International Program

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY of HAWAIʻI®
KAUAʻI
COMMUNITY COLLEGE

1. Program or Unit Description

The International Program at Kaua'i Community College consists of the following four major pillars, and strives to fulfill the UH System International Program mission statement below as well as the KauaiCC International Program mission statement.

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.

"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 Program Mission Statement

Kaua'i Community College International Program distilled the system mission statement to the following:

"Kaua'i Community College International Program offers our island as well as the world as the classroom by nurturing partnerships and expanding our 'ohana that are committed to preparing students to be locally and globally engaged citizens.

What is the target student or service population?

1. Students from our international partner institutions
2. Prospective and current international students
3. KCC students
4. KCC students and faculty/staff
(Based on the 4 areas of the International Program mentioned above)

2. Analysis of the Program/Unit

AY/FY 2021 was the most challenging year for the international program as the global pandemic stopped the movement of people which was at the foundation of the program. This external factor defined the parameter of the program especially at

the beginning of the year, with a silver lining for new possibilities (e.g. new collaboration and online offering) towards the end of the year.

1) Short-term Customized Training (OCET)

Demand	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
# of groups served	7	8	5	7	3
# of students served	94	82	61	100	17

Efficiency	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
# of community partnerships	28	30	35	39	8
# of successful homestay placements	100%	100%	100%	100%	N/A
Total # of weeks groups on island	15.5	16	11	12.5	0*

Effectiveness	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Program evaluation / overall Satisfaction	100%	100%	100%	100%	100%
Revenue generated	$63,321	$52,048	$40,024	$50,680	$3,602

Demand: We had been on an upward momentum for further growth in this area prior to the pandemic and were scheduled to offer nine programs in FY2021. However, as mentioned earlier, the global pandemic literally stopped the movement of people, and we had to cancel all nine programs scheduled for the year. It was not only the travel restrictions that made it difficult for students to travel to the US for customized training, but also uncertainty about the illness and absence of vaccine/treatment early in 2020 and 2021 did not make studying abroad a prudent option for institutions and students. Also, as our partner institutions were also grappling with handling the pandemic at their own institution, they expressed that they were "too busy" to plan international programs/exchanges. That preoccupation with handling the pandemic started to ease from around the middle of AY2021. Our partner schools started to reach out to us with possible online programming and cultural exchanges.   As a result, we offered three online programs that are designed not necessarily as the online version of the program that we had offered in the past, but more as a unique program to meet the needs of our partner institutions at this time and mutual desire to continue to nurture partnerships during the pandemic.

Efficiency: We continued to work with community partners to offer place-based programs even though the modality shifted to online this year. Though we didn't have any groups/students on the island this year, we spent a total of seven weeks with a total of seventeen students who participated in two programs.

Effectiveness:

We asked participants and instructors who participated in our online program to complete our program evaluation. The results show that they were very satisfied with our online program and cultural exchange. In the survey, we assessed the key program learning outcomes. In all areas, 100% of participants increased their knowledge and understanding of Hawaiian culture and history as well as heightened awareness of their own culture and history. For more detailed information about program evaluation, please contact the international program coordinator.

Areas to improve / grow: This opportunity to design an online program was a silver lining in the pandemic which taught us about what is possible even in the post-pandemic world. For example, we all agreed that the online program can be incorporated into our future in-person programs as a pre-departure program, which better prepares students for their actual experience on Kauai. Our partner schools have also expressed interests in paying for these online programs for students that are not able to travel to Kauai but want to learn. As we begin to plan for FY 2023, we not only see return of groups to the island but with a possibility of offering a more value-added, blended learning model to our existing in-person program model.

2) International Student Recruitment and Support

Demand	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
# of International student (System definition)	21/24	22/28	34/29	29/34	24/14
# of international student (F-1)	0/2	2/5	7/5	11/8	3/3 (5/5)*

Efficiency	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
# of recruiting agents	0	0	3	3	3
# of recruitment partnerships (RP)	2	3	5	6	6
# of recruitment outreach	0	10	6	7	6
# of international student office visits/virtual meetings	No data	No data	Approx. 320 visits	Approx. 400 visits	Approx. 20

Effectiveness	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
# of F-1 students matriculate through RA	0	0	1/1	1/1	0
# of F-1 students matriculate through RP	2	2	2/3	5/3	0 (2)*
# of students placed into housing through our resources	2	2	3/4	5/3	0

Demand: The area of international student recruitment also was hit hard by the global pandemic. It was not only the travel restrictions that made it difficult for students to come to the US, but also the suspension of visa operations by US embassies and consulates around the world made it impossible for students to pursue education in the US as they were unable to obtain a student visa. We had seven successful applications, however, given the challenges mentioned above, we were not able to welcome any new F-1 students to come study on Kauai this academic year. On a positive note, two students decided to study with us online from their home country. The three F-1 students we had for this academic year are continuing F-1 students, and the figure below which indicates five students includes two new international students who decided to start their study in their home country via online.

