

## **Kaua`i Community College 2015 Annual Program Review for International Education**

### **Program Description**

International Education at Kauai Community Colleges overarches credit programs as well as non-credit programs offered through OCET. International Education consist 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; and 4) advancing international education at the college.

Until the College hired a full-time International Education Coordinator in April 2013, the International Education Committee and its members have served as advocates of international education on campus in conjunction with logistical support from OCET. The International Education Coordinator is housed under OCET, and works closely with the Committee to advance international education in both non-credit and credit sides of the College.

The mission of International Education is to “help our students build a strong foundation to live well, and to lead compassionately and effectively in an increasingly interconnected world.” Guided by this mission, International Education strives to provide both students and faculty/staff opportunities to learn about the world and from the world, while sharing their unique gifts with the rest of the world.

The College has had very active and dynamic short-term international programs for inbound students. These long-standing and fruitful short-term programs that are offered through OCET are attributable to partnerships and friendship with the overseas partner institutions nurtured by faculty members who are the lead contact for each partner school. Based on this partnership, we have seen an increase in the number of groups we serve, and in FY 2015, six short-term international contract programs were offered.

On the credit-side, the primary focus this year has been to continue to build infrastructure necessary to increase international enrollment, and implement plans to support prospective as well as incoming international students, including new international student orientation, an international student handbook, and housing support.

On the study abroad front, we accomplished one of our goals to establish a student exchange program with the University of the Ryukyus. We successfully sent two students in Fall 2015, and will receive two students in Spring 2016.

Also, the International Education Committee was successful in receiving the Honda International Opportunity Grant to host International Awareness Month in February 2015 which promoted study abroad opportunities and brought in international culture and perspectives to the campus.

**Part I. Quantitative Indicators**

**1) Short-term International Programs- OCET (Non-credit)**

|                           | <b>FY 2009</b> | <b>FY2010</b> | <b>FY2011</b> | <b>FY2012</b> | <b>FY2013</b> | <b>FY 2014</b> | <b>FY 2015</b> |
|---------------------------|----------------|---------------|---------------|---------------|---------------|----------------|----------------|
| <b>Groups Served</b>      | 1              | 3             | 3             | 3             | 4             | 5              | 6              |
| <b>Total Enrollment</b>   | 16             | 31            | 60            | 61            | 53            | 69             | 80             |
| <b>Revenues Generated</b> | \$13,160       | \$21,460      | \$29,291      | \$29,580      | \$31,840      | \$43,955       | \$54,821       |

**2) International Enrollment- Credit side (Inbound)**

|                     | <b>2008-09</b>       | <b>2009-10</b>       | <b>2010-11</b>       | <b>2011-12</b>       | <b>2012-13</b>       | <b>2013-14</b>       | <b>2014-15</b>       | <b>2015-16</b>      |
|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
|                     | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall / Spring</b> | <b>Fall /Spring</b> |
| <b>F-1 Students</b> | 2/3                  | 5/4                  | 4/6                  | 6/3                  | 6/5                  | 6/5                  | 10 /7                | 5 /7*               |

\*This is based on projection given the # of new students admitted for Spring2016

**3) KCC Students Studying Abroad (Outbound)**

**I. Scholarships managed through Office of the Vice President for Community Colleges (OVPCC) \* the numbers in the bracket are date for last year**

| <b>Program</b>                                   | <b>Application Received</b> | <b>Interviewed / Taken exam</b> | <b>Selected</b> | <b>Student Accepted</b> |
|--|-----------------------------|---------------------------------|-----------------|-------------------------|
| Hakuou Univ. International Study Tour            | 1 (6)                       | 1 (2)                           | 0 (1)           | 0 (1)                   |
| Aichi Univ. Exchange Program                     | 1 (1)                       | 0 (0)                           | 0 (0)           | 0 (0)                   |
| Honda Study Abroad Scholarship                   | 5 (3)                       | 0 (3)                           | 0 (2)           | 0 (2)                   |
| Monbukagakusho Senshu-Gakko Scholarship Nominees | 4 (2)                       | 3 (2)                           | 2 (1)           | 1 (0)                   |

**II. The Freeman foundation community college scholarship program**

Last year, two students from KCC were awarded the Freeman foundation community college scholarships to study intensive language (Japanese or Chinese) at Kapiolani

CC for a semester, then study at a university in Japan / China. However, this year, no students applied.

