

Comprehensive Program Review 2023



<<International Program >>



UNIVERSITY of HAWAII*
KAUA'I
COMMUNITY COLLEGE

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

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name: International Program

Assessment Period: 2019 –2023

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.

How does your campus program or unit support the college mission?

In a world that is increasingly interconnected, it is crucial that KauaiCC fulfills its mission with the global community in mind. Our program supports our local students to learn about the world via campus events, interaction with international students and study abroad opportunities. We also invite students from around the world to study at our campus, and provide opportunities for them to learn from Hawaii. Our program also serves as a resource for our community for intercultural and international exchange by leveraging our partner institutions across the Pacific.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

- APRU submitted in October 2022, but no recommendations.
- In the previous CPR, the need for improving and developing better metrics to evaluate demand, efficiency and effectiveness was identified, and the coordinator worked with the institutional researcher to improve and develop metrics to be used for the next reporting cycle (2019-2023). The metrics are used in this CPR.

Describe program or unit changes made as a result of these recommendations.

N/A

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 1
	Faculty (Lecturers):
	Staff:
Date Website Last Reviewed/Updated	March, 2023
Brief History of Program	Until the College hired a full-time International Program 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 Program 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. International Program at Kauai Community College overarches credit programs as well as non-credit programs offered through OCET. The International Program consists of four major pillars: 1) short-term international programs offered through OCET; 2)

	recruitment and support of credit side international students; 3) promoting study abroad opportunities; and 4) advancing internationalization of education at the college.
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For Non-Instructional Programs ONLY

<p>Community Partnerships, Advisory Committees, etc.</p>	<p>Community Organizations</p> <ul style="list-style-type: none"> ● National Tropical Botanical Garden ● Waipa Foundation ● Na Kalai Waa o Kauai ● Boys and Girls Club ● Kauai Japanese Culture Society ● Kauai Yamaguchi Kenjinkai ● Grove Farm Plantation Museum ● Kauai Museum ● Samuel Mahelona Memorial Hospital ● Kauai Veterans Memorial Hospital ● Friendship House ● Regency at Puakea ● Office of the Mayor ● Kauai Visitors Bureau ● Okinawa Ryukyu Matsuri Taiko ● Hanapepe Soto Zen Temple ● Malama Huleia ● Hui O Laka – Kokee State Park ● Habitat for Humanity ● Hui Maka‘āinana o Makana ● Iwikua ● Hui Alu ● Kauai Resource Conservation Program ● KCC Cogs <p>Local Businesses</p> <ul style="list-style-type: none"> ● Hawaiian Airlines ● Smith’s Kauai ● Kauai Kookie ● Common Ground ● Plantation Hale ● Akita Bus ● Hukilau Lanai Restaurant ● Kaua‘i Island Utility Cooperative (KIUC) <p>Kauai’s Schools</p> <ul style="list-style-type: none"> ● Tutu & Me Traveling Preschool ● Punana Leo Preschool ● Lihue Hongwanji Preschool
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	<ul style="list-style-type: none"> ● Na Pua Keiki Preschool ● Island School ● Wilcox Elementary School ● Kauai High School ● Kawaikini School <p>International Partner Schools and Organizations</p> <ul style="list-style-type: none"> ● Ishigaki City ● Suo Oshima Town ● University of the Ryukyus ● Yamaguchi University ● Yamaguchi Prefectural University ● Okinawa Christian University and Junior College ● Okinawa Prefectural College of Nursing ● National Institute of Technology – Toyama College ● National Institute of Technology – Toba College ● National Institute of Technology – Oshima College ● National Institute of Technology – Yuge College ● National Institute of Technology – Hiroshima College ● National Institute of Technology – Kagoshima College ● National Institute of Technology – Miyakonojo College ● Nagasaki University ● Otago Polytechnic ● Humber Institute of Technology & Advanced Learning
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Part III. Analysis of Quantitative Indicators

