

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE



<<International Education>>

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 Kaua'iCC 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 2022 continued to be a challenging year for the international program as the global pandemic stopped the movement, impacting the foundation of the program. This external factor defined the parameter of the program, however, we pivoted and explored new possibilities such as new collaboration and development of online programs.

1. Short-term Customized Program

Demand	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
# of groups served	8	5	7	2	3

# of students served	82	61	100	17	36
Efficiency	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
# of community partnerships	30	35	39	8	10
# of successful homestay placements	100%	100%	100%	N/A	N/A
Total # of weeks groups on island	16	11	12.5	0	0
Effectiveness	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Program evaluation / overall Satisfaction	100%	100%	100%	100%	100%
Revenue generated	\$52,048	\$40,024	\$50,680	\$3,602	\$4,664

Demand: FY 2022 was projected to be the busiest year with a plan to welcome eight to nine groups and over one hundred twenty students. However due to the pandemic, all in-person programs were cancelled. We quickly pivoted and started to develop online programs in FY2021, and in FY2022, we offered three online programs to thirty-six students.

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, we spent a total of eight weeks with a total thirty-six students who participated in the three programs.

Effectiveness:

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

Areas to Improve/Grow:

We foresee a new challenge on the horizon – a weaker yen against US dollars. This automatically raise the cost of programs for our partner schools in Japan by about 50% plus the inflation and the rising cost of hotels on the island. The higher cost of running the program may be an external factor that will impact this area of the international program. We plan to get through this challenge by staying in close communications with our partner schools and by working with our community partners to find more reasonable accommodation for our groups.

2. Credit-side International Student Recruitment and Support

Demand	AY 2018	AY2019	AY2020	AY 2021	AY2022
# of International student (System definition)	22/28	34/29	29/34	24/no data*	23/ no data*
# of international student (F-1)	2/5	7/5	11/8	3/3	8/10

Efficiency	AY 2018	AY2019	AY2020	AY 2021	AY2022
# of recruiting agents	0	3	3	3	3
# of recruitment partnerships (RP)	3	5	6	6	7
# of recruitment outreach	10	6	7	6	7
# of international student office visits/virtual meetings	No data	Approx. 320 visits	Approx. 400 visits	Approx. 20	Approx. 300
Effectiveness	AY 2018	AY2019	AY2020	AY 2021	AY2022
# of F-1 students matriculate through RA	0	1/1	1/1	0	4
# of F-1 students matriculate through RP	2	2/3	5/3	0	2
# of students placed into housing through our resources	2	3/4	5/3	0	5

*no data was available from the system for Spring semester international enrollment

Demand: In AY2022, our credit-side international enrollment bounced back to pre-pandemic level despite the continuing impact of the pandemic, with eight F-1 students in Fall 2021 and eleven in Spring 2022.

Efficiency: We also increased the number of recruitment partnerships. Thanks to wide-spread use of teleconferencing technology like Zoom, I was able to meet with both current and prospective students via zoom, allowing more follow up communication and student support. In AY2022, our office became much needed space for international students to engage in social gathering and in-person conversations, as many of their classes were still offered online. I was able to see our students at least twice a week and check on their academic and personal wellbeing.

Effectiveness: In AY2022, we started reaping the benefits of recruitment partnerships and recruiting agents. We had four students that matriculated through our recruiting agencies and two students through our recruitment partnerships such as partner institutions. We were able to assist all five students who needed housing on the island to find housing through our housing resources.

Areas to Improve/Grow:

We hope to continue to nurture our relationships with our recruitment partners and recruitment agencies in Japan, while exploring ways to expand our recruitment partnerships and agencies beyond Japan. The focus on Japan in terms of establishing recruitment partnerships was part of our five-year business plan, and we plan to expand our reach to other promising markets from next year. We are hoping to expand outreach to other East Asian markets such as South Korea, Taiwan and China. With no marketing budget, I leverage our membership with Study Hawaii consortium to reach this market.

In the next reporting cycle of CPR, we will include the number of international applications as well as conversion rates to enrollment so that we can measure our effectiveness in international recruitment and identify specific areas for improvement.

3. Study Abroad

Demand	AY2018	AY2019	AY2020	AY2021	AY2022
Total # of studied abroad	21	2	4	2	9
# of students on KCC exchange program	2	1	3	0	3
# of students on UHCC study abroad programs	3	no data available from system	no data available from system	no data available from system	no data available from system
# of students on other programs	2	1	1	2	6*
# of students in faculty-led programs	14	0	0	0	0
# of faculty-led programs	3	0	0	0	0
Efficiency	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022
# of outreach (events, workshops, class visits, social media posts)	no data	8	7	4	8
# of office visits, virtual mtg, email inquiries by KCC students	no data	48	48	30	65
Effectiveness	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022
Post program essay/presentations					

Demand: We continued to experience the impact of the pandemic in AY 2022, especially in the area of short-term study abroad. The Otago summer program was offered via online, and we had six participants. Our long-term (a year-long) student exchange resumed in AY2022, and we had three students that went on the exchange.