### III. Kauai CC – Faculty-led study abroad and others in 2014 -2015

| Partner Institution                                | Country | Length stay | # of Students | Funding Source   |
|--|---------|-------------|---------------|--|
| Nagasaki University – Nursing Department           | Japan   | 10 days     | 16            | 4 students with full scholarships, others self-funded. Faculty escorts covered by Ed White funds and UH foundation |
| Toyama College of National Technology              | Japan   | 10 days     | 1             | College / Host institution   |
| <b>Total # of outbound KCC students in FY 2015</b> |         |             | 17            |  |

### IV. Student exchange agreement

On January 25, 2014, Student Exchange Agreement was signed between Kauai CC and the University of the Ryukyus, Okinawa, Japan.

#### 4) Internationalization of Campus and Curriculum

##### I. International agreements

|   | Partner Institution  | Country         | Date Signed  | Status | Notes  |
|---|--|-----------------|--------------|--------|--|
| 1 | Okinawa Prefectural College of Nursing                               | Okinawa, Japan  |              | Active |  |
| 2 | Nagasaki University, Department of Nursing, School of Health Science | Nagasaki, Japan |              | Active |  |
| 3 | Toyama National College of Technology                                | Toyama, Japan   | Oct 12, 2009 | Active | Basic Agreement (MOU) to promote student/faculty exchanges |
| 4 | Okinawa Christian University   | Okinawa, Japan  | Feb 16, 2010 | Active | Renewal of a Basic Agreement                               |

|    |   |                  |                  |           |   |
|----|---|------------------|------------------|-----------|---|
|    |   |                  |                  |           | (MOU) to promote student/faculty exchange   |
| 5  | Five Colleges of Maritime Technology<br>a. Hiroshima National College of Maritime Technology<br>b. Oshima National College of Maritime Technology<br>c. Toba National College of Maritime Technology<br>d. Toyama National College of Technology<br>e. Yuge National College of Maritime Technology | Japan            | Nov 29, 2010     | Active    | Basic Agreement (MOU) to promote student/faculty exchanges                                      |
| 6  | Higashi Nippon International University<br>Iwaki Junior College   | Fukushima, Japan | May 9, 2011      | In-active | Basic Agreement (MOU) to promote student/faculty exchange                                       |
| 7  | Ishigaki City   | Okinawa, Japan   | May 9, 2012      | Active    | Basic Agreement (MOU) to cooperate as sister institutions and promote grass-root level exchange |
| 8  | Yunnan Agricultural University  | Yunnan, China    | July 21, 2014    | Active    | Memorandum of Understanding to promote student/faculty exchange                                 |
| 9  | National Institute of Technology – Toyama College   | Toyama, Japan    | July 24, 2014    | Active    | Memorandum of Understanding to promote exchange of engineering students and faculty             |
| 10 | The University of the Ryukyus   | Okinawa, Japan   | January 29, 2015 | Active    | Memorandum of Agreement on Student Exchange   |

Note: MOA (Memorandum of Agreement) is signed for every program offered under these basic agreements (MOU)

