



2020

ANNUAL REVIEW OF PROGRAM DATA

International Program



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

# 1. Program or Unit Description

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## Program or Unit Mission or Purpose Statement

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.

- Short-term international programs offered through OCET;
- Recruitment and support of credit side international students;
- Promoting study abroad opportunities; and
- 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

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### 1) Short-term Customized Training (OCET)

Demand	FY 2017	FY 2018	FY 2019	FY 2020
# of groups served	7	8	5	7
# of students served	94	82	61	100
Efficiency	FY 2017	FY 2018	FY 2019	FY 2020
# of community partnerships	28	30	35	39
% of successful homestay placements	100%	100%	100%	100%
Total # of weeks groups on island	15.5	16	11	12.5
Effectiveness	FY 2017	FY 2018	FY 2019	FY 2020
Program evaluation / Overall satisfaction	100%	100%	100%	100%
Students completed the program	100%	100%	100%	100%
Revenues generated	\$63,321	\$52,048	\$40,024	\$50,680

#### **Demand Categories:**

Strengths: In FY 2020, we offered a total of seven customized training programs and served 100 students from our international partner institutions (we had one cancellation in March due to COVID-19). This was slightly more than what we had identified as our capacity in previous APRUs. We managed to offer quality programs (as indicated by the program evaluation) without compromising our mandated efforts in international student recruitment. The increase was attributable to our deepening partnership with Yamaguchi University in Japan, with two new programs offered for them in FY 2020. The partnership with Yamaguchi University originally started with a student exchange program on the credit-side. Yamaguchi University was very satisfied with the quality of education as well as student services, as well as the community partners that KauaiCC work with, and they decided to send their faculty-led study abroad groups to Kauai. This case exemplifies the interdependent nature of the international program where the successful partnership on the credit side leads to success on the non-credit program side, and vice versa.

#### **Efficiency Category:**

2020 Kaua'i Community College ARPD  
Program: International Program

The area of short-term customized training in the International Program took up roughly ninety percent of an academic year, and roughly sixty percent of the coordinator's eleven month-assignment in FY 2020. This figure is calculated by looking at the total number of weeks that groups spend on the island (for example 12.5 weeks in FY 2020) plus 2 weeks per group in preparation (14 weeks). Thus if 30 weeks constitute an academic year, then these short term programs amounted for 88 % of the academic year, and 60% of the 11-month assignment of the coordinator.

In previous APRU reports, we identified FY 2019 as a baseline to measure efficiency of the short-term customized training against the unit's capacity and other duties and responsibilities of international program coordinator. We also stated that future growth in the number of groups and students we serve beyond the baseline would require additional human resources, such as a part-time assistant coordinator.

In summary, FY 2020, the coordinator was able to manage delivering seven programs while working towards fulfilling the goal of international recruitment as well as promoting study abroad and internationalization on campus. However, the capacity as a one-person unit was stretched this year, requiring the coordinator to work multiple weekends and overtime to accommodate the increased demand for this area while staying focused on priority areas. The unit needs to address the capacity issue should future growth in this area be projected by hiring a part time assistant coordinator or partnering with the campus departments to use student interns already trained in the hospitality or service areas (idea proposed by one of the reviewers Ms. Ann Kennedy).

**Effectiveness:**

For every program we offer, we conduct a program evaluation which consists of about 45 questions that cover all aspects of the program including hotel, transportation, program contents, excursions, homestay and graduation. We use these feedbacks to improve future programs. Specifically, we look at students' satisfaction with instructors as well as the class content to inform us as we develop future programs. One of the areas that students as well as faculty escorts are not highly satisfied with is the public transportation system that they have to use to commute to our campus during the program. They are specifically "unhappy" about how cold it is inside the bus and how crowded it can get. Since this is something beyond our control, The coordinator now informs every group to bring a jacket when boarding the bus. The coordinator also works with the Kaua'i Bus coordinator to determine which bus is least crowded so that visiting students can take the Bus when it is less crowded. We are happy to provide more information regarding program evaluations upon request. Though we do not go in depth into all 45 questions here, we are delighted to report that we have 100 % satisfaction rate. This year, we also included an item to measure the completion rate of short-term customized training given the feedback by a reviewer. We have a 100 % completion rate. Our gross revenue for FY2020 was \$50,680, of which about 35% was collected as college administrative fees.

