchange programs	Maintain exchange program with the University of the Ryukyus	The exchange program with the University of the Ryukyus maintained, and a new agreement with Yamaguchi University was signed
c) Improve process for credit transfers for students returning from study abroad		A one page summary of how to do that has been created and given to outbound students
d) KCC reps to system IEC is responsible for communicating with campus stakeholders (registrar, business office, financial aid officer) about these guidelines and procedures.		New procedures discussed and set at a system meeting for inbound exchange students were shared with the Registrar
e) Explore new partnerships for study abroad	1 new partnership will be established	Two new partnerships were established

f) Conduct workshop to inform study abroad opportunities and assist students with the application process		Completed as planned
g) Integrate OCET's short-term classes with credit-side classes	Visiting student groups will visit and interact with at least 3 KCC credit classes.	Completed as planned
h) Reach out to all faculty with opportunities to engage visiting international students		Completed as planned
i) Maintain and improve off-campus housing referral site on Facebook	At least 2 new listings will be added	Two new listings were added
j) Partner with local business and community to secure housing option for international students	Partner with at least one homestay company to offer housing options to international students	Two homestay companies are now listed on our website and have successfully placed students with local families
k) Continue to advocate and search funding for on-campus housing	Request added in APRU request	Completed as planned
l) Provide international student handbook to all incoming students		Completed as planned
m) Integration of international student services		On-going
n) Utilize diversified communication methods (email, Facebook, massager, ) to effectively reach current and future international students		The coordinator uses email, Facebook / messenger, LINE as ways of communicating with current and prospective students.
o) Conduct international student orientation		Completed as planned
p) Establish the office of international education	Office space will be dedicated and team of faculty and staff	Office space has been dedicated

and identify international student support team.	will be identified.	
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**Part IX. Analysis of Program**

As mentioned in the earlier sections of the report, one of the weaknesses from this past reporting cycle was that the unit did not clearly identify quantitative indicators to measure demand, efficiency, and effectiveness of the four components of the program. Here is the combined list of all the indicators for the unit, and will serve to establish baseline data for the coming reporting cycle. The coordinator will work with IE/IR to develop health call rubric after one year of data collection.

**Quantitative indicators of International Education**

<b>1) Short-term Customized Training</b>				
	2018-2019	2019-2020	2020-2021	2021-2022
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
# of groups served				
# of students served				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spent in the unit</i></b>				
# of community partnerships				
Percentage of successful homestay placements				
Total # of weeks groups on island				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Program Evaluation				
Overall satisfaction				
Revenues generated				
<b>2) Credit-side International Enrollment</b>				
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
# of International Students (System definition)				
# of F-1 International Students				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spend in the unit</i></b>				
# of recruiting agents (RA)				

# of recruitment partnerships (RP)				
# of recruitment outreach				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
# of F-1 students matriculate through RA				
# of F-1 students matriculate through RP				
# of students placed into housing through our resources				
<b>3) Study Abroad</b>				
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
Total # of students studied abroad				
# of students on KCC exchange program (outbound)				
# of students on UHCC study abroad programs				
# of students on other programs				
# of students in faculty-led programs				
# of faculty-led programs				
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spend in the unit</i></b>				
# of Outreach (events, workshops, Facebook posts)				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Percentage of study abroad opportunities filled				
Post program essays				
<b>4) Internationalization / International Partnerships</b>				
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				

Total # of international events				
Total # of event participants				
# of active international partnerships and agreements				
# of international guests				
<b>EFFICIENCY - Monitoring how time is budgeted and spend in the unit</b>				
To be developed				
<b>EFFECTIVENESS - Monitoring the quality of products produced by the unit</b>				
Survey to be determined				

**Five-year Plan**

<b>Goal</b>	<b>Strategic Goal/Priority (List number)*</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Unit of Measure</b>	<b>Year(s) Implemented</b>
Finalize unit's overall direction (mission statement, program outcomes, program student learning outcome) and seek approval from campus IEC, and provide APRU reporting accordingly.	Goal 21	N/A			AY 2020
Increase enrollment of international students (system definition) 3% every year	Goal 21	Increase degree seeking international students * (system definition) from 19 to 23 2021.		# of students	
Increase enrollment of international students (F-1) 10 % every year	Goal 21	From 7 in Fall 2018 (base year) to 10 in 2022		# of students	
Maintain short-term customized program offering at about six groups a	Goal 14	6 groups a year		# of groups	Every year

year unless with additional personnel resource					
Create a team to provide international student support from admission to completion	Goal 21, Goal 1, Goal 4	N/A			On-going until completed or 2023
Increase and diversify study abroad offerings	Goal 8 increase job placement Goal 17 – use study abroad as a recruitment tool	By 2022, increase student exchange by one, and study abroad destinations other than Japan.		# of programs and destinations	On-going until 2023
Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 students	Goal 6, Goal 10	Offer new or revised co-requisite ESL course(s) on the credit side, and offer regular non-credit ESL courses by 2023		Actual 3 of courses offered	On-going until 2023
Provide events and PD opportunities to enhance international awareness of our faculty and staff	Goal 16	Offer at least 5 international events a year		# of events	Every year

\*All Strategic Goals and Priorities are Aligned to the College Mission.