Efficiency: During this challenging year where student mobility seemed impossible, we focused on maintaining and deepening working relationships with our recruiting agencies and partners by sharing information about ever-changing COVID related policies at both international as well as institutional levels. We engaged in virtual meetings and information sessions, which we did not focus on prior to the pandemic.   This new avenue of communication and outreach has opened our eyes to what is possible in international recruitment and has definitely a silver lining amidst the pandemic. The amount of office visits by students inevitably dropped given the pandemic, however, technology such as Zoom made it easy to meet with both current and prospective students.

Effectiveness: We continue to successfully recruit students from our recruiting partnerships we have developed over the years (list of recruitment partnerships available upon request). All seven successful applications (including two that enrolled and started their study with us online) were through recruitment partnerships. This is a good sign that our partnerships are working though it didn't lead to enrollment because of the pandemic.

Areas to improve/grow: We are right on track with our strategic plan for international recruitment.   AY2019 to AY2021 were dedicated to start our initial work with recruitment agents with the focus on our most familiar market: Japan market. Then from AY 2022, we venture out to other international markets based on market research. I am working with the Study Hawaii consortium to conduct market research and expand our reach to markets such as China, South Asia and Brazil. Given our very limited budget, working with the Study Hawaii consortium seems like the most cost-effective way to implement our phase II of international recruitment plan.

In the next reporting cycle of CPR, we should include international applications as well as conversion rates to enrollment so that we can measure our effectiveness in international recruitment. Also, we need to develop ways to track international student support services that the campus offers which will require collaboration with the Student Affairs division to receive data of international student advising, as well as mental health services.

     3) Study Abroad

Demand	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
Total # of studied abroad	10	21	2	4	2
# of students on KCC exchange program	0	2	1	3	0
# of students on UHCC study abroad programs	2	3	no data	no data	no data
# of students on other programs	0	2	1	1	2
# of students in faculty-led programs	8	14	0	0	0
# of faculty-led programs	1	3	0	0	0
Efficiency	**AY 2017**	**AY 2018**	**AY 2019**	**AY 2020**	**AY 2021**
# of outreach (events, workshops, class visits, social media posts)	no data	no data	8	7	4
# of office visits, virtual mtg, email inquiries by KCC students	no data	no data	48	48	30
Effectiveness	**AY 2017**	**AY 2018**	**AY 2019**	**AY 2020**	**AY 2021**
Post program essay/presentations					

Demand: The area of study abroad was also hit hard by the pandemic for the same reasons as other areas of the program mentioned above. In AY 2020, we were ready to launch our first faculty-led study abroad through OCET. This was supposed to serve as a new model for our faculty-led study abroad, as OCET handles the logistics and our credit-side faculty provide the content expertise. However, that has been put on hold. Student exchange opportunities that are offered through the UHCC system office as well as our campus continued to accept student applications while we worked closely with our partner institutions to gather information and consider the possibility of student exchange despite the pandemic. While the uncertainty around international travel and visa issues continued, many of our study abroad partner schools quickly pivoted and started offering an online option to our students who are interested in studying at their institution. As a result, we ended up not sending students to our study abroad partner institutions, but two students registered and completed their online program.

Efficiency: Most of the outreach for online study abroad opportunities were done via email as well as an updated website. Students interested in the opportunity were invited to make an appointment to meet with me via zoom. Because of COVID, the coordinator met with study abroad applicants numerous times to answer their questions and concerns, many of which were COVID related questions and concerns.

Effectiveness: I have developed a student evaluation survey to monitor the quality of our study abroad program, and a survey to receive feedback from our partner institutions to identify areas to be improved. However, it has not been implemented due to cancellation of

programs and the transient/ temporary nature of the online programs offered this year, which doesn't serve as a reliable baseline for program analysis.