Include the five years of Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

- 1) Short-term Customized Programs – OCET Non-Credit

DEMAND	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
# of groups served	5	7	2	3	4
# of students served	61	100	17	36	96
EFFICIENCY	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
# of community partnerships	35	39	8	10	21
Percentage of successful homestay placements	100%	100%	N/A	N/A	N/A
Total of # of weeks groups on island	11	12.5	0	0	2.5
EFFECTIVENESS	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Program Evaluation Overall Satisfaction	100%	100%	100%	100%	100%
Revenues Generated	\$40,024	\$50,680	\$3,602	\$4,664	\$46,867

Demand:

- **General Trend until FY 2020** - This area of international program reached its highest number in the number of groups and students served in FY2020, and was projected to reach an even higher number in FY 2021. The senders of groups/students are our longstanding partner institutions in Japan. This growth on one hand was welcomed, however, on the other hand the international program with one full-time faculty with logistical support from OCET had reached its capacity and this was pointed out in APRU reports for FY 2018, FY 2019, and FY 2020. The program needed more resources (including staff) to support projected growth.
- **General Trend of FY 2021 and 2022** – The COVID pandemic stopped all in-person inbound short-term programs. We quickly pivoted and offered online programs to nurture our relationships with partner institutions during this difficult time. This opened our eyes to new possibilities of offering online programs even after the pandemic and also use contents developed during this in pre-departure orientations to add more value to programs we offer.

- **General Trend in FY 2023 and beyond** – As the pandemic became under control around the world, groups started to come back in FY 2023. Though all partner schools who had sent their students to Kauai (mostly from Japan) before the pandemic expressed strong desire to send students to Kauai, the post-pandemic drastic rise in the cost of hotels and other items, as well as weakening Japanese currency (yen) against US dollar posed new challenge to our partner schools. The international program coordinator works closely with those partner schools to look at ways to offer programs within their budget and look at short-term and mid-term plans to continue our fruitful partnerships by utilizing on-line exchange platforms and also innovative ways to offer programs (e.g. hybrid). We saw a significant trend among our existing partner schools as well as new partner schools (Otago Polytechnic and Humber College) to be interested in developing programs around the theme of indigenous values and sustainability. We offered a successful program for Humber College (Toronto, Canada) and this has the potential to expand to other indigenous-serving partner schools in Canada, New Zealand and Okinawa.
- **Strengths**
 - Strong, long standing partnerships with institutions in Japan. They have sent their students every year for over two decades
 - Dynamic, knowledgeable, personable, and engaging faculty that offer place-based learning experiences unique to Hawaii/Kauai.
 - New partnerships built with indigenous serving institutions in New Zealand and Canada.
 - We submitted a confirmation letter to accept a new group from Okinawa Christian University every year from AY2026
 - Potential growth area in offering place-based programs to indigenous serving institutions across the world and offer opportunities for Kauai students to learn alongside students from these institutions.
- **Areas to Improve**
 - There are demands for groups that include minors. As the new policy and guidelines on working with minors were announced, we need to understand and implement the campus procedure for all upcoming programs that include minors.
 - Currently, the international program coordinator is responsible for planning and implementing all short-term programs. As expressed in past APRUs, the program needs at least one more personnel to sustainably offer programs and to support future growth.

Efficiency:

- **General Trends from FY 2019 – FY 2023 on Community Partnership**– The motto and guiding value of our program is “our island is our classroom.” Students come to Kauai, because it is Kauai. They are interested in learning about the culture and history of this island as well as learning from the island and its people. So, in this program, we value nurturing relationships with various community organizations, business and

individuals and we bring students out of the four walls of conventional classrooms and use the entire island as our classroom. Each group has its own unique learning objectives and purposes, and thus each program has its unique set of community partners. On average, we work with close to 15 – 20 community organizations, businesses and individuals to offer a program. So, as the number of programs we offer grows, the number of community partners also grows.