**Projection for FY 2021 and beyond:**

2020 Kaua'i Community College ARPD  
 Program: International Program

FY 2021 was projected to be an even busier year for this area of the International Program with a couple of new programs, though now all the programs scheduled for FY 2021 have been suspended due to COVID-19. The increased interest in our short-term customized training for FY 2020 and 2021 is a testament to the quality of our program as well as the relationships we nurtured with our partner institutions, as the requests came from our existing partner institutions or new institutions that were referred to us by our existing partner institutions. We expect to see continued interest by our partner institutions in about a year after full resumption of international travel as planning for study tours usually takes about a year. In other words, we expect to see a full resumption of short-term customized training from around Spring 2022. Until then, we dedicate our energy and resources in nurturing our existing partnerships and reaching out to new partners with our online offering of customized training and creative partnership building opportunities. We are also projecting future growth in this area as the Hawaii Tourism Authority has announced that it is going to focus their energy on educational tourism as one of alternatives to the mass tourism model that Hawaii had pursued.

2) International Student Recruitment and Support (Credit)

Demand	AY 2017	AY 2018	AY 2019	AY 2020
# of international students (System Definition)	21/24	22/28	34/29	29/34
# of international students (F-1)	0/2	2/5	7/5	11/8
Efficiency	AY 2017	AY 2018	AY 2019	AY 2020
# of recruiting agents (RA)	0	0	3	3
# of recruitment partnerships (RP)	2	3	5	8
# of recruitment outreach	0	10	6	7
# of intl student office visits/virtual Mtgs	No data	No Data	Approx. 320 visits	Approx. 400 visits
Effectiveness	AY 2017	AY 2018	AY 2019	AY 2020
# of F-1 students matriculate through RA	0	0	1/1	1/1
# of F-1 students matriculate through RP	2	2	2/3	5/3
# of students placed into housing through our resources	2	2	3/4	5/3

**Demand Category:**

As shown above, International enrollment (both system definition as well as F-1 students) has been on the increase since AY 2017. The increase in the number of F-1 students is mainly due to our recruitment efforts as well as infrastructure building for responsible recruitment (such as student support, website renewal and securing housing options) over the past 7 seven years.

**Efficiency Category:**

Since AY 2019, we have agreements with three recruiting agencies in Japan, and the coordinator has been in regular communication with them to answer their inquiries as well as providing news and updates about Kauai Community College. We have also increased the number of recruiting partnerships in AY 2020, including our student exchange partner institutions and partnership with other UH campuses. One example of recruitment partnerships is a partnership between KauaiCC and HawaiiCC, in which KauaiCC accepts completion of HawaiiCC's Intensive English Program (Level 5 or above) in place of English Proficiency test. We currently have one student that has matriculated with us through this partnership. Our efforts in this area of international recruitment are guided by our guiding philosophy of 'ohana. We place great value on building relationships based on trust, transparency and collegiality, as we rely on our recruiting agencies and partners to represent us. We take time in screening recruiting agents and recruitment partners, as there are so many unethical recruiters.

In the area of international student support, one of our goals in FY 2018 was to make the international program office more visible to students so they know they have a one-stop place to come with questions or concerns. With the dedicated office space in OCET with couches and computers, I find more and more students come to study, relax, ask questions and simply talk-story. After consulting with our institutional researcher, we started tracking the number of office visits by our international students (in the future report, we will also count virtual meetings), as a way of measuring efficiency in the area of international student support. I am delighted to see the increase in the number of visits by international students as it indicates increased visibility of the International Program office and the ease students feel in visiting the office.

**Effectiveness Category:**

The increase in the F-1 (students who come to the US on a student visa) category in AY 2020 is attributable to our recruitment efforts with about 50% of F- 1 students matriculating through our recruiting agents and recruitment partnerships. It is said that recruitment efforts normally take about 2-3 years before bearing fruit, we are finally starting to see the results of our recruitment efforts through recruiting agencies and partnerships.

It has been our goal to be able to offer assistance in finding housing. We have felt that not offering any assistance to international students to find housing is an example of "irresponsible" recruitment practice especially when we are aware how hard it is to find affordable housing on the island. We have established partnerships with homestay

companies over the years, as well as creating an online bulletin board. We are now offering housing resources on our website and our international students can directly contact the resources listed there to find housing. This system of offering indirect housing assistance is in line with what the UH system office prefers given the liability of directly involved in the housing business (e.g. running our own homestay program etc.).