(CPR revised and re-submitted on 12/17/2018)



**Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).**

<p><b>Program Goal</b></p>	<p>Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 students</p>
<p><b>Resource Requested*</b></p>	<p>FT temporary position for ESL-trained instructor:</p> <ul style="list-style-type: none"> <li>• .5 FTE Credit:             <ul style="list-style-type: none"> <li>○ Teach co requisite courses for ESL students taking credit courses, which includes composition and other college courses</li> <li>○ Work with the English department to develop an integrated credit-side co requisite program</li> </ul> </li> <li>• .5 FTE Non-Credit             <ul style="list-style-type: none"> <li>○ Work with the Office of Continuing Education and Training/International Programs to:                 <ul style="list-style-type: none"> <li>▪ develop and teach ESL curriculum for short-term customized training</li> <li>▪ develop and offer non-credit ESL courses for adult learners</li> </ul> </li> </ul> </li> </ul> <p>This position addresses the needs of the growing local ESL population on the island as well as supports the expected growth of Kauai CC’s international student (F-1) population.</p> <p>On the credit side, since AY 2014-15, the number of international students as defined by the UH system* has increased from eleven to thirty-four in the Fall of 2018. Recent Kauai CC data confirms the need to increase support for ESL students taking credit courses to complete degree and certificate requirements. For example, in Fall 2018, of the thirty-seven students whom English faculty noted as being placed beyond their ability levels in ENG 75, ENG 100L and ENG 100, seventeen are ESL students speaking first languages including Japanese, Thai, Marshallese, Russian, Ilocano, Tagalog, Samoan, and Native Hawaiian.</p> <p>In addition, our F-1 international students will also benefit from co requisite support in ESL. In fact, we believe the strength of our ESL program targeting international students is that it is not stand-alone, but allows international students to take courses in their areas of interest alongside native English speakers and receive ESL support while doing so. This position will help to develop and teach these co requisite support courses.</p> <p>On the non-credit side, there is a need for an ESL-trained instructor to develop and teach short-term customized training programs for international partner institutions as well as to teach non-credit ESL courses for adult</p>

	<p>learners on the island.</p> <p>*International students are defined by the system as those who have Citizenship Type = 'Non-Citizen', or Citizenship Type = 'US National or CFAS Citizen', and Nation of Citizenship equal to Palau, Marshall Islands, or Federated States of Micronesia. Resident aliens are not included as international students. Citizenship status is self-reported by the student.</p>
<b>Cost and Vendor</b>	\$54,084 (annual salary for full-time instructor starting at C2). OCET may contribute about 30% of that cost (\$16,225) based on non-credit ESL courses taught
<b>Annual Recurring Cost</b>	Per UPHA Contract
<b>Useful Life of Resource</b>	
<b>Person(s) Responsible and Collaborators</b>	Kyoko Ikeda - International Program Coordinator, Mary Alexander – English Program Coordinator
<b>Timeline</b>	Fall 2019

**\*An approved ITAC Request Form must be attached for all technology requests**

<b>Program Goal</b>	<ul style="list-style-type: none"> <li>- Increase enrollment of international students (system definition) 3% every year</li> <li>- Increase enrollment of international students (F-1) 10 % every year</li> <li>- Maintain short-term customized program offering at about six groups a year unless with additional personnel resource</li> <li>- Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 students</li> <li>- Provide events and PD opportunities to enhance international awareness of our faculty and staff</li> </ul>
<b>Resource Requested*</b>	<p><b>Full-time, tenure-track International Education Coordinator position</b></p> <p>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-</p>

	<p>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.</p> <p>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</p>
<b>Cost and Vendor</b>	
<b>Annual Recurring Cost</b>	Per UPHA Contract
<b>Useful Life of Resource</b>	
<b>Person(s) Responsible and Collaborators</b>	Calvin Shirai – Director, Office of Continuing Education and Training
<b>Timeline</b>	Fall 2019