- **General Trends from FY 2019 – FY 2023 on Homestay and Length of Stay**
Prior to the pandemic, all of our short-term programs included a weekend homestay with local families. This is one of the highlights for visiting students but also a way for local families to reconnect with their heritage or learn about new culture. The coordinator constantly looked for reliable host families to meet the increasing demand. Though the in-person program resumed in FY 2023, the homestay program didn't as we tried to figure out the best way to mitigate the risk of infection as well as we didn't understand the full implication of the new policy on working with minors and necessary background checks. Average length of stay for our visiting groups is 2 weeks. This may be shorter in the future in response to the rising cost of staying on Kauai.
- **Strengths** – Strength is the number of community partnerships that we have built over the years to offer quality place-based programs to our international partner schools. This is made possible by good communication, focus on relationship building, and identifying areas of collaboration that are mutually beneficial.
- **Areas to Improve** – Gain a full understanding of the new policy on working with minors so our program will be in compliance with the policy. This involves meeting with the Campus Responsible Officer and determining if we need background checks for short-term programs that have minor participants. We also want to determine if it is possible to continue to offer homestay experience to minor students under the new policy.

Effectiveness:

- **General Trend from FY 2019 – FY2013**
 - Program Evaluation - We asked participants and instructors who participated in our 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.
 - Revenue - Prior to the pandemic, our revenue was on a continuous upward trend, expecting the highest revenue in FY2021 in the history of the program. However, due to the pandemic, all in-person programs were canceled for FY 2021 and FY 2022, and the limited revenues were collected from the online programs we offered. Once the in-person program resumed in FY 2023, our revenue bounced back to the pre-pandemic level. One of the emerging trends is that per-program

revenue has risen as we came out of the pandemic, mainly due to inflation and higher cost of program operation. Our profit margin remains the same which is 40% of the total revenue. Another trend is the continuous weakening of the Japanese yen against the US dollar, which has and would continue to negatively impact the number of short-term programs we offer to Japanese institutions.

Strengths:

- Overall satisfaction of participants and partner schools
- Revenue generation

Areas to Improve: None

2) Credit International

DEMAND	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
# of International student (System definition*)	34/29	29/34	24/ no data	23/no data	27/no data
# of international student (F-1*)	7/5	11/8	3/3	8/10	13 /10
EFFICIENCY	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
# of recruiting agents (RA)	3	3	3	3	3
# of recruitment partnerships (RP)	5	6	6	7	8
# of recruitment outreach	6	7	6	7	8
# of international student office visits/virtual meetings	Approx. 320 visits	Approx. 400 visits	Approx. 20 visits	Approx. 300 visits	Approx. 400 visits
EFFECTIVENESS	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
# of F-1 students matriculate through RA	1/1	1/1	0	4	1
# of F-1 students matriculate through RP	2/3	5/3	0	2	8
# of students placed into housing through our resources	3/4	5/3	0	5	9

*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.

*F-1 international students are non-immigrants pursuing a full course of study towards a specific educational or professional objective at an academic institution in the U.S., as designated by the United States Citizenship & Immigration Services (USCIS) of the Department of Homeland Security (DHS).

Demand:

- **General Trend between FY 2019 – FY 2023** – We have tracked enrollment number of international students (by UH system definition) as well as international students that enter the country on F-1 student visa. The international program office has mainly recruited and supported F-1 students. International student enrollment for F-1 students has been on a continuous upward trend until AY 2022 due to recruitment efforts finally bearing fruits. However, the pandemic put a hold to all international student mobility in AY 2021. We had no new international students starting in-person programs in AY 2021 and had a few continuing students on campus that had decided to remain in the US. As the US opened its borders in AY 2022, we quickly saw the return of new international students and in AY 2022, resulting in the highest number of F-1 international students in AY 2023.
- One strong trend that we have seen is a significant increase in the number of exchange students from our Japanese partner schools in AY 2022 and in AY2023. We are also seeing a slight decrease in the number of tuition-paying, degree-seeking students from Japan mainly due to the weakening yen that makes studying in the US significantly more expensive for Japanese students.
- Continuing trend from previous CPR cycle is Japan remains to be the number one sender of international students to KCC. Other countries of origin for international students are: Peru, Switzerland, Canada, and South Africa.
- **Strengths:**
 - Upward trend in international enrollment
 - Upward trend in exchange students from our partner schools
- **Areas to Improve:**
 - International students by the system definition (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) usually do not show up on the radar of international program coordinator as well as international student advisor as they are not F-1 students. However, they may benefit from support services and resources that are available to F-1 students. The campus could also benefit from cultural knowledge that these students could bring.
 - Increase the number of tuition-paying (non-resident) international students by actively participating in recruitment fairs and working with recruiting agents and partners.