## II. International events

|           |  | <b>Date</b>  | <b>Attendance</b> |
|-----------|--|--------------|-------------------|
| <b>1</b>  | <b>Presentation by visiting group</b> - National Institute of Technology – Oshima College  | 9/9/2014     | 30                |
| <b>2</b>  | <b>Presentation by visiting group</b> - National Institute of Technology – Toyama College  | 9/15/2014    | 32                |
| <b>3</b>  | <b>Presentation by visiting group</b> – Japan Maritime College Professional Development  | 9/24/2014    | 34                |
| <b>4</b>  | <b>College Conversation</b> – International Education  | 10/24/2014   | 26                |
| <b>5</b>  | <b>Success Series</b> – Study Abroad   | 11/12/2014   | 7                 |
| <b>6</b>  | <b>Global Café: Stories of Our World Travelers</b>   | 2/4/2015     | 22                |
| <b>7</b>  | <b>Study Abroad Fair</b>   | 2/4/2015     | 280               |
| <b>8</b>  | <b>International Day</b> - (International game by International Student Club, Performance by visiting group from Okinawa, Presentations by Okinawa students, International Food Festa in collaboration with SAC and Student Clubs) | 2/25/2015    | 260               |
| <b>9</b>  | <b>Presentation by visiting group</b> National Institute of Technology – Toyama College & Yuge College   | 3/18/2015    | 50                |
| <b>10</b> | <b>Global Café</b> – A Path to Peace Lessons from WWII   | 3/20/2015    | 24                |
| <b>11</b> | <b>Global Café</b> – Hokulea’s Voyage to Waitangi  | 4/29/2015    | 10                |
| <b>12</b> | <b>Global Café</b> – Talk-story sessions with our international student  | 4/30/2015    | 8                 |
|           |  | <b>Total</b> | <b>783</b>        |

## Part II. Analysis of the Program

### 1) Short-Term International Groups - OCET

In review of the data collected, it shows that there has been steady growth in short-term international programs spurred by signing of new agreements between 2010-12. In particular, the partnership with five national maritime colleges in Japan initiated in 2010 has resulted in four on-going programs and one new program this fiscal year.

In FY 2015, we delivered 6 short-term (2-3 week) programs, four of which took place in August and September. The concentration of short-term programs in the month of August and September is due to the academic calendar of Japanese higher education

system, in which August and September are their summer break season. Though we welcome growth in short-term international programs, having four concurrent programs put a strain on OCET staff and resources, especially on the coordinator. Though we were able to deliver four concurrent programs by hiring a student worker who helped with the logistics and orientation, we need to look at ways to continue to deliver quality program without taking a toll on OCET staff and the coordinator. As we expect more growth in the area of short-term international programs, we should look into increasing our capacity, for example, by hiring a part-time coordinator during the busy season.

**Impact: Addressing the strategic goal of “Fostering Global Understanding and Intercultural Competence”**

Direct impact of the short-term international programs can be measured by the number of visiting students (80 students total) we served and revenue generated in FY 2015. However, a larger impact of offering these short-term programs can be seen in the interaction generated between visiting students and KCC students. In designing short-term training programs, it has been one of the goals of the coordinator to maximize interaction with KCC students as it creates opportunities for KCC students to meet, interact, share their culture with and learn from international students. As most of our students do not get to study abroad, short-term visiting students are a great resource for our students to experience intercultural encounters. Also, by doing so, we hope to raise their motivation to study, pursue study abroad, and think of their future in a way that they had never imagined possible. In FY 2015, we have integrated the visiting groups with the following KCC classes and programs:

- Okinawa Prefectural College of Nursing: KCC Nursing Program
- National Institute of Technology – Oshima College: JPN 101/201 & BOT105
- National Institute of Technology – Toyama College: JPN 101/201, ETRO280
- Okinawa Christian University and Junior College: HOST101, JPN101/201
- National Institute of Technology – Toyama and Yuge College – HWST281 & JPN101/201

Also, we have asked every visiting group to do at least one public presentation where KCC faculty & staff, students, and community members are invited to join. For more information, please refer to page 5 “International Events.”

**2) Credit-side International Students**

We have set 10% growth as our goal for international enrollment on the credit side by 2021-2022. This means that by 2021-2022, we will want 19 international students. This number may seem small, but as they will pay out-of-state tuition, this will increase our revenue as well as help internationalize our campus and bring global perspectives to the community. This target has been included in UHCC strategic plans, though it does not have any specific budget or performance goals attached to it.