Areas to improve/grow: To better understand the demand for study abroad opportunities, we should start tracking the number of inquiries and applications from the next CPR reporting cycle.

4) Internationalization/ International Partnerships

Demand	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
Total # of international events	12	8	6	7	4
Total # of event participants	1093	457	365	425	222
Total # of active international partnerships and agreements	20	23	27	29	30
# of international guests	No data	No data	23	13	24*

Efficiency	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
# of campus and community stakeholders involved in hosting international events as well as international guests	No data	no data	No data	No data	13

Effectiveness	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
Event evaluation	No data	no data	No data	No data	Not collected
Program specific survey	No data	no data	No data	No data	Scheduled AY 2022
Partner school survey	No data	no data	No data	No data	Conducted via zoom

Demand: The area of internationalization and international partnerships was the area least impacted by the pandemic. Prior to the pandemic, representatives from institutions travelled to meet with their international partners to discuss partnership ideas and framework. While the pandemic stopped the movement of people, it made certain technology such as Zoom readily available and accessible globally, making it easy for institutions across the globe to meet more frequently to exchange ideas. We had a record number of international meetings all virtually this academic year, to discuss ideas for future collaboration and partnerships.   Though virtual meetings can not replace the face-to-face aspect of relationship/partnership building, they certainly served as the needed bridge to maintain our partnership and will continue to be the main tool with which we build international partnerships in the post-pandemic world. The total number of virtual meetings is not reflected in this report, as that was not identified as demand for the program prior to the pandemic. However, going forward, this will be tracked as one of the

program demands as virtual meetings will continue to be one of the ways we engage with international partner institutions even post pandemic.

Toward the end of this academic year, our partner school requested virtual cultural exchange with our college, and we were able to engage our early childhood education class as well as a group of KCC students in cultural exchanges with students from our partner institutions.

Our campus also collaborated with the UHCC as well as the UH system international education committees to offer virtual international events during the International Education Week, where many of our students participated in events offered not only by our campus but other UH campuses. This model of collaboration, rather than each campus planning their own, may become the new normal for international events, as this allows for a wider range of international events to our students.

Efficiency: As mentioned above, we carried out the International Education in collaboration with the UHCC and the UH system International Education Committees. Through this collaboration, we were able to offer more events with a wider range of topics. This is a more efficient way to offer international education opportunities to our students than hosting events by an individual campus. Even after the pandemic, the type of collaboration should continue to provide more opportunities with less effort by individual campuses.

Effectiveness: This academic year, the system/UHCC international education committee decided not to conduct event evaluation. So, no data was collected. However, as we foresee this collaborative and online/hybrid model of the International Education Week to be the new normal, I will suggest to the system committees to conduct surveys to measure the effectiveness of international education events. Also, a survey template for our partner schools was developed for customized programs that we offer. However, we did not administer the survey this year as we do not have any in-person programs. As for a non-program specific survey to gauge general satisfaction level of our partner schools and to receive feedback on our programming, communication and services, the coordinator decided to meet via zoom instead of conducting a survey. The coordinator met will all the active partner schools as a way to nurture partnerships, discuss pandemic-related concerns and the future of partnerships and programs. And the feedback received are noted to improve future communications as well as development of new programs.

Areas to improve/grow: As mentioned earlier, a system-wide collaboration in offering international education opportunities should be encouraged to continue. Also, regular meetings with partner schools may be a better way to engage with our partner institutions instead of sending out a survey, as new ideas seem to come out of conversations. This will be included in the action plan for the next reporting cycle.

3. Program Student Learning Outcomes or Unit/Service Outcomes

In this section, Program Student Learning Outcomes (PSLO) and Program Outcomes (POs) are discussed in each of the four areas of the programs.