Efficiency:

- **General Trend between FY 2019 – FY 2023** – As an action item expressed in past APRUs, we have increased the number of recruitment partnerships during FY2019 –

FY2023. These partnerships are built on relationships and careful screening and thus takes time to reach the point of signing agreements. With increase in the number of recruitment partnerships and actual enrollment grows, the number of office visits, virtual meetings, as well as inquiries grow with approximately 400 visits, virtual meetings and inquiries. The international program office has an open-door policy and students are welcome to stop by anytime and use the space to study, rest, or connect with other students and faculty/staff.

- **Strengths:**
 - Steady increase in the number of recruitment partnerships
 - The coordinator and office space being recognized by international students as a person/place to go to with questions or place they belong.
- **Areas to Improve:**
 - The metrics for this reporting cycle did not address an important aspect of the work of the international program – international student support. We will add metrics to track and evaluate international student support for the next reporting cycle. New metrics will include the number of associations/partnerships for international student support.

Effectiveness:

- **General Trend between FY 2019 – FY 2023:** Normally recruitment cycle of international students is 2-3 years. Which means from the first contact to the matriculation takes about a few years. Since we signed an agreement with recruiting agents in AY 2018 and AY 2019, we finally started to see the results in AY2022 with four matriculations through recruitment agents (hereinafter RAs). In AY 2023, we saw a decline in students matriculating through RAs, mainly due to weakening Japanese yen to US dollars and the cost of studying in the US. While we saw decline in the number of students through RAs, we have seen a significant increase in the number of students that matriculate through our recruitment partnerships such as our international partner schools as well as pathway agreements with ESL programs and schools. We also worked on strengthening our housing resources by working with homestay companies as well as innovative partnership with our local community organizations and our international partner schools. As a result, approx. 70% of our international students found housing through our resources. Other students had families / friends on the island and stayed with them.
- **Strengths:**
 - Agreements with recruiting agents leading to successful matriculation
 - Recruitment partnerships leading to successful matriculation
 - Housing resources leading to successful placement of students to housing
- **Areas to Improve:**
 - Signing agreement with recruiting agents that specialize in areas other than Japan
 - Developing recruitment partnership beyond Hawaii and Japan

- We need to measure the effectiveness of our international student support. New metrics will include # of international students that become out of status and didn't complete the program.

3) Study Abroad

DEMAND	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
Total # of studied abroad	2	4	2	9	6
# of students on KCC exchange program	1	3	0	3	3
# of students on UHCC study abroad programs	no data available from system	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	1	1	2	6*	3
# of students in faculty-led programs	0	0	0	0	0
# of faculty-led programs	0	0	0	0	0
EFFICIENCY	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
# of outreach (events, workshops, class visits, social media posts)	8	7	4	8	10
# of office visits, virtual mtg, email inquiries by KCC students	48	48	30	65	80
EFFECTIVENESS	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
Post program essay/presentations					

Demand:

- **General Trend between FY 2019 – FY 2023:** We had steady outbound students who studied abroad at our partner institutions with the exception of AY2021 (due to the pandemic). During the pandemic, we quickly pivoted and offered study abroad programs

on line with close collaboration with our partner schools. In-person study abroad has fully returned in AY2023.