**International enrollment in FY2015:**

As the data indicates, the College has seen small yet significant growth in international enrollment until Fall 2014. However, as many of our new international students have come from our partner schools and were only here for a semester or a year, Spring 2015 saw a drop in international enrollment as some of the students returned to their home institutions.

**Challenge – housing:**

For a long time, lack of housing has been identified as the major obstacle in recruiting international students. There is limited amount of apartments, studios, or rental property on Kauai that students can afford. Prospective students that are interested in Kauai find this aspect of our college very discouraging. Other UHCC campuses have similar on-campus housing challenges however, their surrounding communities offer more affordable options. Other island solutions include partnerships with private business offering home-stay and arranging for student housing. For Kauai to recruit more international students, the housing challenge needs to be addressed.

There is no easy and fast solution to our housing issue. This past FY, we continued to explore various options for providing housing options to future international students. To list our efforts in this endeavor:

- i. Chancellor and Director of Development have started conversation with a local developer in pursuing a possibility of building an on-campus housing facility
- ii. Vice Chancellor of Admin. Services and the coordinator sought legal advice from the Office of Risk Management in looking at the possibility of creating in-house Home-stay Program
- iii. The coordinator consulted with UH-Manoa Housing Program to see if we can tap into their resources for an off-campus housing referral system.
- iv. The coordinator has started an on-line Off Campus Housing Bulletin Board for international students, and created a process (where the college's involvement is clearly defined and agreed by users) approved by Vice Chancellor of Admin. Services.

As a result of thorough consideration of cost and work it would involve, we have aborted the option iii and instead created our own Facebook housing Bulletin Board. Three students have found housing using this site. In the short- to mid-term, we can support the housing need of prospective and current international students by expanding this type of housing support. However, in a long-run, we need to look at diversifying and increasing our housing options, including revisiting the vision of building on-campus housing in order to further grow our international enrollment.

**Admission / recruitment:**

Though the number of international students is still very small, there has been a significant trend in the type of international students we get. Over the last one and a half years, we have had four international students from our international partner schools. That is to say that, these international students chose KCC because they had either

participated in our short-term international programs or heard about KCC from their teachers and classmates who previously attended our short-term international programs. This means the short-term international programs we provide through OCET are serving as a recruitment tool. This is great news for us as we have no budget set aside for international recruitment. By doing what we do well – providing quality short-term programs, we are simultaneously recruiting international students for the credit-side.

### **Support service for international students:**

In the past, KCC tended to attract international students that were older and independent, and often had some international experience. These students did not need much support in finding housing, making transitions, and acculturating to the new environment. However, as we plan to increase international enrollment, we inevitably need to look into recruiting and welcoming more traditional international students who are younger, and have little or no international experience. In order for us to prepare ourselves for future growth, and to better serve our prospective, new, and current international students, we identified key support services for international students, and experimentally offered them last year. This year, we have made some improvement and adjustment and continued to provide support services that ensure the success of international students.

#### **I. International student handbook / integration of international student**

**resource:** There are a couple of key positions and campus resources that support international students in the process from admission to successful integration into the campus community. The positions include the registrar, international student adviser, testing center, ESL instructor, wellness center, housing providers, and individual instructors. International student advisor, Mr. Wade Tanaka, has served as the primary contact person for international students and helped students locate resources that they need during his advising and counseling sessions with individual students. However, given our current situation and anticipation that we will experience growth in international enrollment, we need to look at integrating and organizing resources for international students in a way that can be distributed and shared with students more easily. With this in mind, the International Education Coordinator compiled various resources for international students and developed International Student Handbook with the help of a student worker.

#### **II. Diversified communication methods:**

As the preferred method of communications among young prospective students, a shift to a more internet-based, social-media platform is expected. Schools wishing to recruit international students need to adapt to this change. In recruiting international students, internet-based communication tools such as Skype and Google Hangout were used. This proved very effective as prospective students could schedule on-line meeting to ask questions that they have hard time putting into writing. In the future, we would like to utilize these tools more for recruiting as well as retention of international students.