**Projection for AY 2021 and beyond:**

AY 2021 is projected to be a very challenging year for international enrollment due to COVID-19. Travel restrictions, suspension of visa services at US consulates world-wide, suspension of many international flights, as well as complexity of movement of people in this time of pandemic all pose immense challenges in the area of international enrollment. Also, various restrictions and policy changes being proposed by the current administration does not make the US the most desirable educational destination any more. With that in mind, we need to be creative/innovative in increasing international enrollment in AY 2021 and beyond. It is also important to keep in mind that we are in a spending/travel freeze. This means that the program cannot pay to participate in recruitment fairs, cannot pay for advertisements, etc. This poses a significant challenge in our program's efforts to grow international enrollment. Under these very challenging circumstances, here is a plan to achieve goals to increase international enrollments (for more detail, refer to the Action Plan section):

- Engage with existing recruitment partners / agents and offer them free workshops and information sessions
- Increase the number of recruitment partnerships (e.g. pathway agreements, recruiting agents, student exchange agreements, etc.)
- Offer our online AA program or certificate programs to international students.
- Begin discussions with our partner institutions to offer dual degree pathways or offer our certificate programs online to their students

3) Study Abroad

Demand	AY 2017	AY 2018	AY 2019	AY 2020
Total # of students studied abroad	10	21	2	4
# of students on KCC exchange program (outbound)	0	2	1	3
# of students on UHCC study abroad programs	2	3	no data available from the system	no data available from the system

2020 Kaua'i Community College ARPD  
 Program: International Program

# of students on other programs	0	2	1	1 (1 cancelled)
# of students in faculty-led programs	8	14	0	0
# of faculty-led programs	1	3	0	0
<b>Efficiency</b>	<b>AY 2017</b>	<b>AY 2018</b>	<b>AY 2019</b>	<b>AY 2020</b>
# of outreach (events, workshops, class visits, social media posts)	no data	no data	8	7
# of office visits, virtual mtg, email inquiries by KCC students	no data	no data	48	48
<b>Effectiveness</b>	<b>AY 2017</b>	<b>AY 2018</b>	<b>AY 2019</b>	<b>AY 2020</b>
Post program essays/presentations				

**Demand Category:**

In AY2019 and 2020, a total number of students that studied abroad declined, mainly due to the decline in the area of faculty-led study abroad. Kaua'i CC had no faculty-led study abroad program in AY2019 and AY2020 as two key faculty members that had taken students abroad recently retired. In AY2020, OCET proposed offering faculty-led study tours abroad to continue the legacy of our quality faculty-led study abroad programs. This was also an attempt to lessen the load on the faculty leading the trip, and to increase transparency of monetary transactions between students and KCC faculty leading the trip. The scheduled trip in May was cancelled due to COVID-19, but we OCET coordinators learned much about the process needed to offer study abroad tours through OCET. Establishing the framework of OCET offering study abroad programs is a significant step toward increasing study abroad offering. Once COVID-19 becomes under control and international travel resumes, OCET will look into offering study abroad tours again.

In the area of outbound student exchange, we sent a total of three students for a one-year exchange at our partner institutions in Yamaguchi and Okinawa Japan. Given the pandemic, we worked closely with our partner institutions as well as students to determine whether they would continue their study or return. As a result, one student decided to return to Hawaii, and two students decided to continue their study. At the end of August 2020, all three students safely returned to Hawaii from their study abroad.

We also sent one student to New Zealand for a 6-week summer program that focused on Maori culture and sustainability, and we nominated 1 student to an intensive program in Okinawa to learn about Sustainable Development Goals and island culture. Unfortunately, the latter program was cancelled due to COVID-19.



What we learned during the pandemic was that having had a good working relationship and sense of *‘ohana* with our partner institutions significantly helped navigate the uncertain time. It has helped both parties to manage difficult and unknown situations with a sense of mutual collegiality, respect, and care. Having met colleagues at partner institutions and visited each other’s campus prior to this pandemic really helped both parties feel secure in knowing that students are in good hands. Nobody had a manual to manage this crisis, but we had unwavering trust that we will do our best to take care of students (both our own and partner schools) and open and honest communication. This experience has reaffirmed our belief in *‘ohana* as our guiding philosophy.