- **Strengths:**

- With the signing of new student exchange agreements in 2018 and 2019, the total number of KCC students studying abroad for a semester or two semesters increased since our last CPR period and have been steady at around 3 students a year.
- We offered an online study abroad program with Otago Polytechnic (New Zealand) as well as with the University of the Ryukyus during the pandemic (AY 2021 and in AY2022) and in-person program resumed again in AY2023.
- In AY 2023, KCC sent one of our nursing instructors to our partner school in Okinawa to look at ways we can resume our faculty-led study tour for nursing students. We are planning to send a group in AY2024.
- Kauai Community College is participating in a grant with the University of the Ryukyus and this will offer more funded study abroad opportunities to our students from AY2024 and beyond.

- **Weakness**

- In the previous CPR cycle, KCC had active faculty-led study abroad programs with an average of two tours a year. Given the retirement of those faculty members, we had no faculty-led study tours in this CPR cycle.
- Cost of study abroad continues to be a significant obstacle for our students to participate in a study abroad program.
- Lack of financial support for students. We have limited scholarships to support our students. Working with donors to develop new scholarships to support our students to go on study abroad.
- The metrics used for the CPR were too detailed for the purpose. I will use simplified metrics in the CPR cycle while keeping track of all different categories of study abroad.

Efficiency:

- **General Trend between FY 2019 – FY 2023** – The number of outreach to promote our study abroad opportunities have been steady throughout this CPR cycle except for AY 2021 (give the pandemic). We saw an increase in the number of inquiries, office visits, virtual meetings in AY2023, and our in-person study abroad resumed.
- **Strengths:**
 - We had the record number of applicants (total of 30 applications) for an intensive program at the University of the Ryukyus offered during the Spring 2023. The number of applications suggested our effective outreach. Out of the thirty applicants, we recommended ten for our partner school to review, and two were selected as a result. It was a competitive program, and we were the only community college represented in the cohort of students selected to participate in this fully-funded program.

- **Weakness:**
 - One important area that we didn't address in the metrics used in this CPR cycle is student support to ensure the success of our students in study abroad programs. We will address this in the new CPR cycle.

Effectiveness:

- We ask all study abroad participants to share with us their reflection of their study abroad experience via short essay or presentation.
- **Strengths:** Students shared in their own words often-known benefits of studying abroad – opening minds to the interconnectedness of the world we live in, joy of making international friends, broadening their life perspectives, increased interest in learning another language, etc.
- **Weakness:**
 - We haven't measured the impact of study abroad on students' global competency. As an action item for the next CPR cycle, we will develop a pre-departure and post program survey to measure global competency gained in their study abroad experience.
 - We will update the metrics for this category by adding the number of total applications to measure effectiveness of our outreach efforts as well as percentage of successful program completion to measure the effectiveness of student support.

4) Internationalization

DEMAND	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
Total # of international events	6	7	4	5	6
Total # of event participants	365	425	222	312	260
Total # of active international partnerships and agreements	27	29	19	23	26
# of international guests	23	13	0*	3	7
EFFICIENCY	FY 2019	FY 2020	FY 2021	FY 2022	AY 2023
# of international meeting via teleconferencing technologies	N/A	N/A	24	30	45
EFFECTIVENESS	FY 2019	FY 2020	FY 2021	FY 2022	AY 2023

To be developed					
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Demand:

- **General Trend between FY2019 – FY2023** Throughout this CPR cycle, we had a steady number of international events with total participants ranging from 200s to 400s. The number of active international partnerships and agreements also remained steady except for a decrease in AY 2021 (due to the pandemic).
- **Strengths:**
 - Though a total number of active partnerships and agreements declined mainly because we offered less short-term programs during and after the pandemic, we signed new partnership agreements with Humber College (Toronto, Canada), Yamaguchi Prefectural University (Japan), University of Niigata Prefecture (Japan), Suo Oshima Town (Japan).
 - The pandemic created opportunities for the UHCC and UH system to collaborate to offer more international events together using online/hybrid modality.
- **Weakness:**
 - Across UH campuses, it is getting harder to attract students to campus events. Offering events online/hybrid may be key to increasing attendance.