#### **III. International student orientation:**



We identified in the 2013 APRU for International Education that an international student orientation was an indispensable part of the necessary infrastructure that draws, retains and ensures the success of international students. In Fall 2014, we offered our first international student orientation for four new international students, and again in Fall 2015 for 2 new international students. In the International Student Orientation, we covered three important components:

- 1) Life on Kauai / Hawaiian Culture
- 2) Responsibilities of International Students (F-1)
- 3) Safety

We invited our faculty and staff members to cover those key issues. Dennis Chun from Hawaiian Studies covered some key concepts in Hawaiian culture that would help international students function respectfully in a new environment. International Student Advisor, Wade Tanaka, and Assistant Registrar, Kailana Soto went over responsibilities of international students (F-1) to maintain their legal status in the United States. Campus Public Safety officer went over important safety and security procedures and resources. We would like to continue to build on the success we had this year in offering orientation specific to international students to ensure the safety and success of international students.

### 3) **KCC Students Studying Abroad (Outbound)**

#### **Study abroad promotions:**

In order to promote study abroad opportunities, we planned a couple of events throughout the year to inform our students and faculty of various programs and scholarships. As part of such efforts, we hosted Study Abroad Fair on February 4.

- Representatives from UHCC office came to talk about their scholarship and study abroad programs. They spoke in 11 classes and reached approximately 200 students.
- We set up a booth in LRC to promote various study abroad opportunities and scholarships. Approximately 80 students stopped by to get information.
- Created a Study Abroad Bulletin Board in LRC.

This was made possible by the Honda International Opportunities Grant, and the support by Deborah Nakagawa and her staff and UHCC office. Also, on November 12, we offered a workshop on Study Abroad as part of the Success Series. This workshop was attended by 7 students.

#### **Analysis:**

##### **I. UHCC study abroad programs**

There were a total of twelve (12) applications in FY2014 and eleven (11) in FY2015. This is a big jump compared to FY 2013 where only one (1) student applied for UHCC study abroad scholarships. We would like to continue to

promote study abroad scholarship and programs available to UHCC students through study abroad fairs and various other events. One area of improvement is clearly communicating with students about qualifications for applying for the Honda Scholarship. This year, five (5) students applied for the scholarship but zero (0) student moved onto the interview. This is due to the fact that most students did not meet the minimum qualification for the scholarship, which is 3.5 GPA.

**II. Freeman Foundation Community College scholarship program**

Last year, two students from KCC were awarded the Freeman foundation community college scholarships to study intensive language (Japanese or Chinese) at Kapiolani CC for a semester, then study at a university in Japan / China. However, this year, no students applied. This is mainly attributable to the fact this year's scholarship no longer covers the living cost on Oahu, which becomes a major discouraging factor for neighbor islands students to apply for this scholarship.

**III. Faculty-led study abroad**

KCC Nursing Program has been very successful in running their annual faculty-led study abroad program, which is embedded in a semester-long course. They alternate destination between Nagasaki and Okinawa, and this year, they took 16 students to Nagasaki University on a 10 day study tour. Some new faculty members have expressed interests and tried to run a faculty-led study abroad program, however, they were unable to do so due to financial and other reasons. Given increased interests among our faculty, International Education Committee (IEC) has started planning a series of capacity building workshops for our faculty interested in leading a study-abroad program. Also, IEC has started working on standardizing a process for funding requests for faculty-led study abroad programs. IEC plans to complete a proposal by the end of FY 2016.

**IV. Student exchange agreement**

Kauai Community College and the University of the Ryukyus have enjoyed many years of friendship and partnership. When Prof. Brian Yamamoto and the International Education Coordinator Kyoko Ikeda visited the University of the Ryukyus in 2013, the University of the Ryukyus expressed interests in signing a student exchange agreement with Kauai Community College. Under a student exchange agreement, students will pay tuition to their home institution while be exempted to pay tuition of their host institution. Since this was the first time that Kauai Community College sign such an agreement, tremendous amount of time was spent on researching and drafting an agreement. Finally in January 25, 2015, the agreement was signed, and in September 2015, two KCC students left for their year-long study at the University of the Ryukyus and two Ryukyu students are scheduled to arrive in January 2016 to start their year-long study at KCC>