**Efficiency Category:**

We reached out to students via conventional methods such as class visits, email blast, web announcement. We also encouraged students to contact the coordinator or visit the international program office for more information. We received about a dozen email inquiries and over 30 office visits. In the future, we need to be more creative in reaching out to students via methods that are most suitable to our student population. We will work with the marketing team to improve student outreach in the future. We will also conduct more virtual information sessions and meetings in the future.

**Effectiveness Category:**

As a goal for the next reporting period, I will develop a student evaluation/survey to monitor the quality of our study program, and a survey to receive feedback from our partner institution to identify areas to be improved.

**Projection for AY 2021 and beyond:**

AY 2021 is projected to be a very challenging year for study abroad due to COVID-19. Travel restrictions, suspension of visa services at US consulates world-wide, suspension of many international flights, as well as complexity of movement of people in this time of pandemic all pose immense challenges in the area of international enrollment. The approach we plan to take is a case-by-case approach by monitoring the global trend of COVID and related travel restrictions as well as by communicating with our study abroad partners to determine whether we can send out students abroad safely. So far, we are planning to send two to three students to our partner schools in Japan starting Fall 2021, as Japan eased travel restrictions and opened its borders to exchange students. The coordinator will maintain regular communications with UH system colleagues to learn about their plans and decisions. We expect full resumptions of study abroad operation in the spring of 2022.

4) Internationalization / International Partnerships

Demand	AY 2017	AY 2018	AY 2019	AY 2020
Total # of international events	12	8	6	7
Total # of event participants	1093	457	365	425

2020 Kaua'i Community College ARPD  
 Program: International Program

# of active international partnerships and agreements	20	23	27	29
# of international guests	No data	No data	23	13
<b>Efficiency</b>	<b>AY 2017</b>	<b>AY 2018</b>	<b>AY 2019</b>	<b>AY 2020</b>
# of campus / community stakeholders involved in international events	No data	No data	No data	No data
# of campus / community stakeholders involved in hosting international guests	No data	No data	No data	No data
<b>Effectiveness</b>	<b>AY 2017</b>	<b>AY 2018</b>	<b>AY 2019</b>	<b>AY 2020</b>
Event evaluation, overall satisfaction	No data	No data	No data	No data
Annual survey to partner institutions	No data	No data	No data	No data

**Demand Category:**

In AY 2020, we hosted a total of seven international events on campus attracting 425 people respectively. Most of these events involved visiting international students and guests as presenters and the KauaiCC campus community as participants and audience. Involving visiting students provides opportunities for visiting students to practice English as well as showcase their culture while providing our campus community with opportunities to meet students from our partner institutions and learn about their culture.

We also saw an increase in the number of international and agreements, in particular signing new MOUs with Ishigaki city and Suo-Oshima in the hopes of increasing grass-roots cultural and student exchanges between Kaua'i and our sister cities. We have also reached out to our existing partner institutions (University of the Ryukyus, Higashi Nihon University) to renew partnership agreements and to brainstorm new ideas for academic, cultural and student exchanges.

AY 2020 was a busy year with a total of 13 international guests. Some of the visits led to signing of agreements (Suo-Oshima, Ishigaki) and offering of customized training (Nanzan University). We believe welcoming international guests and extending our humble but warm aloha is a foundation of fruitful partnership. We take these visits seriously and try to provide them as much opportunity to experience our campus culture as well as the island.

**Efficiency and Effectiveness Category:**

Per reviewer's comment, I developed tentative metrics to monitor efficiency and effectiveness in this area. As for the efficiency category, I will monitor the number of campus and community stakeholders involved in hosting international events as well as

2020 Kaua'i Community College ARPD  
Program: International Program

hosting international guests as a way of sharing responsibilities. As for the effectiveness category, I will conduct event evaluation either online or in-person when it is deemed necessary and possible to monitor the quality of the events we host. I will also send an annual survey to our partner institutions to measure their satisfaction with our partnerships, communication, and services as well as get their input on new ideas for collaboration and partnerships.

I will start to collect information/data starting next year and improve the metrics as necessary.