Efficiency:

- **General Trend between FY2019 – FY2023** – Given the pandemic, the use of teleconferencing technology has become globally prevalent, making it easier to meet with our global partners for brainstorming, planning and reflection. The number of online meetings utilizing Zoom and Microsoft Teams have drastically increased since FY 2020.
- **Strengths:** Thanks to video-conferencing technology, we established stronger communication with partner schools.
- **Weakness:** N/A

Effectiveness:

- No metrics were set up for this CPR cycle in this category.
- Strengths: N/A
- Weakness: No metrics were set up for this category. In the next CPR cycle, we will use the number of international collaborations as an effectiveness in promoting international partnership and serving as campus resources for international collaboration.

The Overall Program Health is Healthy.

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2) or Program Service Outcomes (non-instructional units).

Develop a schedule for PSLO/PSO assessment over the next five years so that within the review period, all PSLOs/PSOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs/PSOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO/PSO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
(PSO) Provide quality customized training that meet the needs of our partner institutions	June 2023	MET PSO	Improved online evaluation form	End of FY2024, and every year after that
(PSO) Kauai Community College will be visible and accessible to prospective students through our website and other marketing platforms and collaterals	May 2023	MET PSO	Website updated (March, 2023), partnership with Study Hawaii Consortium, Zoom info sessions to recruiting agents and partner school visits (May, 2023)	End of AY2024, and every year after that
(PSLO) International students will demonstrate knowledge about their immigration status and understand the	May 2023	MET PSLO	Online, pre-departure orientation and meetings, Updated International Student Handbook, IS110 and	End of AY2024, and every year after that

requirements for maintaining visa status in good standing			partnership with Kipaipai program	
International students will demonstrate success by maintaining satisfactory academic progress	May 2023	MET PSO	IS110 and partnership with Kipaipai, Tutoring Center, Hale Malama	End of AY2024, and every year after that
(PSO) Students are aware of study abroad programs and scholarships available	May 2023	MET PSO		End of AY2024, and every year after that
(PSO) Facilitate successful application for study abroad programs and scholarships	May 2023	MET PSO		End of AY2024, and every year after that
(PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return	May 2023	MET PSLO		End of AY2024, and every year after that

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
IS110	August 10, 2023	August, 2025
IS111	October 1st, 2022	October, 2024
IS180V	August 1, 2023	August, 2025

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
Customized Program Evaluation (total 21 programs)	Between FY 2019 – FY 2023	After each program	100% program satisfaction rate
International Student Survey	December 2023	December 2024	<ul style="list-style-type: none"> Received constructive feedback on areas of our strengths and areas for growth. 100% satisfaction rate for IS110 and international student support

Part VII. Financials

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

Fiscal Year	Budget
FY 2019	\$10,000
FY 2020	\$10,000
FY 2021	\$10,000
FY 2022	\$10,000
FY 2023	\$10,000

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

Provide the program or unit's current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	1		
Positions (Staff)	0	1	As a one-person office, the program currently doesn't have a sustainable framework to continue all four aspects of the program if the coordinator gets sick or goes on leave. This impacts our ability to continue to provide necessary services to our students and to fulfill our commitment to our partner schools
OPERATING			
Supplies			
Equipment			
Space/Facilities			
TECHNOLOGY			

Hardware	2	1 more computer	To be used by our student worker as well as KCC students that come to the program office to study
Software			

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

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

1. Short-term Customized Training (OCET)

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 - Completed
- Develop one new partner schools to offer short-term programs- Completed
- Visit our partner school to discuss post-pandemic programming and address foreseeable challenges such as inflation, rising costs, and exchange rate. (May 2023) - Completed
- 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 - Completed
- The coordinator completes Destiney training and starts data input for more accurate reporting- Completed