Efficiency: Despite the pandemic, the interests among our students to study abroad seems strong and I had over sixty offices visits/virtual meetings and email inquiries from KCC students interested in studying abroad as well as students who applied for study abroad programs.

Effectiveness: We implemented student evaluation for the Otago summer program, and were pleased with the results of 100 % student satisfaction of the program. We also asked how we are supporting our students and we received all positive feedback. In AY2022, we developed a student survey for outbound study abroad students, and it will be implemented from AY2023.

Areas to Improve/Grow: As we expect international travel to return to “normal”, we want to revisit our pre-pandemic plan to offer faculty-led study abroad programs through OCET. KauaiCC used to have a robust faculty-led study abroad programs to Japan and within Polynesia (New Zealand, Easter island, etc.) We would like to open this opportunity to both KauaiCC students and also community members seeking lifelong learning opportunities.

4. Internationalization/International Partnership

Demand	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022
Total # of international events	8	6	7	4	20
Total # of event participants	457	365	425	222	300
Total # of active international partnerships and agreements	23	27	29	30	30
# of international guests	No data	23	13	0*	3
Efficiency	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021
# of international meeting via teleconferencing technologies				24	30
Effectiveness	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021
To be developed					

Demand: The area of internationalization and international partnerships was the area least impacted by the pandemic. We had a very vibrant international education week filled with online events across the UH system and was well attended by KauaiCC students. We signed a new international student exchange agreement with the University of Niigata Prefecture, adding another destination for our students to study abroad. We welcomed Mr. Takenaka, our long-time donor and philanthropist, and his staff this academic year, and we celebrated our 30 years of partnerships.

Efficiency: While the pandemic stopped the movement of people, it made teleconferencing technologies and platforms 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 thirty international meetings virtually this academic year to discuss ideas for collaborations and partnerships.

Effectiveness: Last year, we decided to engage with our partner schools via online meetings instead of a survey as a way to continue to strengthen our partnership. In this academic year, the coordinator met with most of our partner schools online as a way to nurture our relationships, receive feedback and share ideas for future collaboration. The conversations were very generative, and we have some new ideas that we plan to implement in the coming academic years.

Areas to Improve/Grow: In AY2023, we hope to offer more in-person international events in combination with online international events. During the pandemic, we started offering online international events and enjoyed a wider reach that online modality offered. Now that the pandemic is under control and we are able to get together in-person, we plan to offer more in-person events to bring more life and energy to our campus.

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 – For all online video contents, we added English captions as requested by last year’s participants
 - iv. Next assessment date - AY 2023

2. International Student Recruitment and Support

- a. (PO) Kaua’i 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
 2. Partnered with Study Hawaii Consortium
 3. Zoom information sessions to recruiting agents
 - iv. Next assessment date - AY 2023
- 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
 1. Online predeparture orientation
 2. Orientation upon arrival
 3. Regular email to all international
 4. IS110 class through Kipaipai program for all incoming international students
 - iv. Next assessment date - AY 2023
- 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 2023

3. Study Abroad

- a. (PO) Students are aware of study abroad programs and scholarships available
 - i. Assessed during this APRU cycle (yes or no) - Yes

- ii. Findings – MET PO (Benchmark: program application and scholarship application)
- iii. Improvements implemented – N/A
- iv. Next assessment date – AY2023
- b. (PO) Facilitate successful application for study abroad programs and scholarships
 - i. Assessed during this APRU cycle (yes or no) - Yes
 - ii. Findings – MET PO (Benchmark: successful program application and scholarship application)
 - iii. Improvements implemented – N/A
 - iv. Next assessment date – AY 2023
- 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) – Yes
 - ii. Finding – MET PO (Benchmark: no students became out of status due to lack of knowledge about immigration and academic status, successful transfer of credits)
 - iii. Improvement implemented
 - 1. Pre-departure orientation
 - iv. Next assessment date – AY 2023

4. Internationalization and International Partnerships

- a. (PO) Provide international resources and services to the campus community
 - i. Assessed this APRU cycle (yes or no) – Yes
 - ii. Findings – MET PO (Benchmark: The campus community was informed of international events via email and website as shown by participation in international events)
 - iii. Improvements implemented – N/A
 - iv. Next assessment date – AY 2023

4. Action Plan

Action Plans to be Completed by Next CPR (AY 2023)

1. Short-term Customized Training (OCET)

Program Goal/ Priority:

- a. 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. This program goal and priority is in alignment with KauaiCC institutional goals/priorities Goal 14.