1. **Short-term Customized Training (OCET)**
   a. (PO) Provide quality customized training that meets the needs of our partner institutions
      i. Assessed during this APRU cycle (yes or no) - YES
      ii. Findings - MET PO (Benchmark: Student/Faculty program evaluation show 100% overall satisfaction)
      iii. Improvements implemented - N/A
      iv. Next assessment date - AY 2022

2. **International Student Recruitment and Support**
   a. (PO) Kauaʻi Community College will be visible and accessible to prospective students through our website and other marketing platforms and collaterals
      i. Assessed during this APRU cycle (yes or no) - YES
      ii. Findings - MET PO (Benchmark: Completion of updated websites, development of collateral materials)
      iii. Improvements implemented
         1. Website updated, new page for COVID-19 Q & A created
         2. Partnered with Study Hawaii Consortium
         3. Zoom information sessions to recruiting agents
      iv. Next assessment date - AY 2022
   b. (PSLO) International students will demonstrate knowledge about their immigration status and understand the requirements for maintaining their visa status in good standing.
      i. Assessed during this APRU cycle (yes or no) - YES
      ii. Findings - MET PO (Benchmark: no students that became out of status due to lack of knowledge about immigration requirements)
      iii. Improvements implemented - COVID related Q – A was created on our website to inform both new and current international students
      iv. Next assessment date - AY 2022
   c. (PSLO) International students will demonstrate success by maintaining satisfactory academic progress.
      i. Assessed during this APRU cycle (yes or no) - YES
      ii. Findings - MET PO (Benchmark - no students that became out of status due to poor academic performance)
      iii. Improvements implemented - N/A
      iv. Next assessment date - AY 2022

3. **Study Abroad (This area was not accessed due to cancellation of outbound programs)**
    a. (PO) Students are aware of study abroad programs and scholarships available
        i. Assessed during this APRU cycle (yes or no) - NO
        ii. Findings - N/A
        iii. Improvements implemented - N/A
        iv. Next assessment date - AY 2022
    b. (PO) Facilitate successful application for study abroad programs and scholarships
        i. Assessed during this APRU cycle (yes or no) - NO
        ii. Findings - N/A
        iii. Improvements implemented - N/A
        iv. Next assessment date - AY 2022
    c. (PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return
        i. Assessed during this APRU cycle (yes or no) - NO
        ii. Findings - N/A
        iii. Improvements implemented - N/A
        iv. Next assessment date - AY 2022

4. **Internationalization and International Partnerships**
    a. (PO) Provide international resources and services to the campus community
        i. Assessed during this APRU cycle (yes or no) - YES
        ii. Findings - The campus community was informed of international events via email and website as shown by participation in international events.
        iii. Improvements implemented - None
        iv. Next assessment date - AY 2022

4. Action Plan

Action Plans for AY 2021 and Outcomes and until AY 2023 (end of 5-year CPR cycle)

1. **Short-term Customized Training (OCET)**
   a. Program Goal/ Priority: Maintaining a robust OCET international program by offering quality place-based educational programs. Strive to be a leading agency of placed-based, educational tourism on the island.
   b. Alignment with KauaiCC institutional goals/priorities: Goal 14
   c. Action Plan for AY 2021 and Outcome:
      i. Develop and implement online program evaluation for students/faculty escorts as well as my counterpart – Surveys developed and implemented.
      ii. Offer online programs as an alternative to face-to-face programs until international travel resumes. - Implemented
      iii. Develop a series of introductory online classes that can be offered as part of our abovementioned online programs but also as an orientation/pre-program learning post pandemic. Pick a couple of topics that are popular among visiting students.
         1. Life on the island - Completed
         2. History of Hawai'i – Completed
         3. Culture of Hawai'i – Completed
   d. Action Plans for AY 2022
      i. Develop Business Plan for International Program
      ii. Continue to offer online program as an alternative to face-to-face programs until international travel resumes
      iii. Plan post-pandemic programs (Fall 2022 – Spring 2023) with partner institutions
      iv. Develop at least one new partnership
      v. Create 3 more recorded online classes that can be used for online programs and pre-departure orientation.
   e. Action Plans until AY 2023
      i. Have a fully functioning online program evaluation for students/faculty escorts as well as their coordinators to monitor our effectiveness and report accordingly in APRUs and CPR.
      ii. Develop one new partnership/program in partnership with Hawai'i Tourism Japan to expand our reach.