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

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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 2021

#### 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 redesigned and updated
    2. Created Japanese language brochures and shared with recruiting agents
  - iv. Next assessment date - AY 2021
- 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 - International Program Coordinator, new international student advisor (Shaunte Sadora), Assistant Registrar (Sarah Shirai) were added as a Designated School Official (DSO) for SEVIS, to facilitate better understanding of immigration status and requirements
  - iv. Next assessment date - AY 2021
- 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.
- iv. Improvements implemented - N/A
- v. Next assessment date - AY 2021

### **3. Study Abroad**

- 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 2021
- 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 2021
- 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 2021

### **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) - NO
  - ii. Findings - N/A
  - iii. Improvements implemented - N/A
  - iv. Next assessment date - AY 2021

## 4. Action Plan

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**Next Comprehensive Program Review: December 2023**

### **Action Plans for AY 2021 and until AY 2023**

#### **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 Plans until 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.
- d. Action Plan for 2021:
  - i. Develop and implement online program evaluation for students/faculty escorts as well as my counterpart
  - ii. Offer online programs as an alternative to face-to-face programs until international travel resumes.
  - iii. Develop a series of introductory online classes that can be offered as part of our above mentioned 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
    2. History of Hawaii
    3. Culture of Hawaii

#### **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 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.
- d. Action Plan for 2021
  - i. Add 1 new recruitment partnerships (RP)
  - ii. Research and submit a proposal to the cabinet for offering online certificates and possibly degrees to international students
  - 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
  - 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
  - v. Create a draft work-flow/ communication plan among KauaiCC personnel involved in international student support
  - 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

### **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 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
- d. Action Plan for 2021:
  - i. Improve KauaiCC study abroad website by including testimonials by students
  - ii. Add one more student exchange partner institution
  - iii. Work with the campus marketing team to promote our study abroad programs and increase visibility in the community/prospective students.
  - iv. Develop a student evaluation/survey

### **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 Plans until 2023
  - i. Have a finalized strategic plan and action plan for the program for 2023 - 2028.
- d. Action Plan for 2021
  - i. Have the program mission statement, PLO/PSLO reviewed and approved by the campus IEC.
  - 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
  - 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.

## Action Plan Outcome in AY 2020

### 1. Short-term Customized Training

- a. Goal: Maintain short-term customized program offering at about six groups a year unless with additional personnel resource
  - i. Achieved - Yes
  - ii. Benchmark - Offering about 6 short-term customized programs
  - iii. Desired outcome: 6
  - iv. Actual outcome: 7
  - v. Unit of measure: # of groups
  - vi. Carried forward into next year? - yes, but with the pandemic the # of groups is expected to be lower.

### 2. International Recruitment and Student Support

- a. Goal: Increase enrollment of international students (system definition) 3% every year
  - i. Achieved - Yes
  - ii. Benchmark - Increase degree seeking international students (system definition) from 19 - 23.
  - iii. Desired outcome: 23
  - iv. Actual outcome: 32
  - v. Unit of measure: # of students
  - vi. Carried forward into next year? - yes
- b. Goal: Increase enrollment of international students (F-1) 10 % every year
  - i. Achieved - Yes
  - ii. Benchmark - From 2 in Fall 2017 (base year) to 3 in 2022
  - iii. Desired outcome: 3
  - iv. Actual outcome: 11



- v. Unit of measure: # of students
- vi. Carried forward into next year? - yes

### **3. Study Abroad**

- a. Goal: Successfully implement outbound exchange programs
  - i. Achieved - Yes
  - ii. Benchmark - all accepted students successfully start/complete (when applicable) their study abroad programs
  - iii. Desired outcome: All accepted students start/complete their study abroad program
  - iv. Actual outcome: All three accepted students started and completed their study abroad
  - v. Unit of measure: the rate of successful start/completion of the program
  - vi. Carried forward into next year? - yes

### **4. Internationalization / International partnerships**

- a. Goal: Finalize unit's overall direction (mission statement, program outcomes, program student learning outcome, Finalize unit's overall direction (mission statement, program outcomes, program student learning outcome) and seek approval from campus IEC, and provide APRU reporting accordingly.
  - i. Achieved - Partially completed
  - ii. Benchmark - Completion of Program Strategic Plan
  - iii. Desired outcome: Completion of Program Strategic Plan
  - iv. Actual outcome: Draft document completed - need IEC review and approval
  - v. Unit of measure: Completion of the document
  - vi. Carried forward into next year? - yes
- b. Goal: Provide events and PD opportunities to enhance international awareness of our faculty and staff
  - i. Achieved - Yes
  - ii. Benchmark - 5 international events a year
  - iii. Desired outcome: 5
  - iv. Actual outcome: 7
  - v. Unit of measure: # of international events
  - vi. Carried forward into next year? - yes, but due to the pandemic, # of events is expected to be less

## **5. Resource Implications**

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Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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