4) **Internationalize Campus / Curriculum**

With the support of the Honda International Opportunities Grant that we received for the amount of \$2,925, we were able to host a total of 12 events attended by 783 people. Based on this data, it is safe to say that we were also able to create more opportunities for our students to meet students from other countries through these events and by integrating visiting groups with our classes. This is just a beginning of our efforts to internationalize our campus and curriculum. We need to have campus-wide conversations to define what it really means to internationalize our campus and curriculum. Does internationalization mean interaction with international students? We believe internationalization is more than that. However, it is up to all of us to define what it means for our campus. We would like to continue to plan various opportunities for our faculty, staff and students to get them thinking about what it means to internationalize our campus and our curriculum and why that may be beneficial.

**III: Goal Alignment**

| Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals  | Program Goals   |
|---|---|
| <p><b>UH Goal 3: A Model Local, Regional and Global University</b><br/> <b>KCC Goal 6 Diversity</b><br/> <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> <li>○ <i>Fostering Global Understanding and Intercultural Competence</i></li> <li>○ <i>Increased Enrollment and Success of International Students</i></li> </ul>  | <ul style="list-style-type: none"> <li>● OCET’s International program continues to form new agreements and programs with global markets.</li> <li>● Continue to work on creating housing options for international students.</li> <li>● Continue to work on building ESL program which ensures seamless flow from non credit to credit side.</li> <li>● Promote study abroad to KCC students</li> <li>● Establish student exchange programs with overseas institution to promote study abroad for KCC students.</li> <li>● International Education Committee (IEC) continue to promote internationalization of our campus and curriculum</li> </ul> |
| <p><b>UH Goal 4: Investment in Faculty, Staff, Students and Their Environment</b><br/> <b>KCC Goal 4: Personal Development</b><br/> <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> <li>○ <i>Professional Development Directed to Any of the Above Goals</i></li> <li>○ <i>Enriching Student Experience, Particularly Directed to Any of the Above Goals</i></li> <li>○ <i>Increasing the Efficiency,</i></li> </ul> | <ul style="list-style-type: none"> <li>● IEC members and International Education Coordinator continue to play an actively role in system-wide IEC meetings and retreat.</li> <li>● IEC members and International Education Coordinator continues to attend conferences on International Education regularly to enhance knowledge.</li> <li>● IEC and the coordinator promote study abroad for students, as well as faculty exchange with our international partner</li> </ul>   |

|   |  |
|---|--|
| <p><i>Effectiveness and Sustainability of the KCC Environment</i></p>   | <ul style="list-style-type: none"> <li>• Maximize the interaction between local KCC students and international students, both short-term and long-term, to enrich student experience.</li> </ul>   |
| <p><b>UH Goal 5: Resources and Stewardship</b><br/> <b>KCC Goal 5 Community Development</b><br/> <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> <li>○ <i>Reduce Deferred Maintenance</i></li> <li>○ <i>Address Health and Safety Issues</i></li> <li>○ <i>Promote Sustainability</i></li> </ul> | <ul style="list-style-type: none"> <li>• Continue to provide workshops and support system for students (both international and local students planning to study abroad) that address safety issues as well as mental and physical health while studying abroad.</li> </ul> |