Action Plans by AY 2023:

- Develop online program evaluations for students and faculty escorts for our short-term customized training programs and implement them starting AY2023
- Develop one new partner schools to offer short-term programs
- Visit our partner school to discuss post-pandemic programming and address foreseeable challenges such as inflation, rising costs, and exchange rate. (May 2023)
- Address high cost of accommodation by securing one to two hotels/condos that offer discounted rate for our groups and innovative ideas to house visiting students through community partnerships
- The coordinator completes Destiney training and starts data input for more accurate reporting

2. International Student Recruitment and Student Support

Program Goal/Priority:

- a. Establish a lean and effective international student recruitment strategy and support team that span from admissions to completion.
- b. Increase enrollment of international students (F-1) by 10% every year
- c. Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 student
- d. These program goals are in alignment with KauaiCC institutional goals/priorities Goal 21, Goal 12

Action Plans by AY2023

- Advocate for more in-person classes to be offered so that international students (F-1) have enough in-person classes to meet their F-1 requirements.
- Re-engage with recruitment agencies and recruitment partners via in-person visits and meetings and strategize recruitment in the post-pandemic world. (May 2023)
- Attend at least one recruitment fair per year
- Increase recruitment partnerships by at least one a year
- Develop a final work-flow/communication plan among KauaiCC personal involved in international student support
- Create a visual of our ESL support model and publish it on the web

3. Study Abroad

Program Goal/Priority:

- a. Increase and diversify study abroad offerings to prepare our students to be globally engaged citizens
- b. This goal is in alignment with Kauai CC institutional goal number 8 (job placement) and goal 17 (use study abroad as a recruitment tool)

Action Plans by AY2023

- Increase student exchange institution/study abroad partner schools by two and at least one of them is in a country that we currently don't have exchange agreement with
- Visit our exchange partner schools to learn about their student support services and establish a mutually agreed upon emergency plan (May 2022)
- Establish a campus scholarships fund that can support KCC students who wish to study abroad
- Improve KauaiCC Study Abroad webpage by including at least one testimonial for each of our study abroad program (Otago summer program, University of the Ryukyus, Yamaguchi University)

4. Internationalization/International Partnerships

Program Goal/Priority:

- a. Provide events and PD opportunities to enhance international awareness among our faculty and staff
- b. Guided by a clear organizational structure (coordinator, office, committee) and strategic plan to grow the program
- c. These goals and priorities are in alignment with KauaiCC institutional goals/priorities number 12 and 21.

Action Plans by AY 2023

- Develop a strategic plan and action plan for 2024 – 2028, and reviewed by the campus IEC

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.

- International Student Recruitment and Marketing Budget (\$8,650)
 - Annual Budget: \$8,650
 - Breakdown:
 - Participation in Study Abroad Fair in-person or virtual- \$4,000
 - Recruitment-related International Travel - \$4,000

- Study Hawaii Consortium Membership - \$650 /year
- Reason for this request: In the past, the revenue from the short-term customized training (OCET) was used to fund recruitment efforts for the credit side. This includes recruitment trips, participation in recruitment fairs, and advertisement. However, it has long been suggested that the credit side should fund/contribute to recruitment efforts to bring in credit side international students. I request an annual budget of \$8,650 allocated for international recruitment efforts. Study Hawaii is a consortium of Hawaii based schools to promote Hawaii as a study destination. Membership to the consortium provides access and representation at various virtual study abroad fairs as well as inclusion on their web platform as well as social media. As international students pay non-resident tuition as well as bringing in international perspectives to our campus life and classrooms. So, the return on investment is high both in terms of tuition money as well as intangible benefits such as internationalization of our campus.
- Subscription to NAFSA International Student Advisor's Manual
 - \$435/individual per year
 - Reason for this request: This manual will assist all Designated School Officials /DSOs (Kailana Soto, Shaunte Sadora, Kyoko Ikeda-Chun, Wade Tanaka) in correctly interpreting immigration policies that applies to international students and advising students accordingly.
 - Note: The subscription to this manual is per individual, but given the price, I propose to start by having a subscription under our registrar Kailana Soto's name for this year, and other DSOs will contact Kailana with questions then she can look it up for us. If we find this manual to be indispensable for our job, then we can consider each of us having subscription to the manual

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.