2. **International Student Recruitment and Support**
   a. Program Goal/ Priority:

       i.   To establish a lean and effective international student recruitment and support team that span from admission to completion

      ii.   Increase enrollment of international students (F-1) 10 % every year

     iii.   Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 students

b. Alignment with KauaiCC institutional goals/priorities: Goal 21, Goal 12,

c. Action Plan for 2021 and Outcomes

       i.   Add 1 new recruitment partnerships (RP) - completed

      ii.   Research and submit a proposal to the cabinet for offering online certificates and possibly degrees to international students – Ongoing: the system is addressing the international tax liability issue in offering online programs outside of the US.

     iii.   Engage with existing RPs and conduct at least three (3) online seminars and workshops for them to keep them informed and engaged despite the pandemic - Completed

     iv.   Participate in at least one (1) online recruitment fairs/outreach event

          1. As we are in the spending freeze, the coordinator will look for free online platform - Completed

      v.   Create a draft work-flow/ communication plan among KauaiCC personnel involved in international student support – Completed

     vi.   Establish partnerships within UHCC to offer ESL programs and classes and formalize the partnerships with proper MOUs. The coordinator will work with VCSA Ms. Sanchez to move this forward – Completed (No MOU but official memo outlining the process for assessing, advising and placing ESL students to appropriate classes)

d. Action Plans for AY 2022

       i.   Add at least new recruitment partnership (RP)

      ii.   Continue to research and push for offering online certificates/degrees to international students

     iii.   Add certificate programs to the programs of study via SEVIS recertification process (May 2022)

     iv.   Engage with existing RPs and conduct at least three (3) online seminars and workshops for recruitment

      v.   Add one more housing resource for international students

e. Action Plans until 2023

       i.   Have a final work-flow/communication plan among KauaiCC personnel involved in international student support, and publish the International Student Support team on our website

      ii.   Increase recruitment partnerships (RP) by at least three (3)

     iii.   Have our ESL support model published on our website

     iv.   Establish and utilize at least one additional social media account to market our program to potential international students.

      v.   Add certificate programs to our programs of study via the SEVIS recertification process

      vi.   Review our international student health insurance policy and process and opt for a mandatory plan if deemed necessary

3. **Study Abroad**
   a. Program Goal/ Priority: Increase and diversity study abroad offerings to prepare our students to be globally engaged citizens
   b. Alignment with KauaiCC institutional goals/priorities:
      i. Goal 8 (job placement)
      ii. Goal 17 (use study abroad as a recruitment tool)
   c. Action Plan for 2021:
      i. Improve KauaiCC study abroad website by including testimonials by students – not completed
      ii. Add one more student exchange partner institution – completed
      iii. Work with the campus marketing team to promote our study abroad programs and increase visibility in the community/prospective students. - ongoing
      iv. Develop a student evaluation/survey – developed but not implemented due to cancellation of outbound programs
   d. Action Plans for AY 2022
      i. Improve KauaiCC study abroad website by including 2 testimonials by students who participated in Otago, University of the Ryukyus
      ii. Facilitate successful student applications to our exchange programs as well as summer programs
   e. Action Plans until 2023
      i. Increase student exchange institutions by 2 and new destinations by at least 1.
      ii. Establish a campus scholarship fund to support KCC students who wish to study abroad

4. **Internationalization / International Partnerships**
   a. Program Goal/ Priority:
      i. Provide events and PD opportunities to enhance international awareness among our family and staff
      ii. Guided by a clear organizational structure (the coordinator, office, committee) and strategic plan to grow the program
   b. Alignment with KauaiCC institutional goals/priorities: Goal 16, Goal 21
   c. Action Plan for 2021 and Outcome
      i. Have the program mission statement, PLO/PSLO reviewed and approved by the campus IEC. - ongoing
      ii. Brainstorm actions and goals for the next CPR reporting cycle (2023 - 2028) with the campus IEC and have a draft strategic plan to be further examined in AY 2022 - ongoing
      iii. Implement the new metrics to measure efficiency and effectiveness in this area, by tracking the number of stakeholders involved in international events and hosting international guests, conducting event

          evaluations, as well as developing surveys and sending them to our partner institutions – completed with modification to conduct online meetings with partner institutions instead of online surveys

    d. Action Plans for AY 2022
   - i. Have the program mission statement, PLO/PSLO reviewed and approved by the campus IEC. - ongoing
   - ii. Brainstorm Actions and Goals for the next CPR reporting cycle (2023 - 2028) with the campus IEC and have a draft strategic plan to be further examined in AY 2022 - ongoing
   - iii. Host International Education Week events

    e. Action Plans until 2023
   - i. Have a finalized strategic plan and action plan for the program for 2023 - 2028.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☑ **I am NOT requesting additional resources for my program/unit.**

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ **I am requesting changes to the SOC codes/occupations listed for my program/unit.**