**Part IV: Action Plan**

**International Education Action Plans**

| Program Goals  | Action Item   | Resources Needed                                    | Person(s) Responsible  | Timeline          | Status                                  |
|--|---|---|--|-------------------|---|
| <p>OCET's International program continues to form new agreements and programs with global markets.</p> | <p><b>a)</b> Maintain good communication with existing and prospective partners<br/><br/><b>b)</b> Create International Ed website</p>  | <p>International Education Coordinator position</p> | <p>- OCET director<br/><br/>- International Ed Committee (IEC)<br/><br/>- International Education Coordinator</p>  | <p>continuous</p> | <p>a) on-going<br/><br/>b) on-going</p> |
| <p>Continue to work on creating housing options for international students.</p>                        | <p><b>a)</b> Maintain and improve off-campus housing referral site on Facebook<br/><br/><b>b)</b> Partner with local business and community to secure housing option for international students<br/><br/><b>c)</b> Explore the option of having in-house homestay program</p> | <p>International Education Coordinator position</p> | <p>- OCET director<br/><br/>- VC of Administrative Services<br/><br/>- International Ed Committee (IEC)<br/><br/>- International Education Coordinator</p> | <p>continuous</p> | <p>On-going</p>                         |

|  |   |   |  |   |                    |
|--|---|---|--|---|--------------------|
| <p>Continue to work on building ESL program which ensures seamless flow from non credit to credit side.</p>    | <p>a) Create a strategic plan to develop ESL program</p> <p>b) Offer pilot ESL program through OCET</p>           | <p>International Education Coordinator position</p> <p>ESL Instructor Position</p> <p>Institutional commitment to build an integrated ESL program</p> | <p>- OCET director</p> <p>- VC of Administrative Services</p> <p>- VC of Academic Affairs</p> <p>- International Ed Committee (IEC)</p> <p>- International Education Coordinator</p> | <p>a) Continuous</p> <p>b) July, 2016</p> | <p>New</p>         |
| <p>Promote study abroad to KCC students</p>  | <p>a) Conduct workshop to inform study abroad opportunities and assist students with the application process</p>  | <p>International Education Coordinator position</p> <p>Student Worker</p>   | <p>- International Ed Committee (IEC)</p> <p>- International Education Coordinator</p>   | <p>a) Spring 2016</p>                     | <p>a) On-going</p> |
| <p>Establish student exchange programs with overseas institution to promote study abroad for KCC students.</p> | <p>a) Establish and maintain student exchange agreement with Univ. of Ryukyus to make study abroad affordable</p> | <p>International Education Coordinator position</p>   | <p>VC of Student Services</p> <p>VC of Academic Affairs</p> <p>VC of Administrative</p>  | <p>a) Fall 2015</p>                       | <p>b) On-going</p> |

|  |  |  |  |             |          |
|--|--|--|--|-------------|----------|
|  |  |  | Services<br>- International Education Coordinator  |             |          |
| International Education Committee (IEC) continue to promote internationalization of our campus and curriculum                                  | a) Host International Awareness Month<br>b) Host other events to infuse international perspectives | International Education Coordinator position   | - International Education Coordinator              | Spring 2016 | On-going |
| IEC members and International Education Coordinator continue to play an actively role in system-wide IEC meetings and retreat.                 | a ) Serve on system-wide IEC committees as proactive members                                       | Support for travel                             | - International Education Coordinator<br><br>- IEC | Continuous  | On-going |
| IEC members and International Education Coordinator continues to attend conferences on International Education regularly to enhance knowledge. | a) At least one member from IEC attend NAFSA conference  | Support for travel and conference registration | - OCET Director                                    | Continuous  | On-going |
| IEC and the coordinator promote faculty exchange with our international  | a) Inform our faculty about opportunities for  |  | - International Ed Coordinator<br><br>- IEC        | Continuous  | On-going |

|  |   |  |   |                                 |                       |
|--|---|--|---|---------------------------------|-----------------------|
| partner  | faculty exchange  |  |   |                                 |                       |
| Maximize the interaction between local KCC students and international students, both short-term and long-term, to enrich student experience.   | a ) Coordinate with faculty members to see if they can incorporate international students as a resource for their class                 |  | - International Ed Coordinator<br><br>- IEC | Continuous                      | On-going              |
| Continue to provide workshops and support system for students (both international and local students planning to study abroad) that address safety issues as well as mental and physical health while studying abroad. | a ) Conduct new international student orientation<br><br>b) Conduct workshop on safe study abroad in partnership with UH Women's Center |  | - International Ed Coordinator              | a) Continuous<br>b) Spring 2016 | c) On-going<br>d) New |



## **Part IV: Resource Implications**

### **1) Full-time, tenure-track International Education Coordinator position**

Currently, the position of International Education Coordinator is a temporary, full-time position. In order for the college to continue to build on the momentum we have to promote international education, and commit to building necessary infrastructure to grow international enrollment, we need this position to be institutionalized.