2. International Student Recruitment and Student Support

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. - Completed
- Re-engage with recruitment agencies and recruitment partners via in-person visits and meetings and strategize recruitment in the post-pandemic world. (May 2023)- Completed
- Attend at least one recruitment fair per year – Not completed due to impact of COVID
- Increase recruitment partnerships by at least one a year - Completed
- Develop a final work-flow/communication plan among KauaiCC personnel involved in international student support - Completed
- Create a visual of our ESL support model and publish it on the web – Not completed

3. Study Abroad

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 – Partially completed
- Visit our exchange partner schools to learn about their student support services and establish a mutually agreed upon emergency plan (May 2022) – Completed
- Establish a campus scholarships fund that can support KCC students who wish to study abroad – Not completed

- 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)- Not completed

4. Internationalization

Action Plans by AY2023

- Develop a business plan and action plan for 2024 – 2028, and reviewed by the campus IE – Completed was shared with IEC and with the Cabinet in FY 2021

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority	Benchmark	Desired Outcome	Unit of measure	Years Implemented
Meet the needs and demands of partner schools by diversifying our short-term customized program offering and cutting program costs	Imperative S	# of program offered same as previous year or more	# of program offered same as previous year or more	# of groups	FY2024 and continuous
Increase capacity for short-term program offering under the proposed OCET organizational structure	Imperative S	# of OCET coordinators working with international groups	2	# of OCET coordinators	FY2025
Integrate traditional Hawaiian	Imperative K	100% of short-term	100% of short-term	curriculum	FY 2024 and continuous

knowledge and values and aina-based learning in all short-term programs		programs fulfill this	programs fulfill this		
Increase F-1 international student enrollment 10% every year	Imperative S	From 10 in Fall 2023 (base year) to 16 in 2027	From 10 in Fall 2023 (base year) to 16 in 2027	# of F-1 students	FY 2024 and continuous
Ensure successful integration of F-1 students to US and local culture, lifestyle, and academic environment	Imperative S	To be established in the new CPR cycle	More association / Less intervention / All students maintain status	# of Intervention # of association # of out-of-status students	FY 2024 and continuous
Diversify study abroad offering to meet various needs and interests of our students	Imperative S	FY2024 will serve as the base year	More diverse study abroad options	# of study abroad programs, # of different types of study abroad programs	FY 2024 and continuous
Increase study abroad participants among under-represented student populations especially Native Hawaiian students	Imperative K	FY2024 will serve as the base year	Increase representation of such students in study abroad	# of Native Hawaiian, Pacific islanders, First generation students on study abroad,	FY 2024 and continuous
Develop new study abroad scholarships, especially for students that are under-represented in study abroad	Imperative S, Imperative K	FY2024 will serve as the base year	KCC offers scholarship to study abroad students every year	# of scholarships, total amount of scholarship	FY 2024 and continuous

Develop and maintain international partnerships and serve as resource for international collaboration	Imperative D	FY2023 serve as the base year	Increase in active international partnerships and agreements, More international collaboration	# of active international partnerships and agreements, # of international collaboration	FY 2024 and continuous
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*All Strategic Goals and Priorities are Aligned to the College Mission.

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

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

Program Goal	Ensure International Student Success measured by students maintain their status as F-1 students
Resource Requested*	Subscription to NAFSA International Student Advisor’s Manual
Cost and Vendor	\$435/individual per year, Vendor NAFSA
Annual Recurring Cost	\$435
Useful Life of Resource	One year
Person(s) Responsible and Collaborators	Kailana Soto, Shaunte Sadora, Kyoko Ikeda-Chun
Timeline	Purchase as soon as it is approved and subscription is good for a year from the date of purchase

Program Goal	Increase F-1 international student enrollment by 10% every year
Resource Requested*	Budget for international recruitment and marketing
Cost and Vendor	International travel (\$5000), participation in recruitment fairs (\$5000)
Annual Recurring Cost	\$10,000
Useful Life of Resource	One year

Person(s) Responsible and Collaborators	Kyoko Ikeda-Chun, Kailana Soto, Shaunte Sadora,
Timeline	

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