Our successful short-term international programs are based on years of partnership nurtured by friendship and good will. Our partner schools send their students to KCC trusting that their students are in the hands of their “family” in Hawaii. The challenge we will face is inevitable change in leadership in international education in the next 5 years. For the College to make the successful transition of leadership in international education, and to ensure these fruitful partnerships, the position of an International Education Coordinator needs to be formally institutionalized.

Furthermore, to start reaping the benefits of international recruitment efforts, especially for the credit-side, it usually takes about 1.5 to 2 years, as prospective international students need that much time to plan ahead for their study abroad (e.g. taking TOEFL, saving money, applying for scholarships etc.) . In order to achieve the goal to increase international students, and to institutionalize international education, the position must be institutionalized.

This objective directly aligns with the UH Goal of “A Model Local, Regional, and Global University,” KCC Goal 6 Diversity, and the UH Goal 4 of “Investment in Faculty, Staff, Students and their Environment.

### **2) Full-time, tenure-track position for ESL trained instructor**

The International Education Coordinator will be tasked to move processes forward; however, the actual development of an ESL curriculum, as well as going through the accreditation of our ESL program, will require a position of a full-time, tenure track, ESL trained instructor who is willing and able to commit to this long and arduous process of developing a program.

### **3) Institutional commitment to build an integrated ESL program**

In order to draw, retain, and grow an international student population, a key mechanism is to have an integrated ESL program. There needs to be a seamless flow from the non-credit ESL program to credit programs. With that said, we also recognize the time, resources, and process it takes to develop such a program, and that we are still at the beginning stage of such a process. In order for this program to fully functional, there are a number of hurdles to overcome as follows. This plan aligns not only with UH System-wide Goal 1 of Educational Effectiveness and Student Success, but also the UH Goal of “A Model Local, Regional and Global University”, and KCC’s strategic goal of increasing enrollment and success of international students.

1. Building our non-credit ESL program history and credibility

2. Become an accredited IEP (Intensive English Program) program
3. Apply for the SEVIS re-certification so that the College will be able to offer F-1 visas to non-credit ESL students
4. Develop new credit ESL courses that are integrated in the degree pathway
5. Commitment to run ELI with low enrollment

While the International Education Coordinator works with those key stakeholders to move towards development of an integrated ESL program and to recruit international students (both of which take a couple of years), the College needs to commit to supporting existing programs for international students or ESL students. The number of international students will not increase drastically over a short period of time. While the college works toward increasing international enrollment, we need to make sure that we offer support classes (ELI) for those international students that come, even if the number is small. Of course, timeline should be set to phase out this special treatment of ELI classes.

Looking at SEVIS process alone, it will take us at least two years to get to a point of being able to offer F-1 visas for non-credit full-time ESL students. Also, developing new credit ESL classes will take at least 1.5 years to complete the curriculum process.

The above mentioned process will not be possible without commitment and support from not only the administration, but active participation and input by multiple stakeholders, such as English faculty, Academic Support, and Student Services.

#### **4) Institutional commitment to build an on-campus housing**

It has been part the College's vision to have on-campus housing and it is included in the master plan. We humbly ask the college to consider this possibility once again and allocate resources to building on-campus housing. Once we have housing, we will be able to actively recruit international students in a way that is responsible. Right now, we want to recruit international students, but we cannot do so because we are unable to ensure that they will have housing at an affordable rate. Also, for international students who have never lived abroad, finding off-campus housing on their own and enter into agreement is a big hurdle. Having on-campus housing will definitely make KCC an attractive option among all other UH campuses.

Note: This APRU was written by Kyoko Ikeda, the International Education Coordinator, representing OCET/non-credit side as well as the International Education Committee.