

**Kaua`i Community College
2014 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. 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, five short-term international seminar programs were offered in FY 2014. In FY 2015, short-term programs are scheduled to expand to seven programs per year.

On the credit-side, the primary focus this year has been to implement plans to provide support to prospective as well as incoming international students, including new international student orientation, an international student handbook, and housing support. Also, this year, we focused on exploring various housing options as part of the necessary infrastructure to increase enrollment and success of international students.

Also, the International Education Committee was successful in receiving the Honda International Opportunity Grant to host International Awareness Month in February 2014 which promoted study abroad opportunities and brought in international culture and perspectives to the campus.

Part I. Quantitative Indicators

1) Short-term International Enrollment - OCET (Non-credit)

	FY 2009	FY2010	FY2011	FY2012	FY2013	FY 2014	FY 2015*
Groups Served	1	3	3	3	4	5	7*
Total Enrollment	16	31	60	61	53	69	93*
Revenues Generated	\$13,160	\$21,460	\$29,291	\$29,580	\$31,840	\$43,955	\$57.430*

* Projection based on on-going communication with partner schools

2) International Agreements

Partner Institution	Country	Date Signed	Status	Notes
Okinawa Prefectural College of Nursing	Okinawa, Japan		Active	
Nagasaki University, Department of Nursing, School of Health Science	Nagasaki, Japan		Active	
Toyama National College of Technology	Toyama, Japan	Oct 12, 2009	Active	Basic Agreement (MOU) to promote student/faculty exchanges
Okinawa Christian University	Okinawa, Japan	Feb 16, 2010	Active	Renewal of a Basic Agreement (MOU) to promote student/faculty exchange
Five Colleges of Maritime Technology a. Hiroshima National College of Maritime Technology b. Oshima National College of Maritime Technology c. Toba National College of Maritime Technology d. Toyama National College of Technology e. Yuge National College of Maritime Technology	Japan	Nov 29, 2010	Active	Basic Agreement (MOU) to promote student/faculty exchanges
Higashi Nippon International	Fukushima,	May 9, 2011		Basic Agreement

University Iwaki Junior College	Japan			(MOU) to promote student/faculty exchange
Ishigaki City	Okinawa, Japan	May 9, 2012		Basic Agreement (MOU) to cooperate as sister institutions and promote grass-root level exchange
Yunnan Agricultural University	Yunnan, China	July 21, 2014		Memorandum of Understanding to promote student/faculty exchange

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

3) International Enrollment- Credit side

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014
	Fall / Spring	Fall					
F-1 Students	2/3	5/4	4/6	6/3	6/5	6/5	10

4) KCC Students Studying Abroad (Outbound)

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

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

ii. The Freeman foundation community college scholarship program

Two students from KauaiCC 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.

iii. Kauai CC – Faculty-led study abroad and others in 2013-14

Partner Institution	Country	Length of stay	# of Students	Funding Source
Okinawa Prefectural College of Nursing	Japan	10 days	9	Student
Toyama College of National Technology	Japan	10 days	1	College / Host institution
Chiba-Keizai University	Japan	14 days	2	Student/ College
Total # of outbound KCC students in 2013			12	

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. This steady growth has been built on a strong foundation of long-standing partnerships with our partner schools in Okinawa that has resulted in two programs that are offered every year for them.

Based on APRU request submitted in 2012, the college hired a temporary full-time international education coordinator to support and promote further growth in the area of short-term international programs as well as identifying resources and developing strategies to increase international enrollment on the credit side. This enabled successful delivery of 4 short-term programs in FY2013.

In FY 2014, we delivered five 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. In anticipation of such a predicament, we hired a student worker who helped with the logistics and orientation. Through this, as well as

with strong support from the OCET director and staff, enabled us to deliver four concurrent programs.

Two things that the coordinator did in designing the short-term programs were:

- 1) Maximize interaction with KCC students and
- 2) Integrate the groups with the local community as much as possible.

One of the reasons for item 1) is to create 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. As for the reason for item 2), we believe it is important for anybody visiting the island to return to where they came from with a deeper understanding of the place they visited. And one of the best ways to learn about the place is by talking story with the people in the community. So in all of the five programs we offered in FY2013, service-learning activities in the community as well as workshops and events with community members were important components. Another reason for 2) is for the College to become a more visible member of the community as a resource for international matters.

2) Credit-side:

a) Inbound Students

As the data indicates, the College has seen small yet significant growth in international enrollment. It is significant because we were able to reach the goal for international recruitment for FY 2014 -15 which was to increase international enrollment to 0.7% to 1% of the student population (10 – 15 F-1 students). It is also significant because we were able to achieve this target in a responsible manner (meaning we delivered what we promised) and within the constraints that we addressed in last year's APRU, such as the lack of affordable housing options, lack of comprehensive ESL program, and no budget set aside for international recruitment.

Housing:

There is no easy and fast solution to our housing issue. So, this past FY, we focused on exploring various options for providing some housing options to future international students. To list our efforts in this endeavor:

- i. We negotiated with a local developer and consulted with the system office in pursuing a possibility of renting a house for off-campus housing for our students (both international and local students)
- ii. We sought legal advice from the Office of Risk Management in looking at the possibility of creating in-house Homestay Program

- iii. We also consulted with UH-Manoa Housing Program to see if we can tap into their resources for an off-campus housing referral system.

Options ii and iii have emerged as the most realistic options to pursue for the next couple of years, as we seek potential partners in providing on-campus housing in the next several years.

Admission / English Proficiency/Recruitment:

As we do not have a budget set aside for international recruitment, so we need to be creative in increasing international enrollment. One way to do that is to provide more options for the English Proficiency tests that are required of all international students (defined as F-1 visa students) for admission. In the past, we only accepted one test, TOEFL (Test of English as a Foreign Language). In Spring 2014, we started accepting other test scores (Eiken, IELTS, and Compass) experimentally. We chose Eiken because this is the most common English test in Japan; 2.3 million people take this test every year. IELTS are internationally recognized English proficiency tests, most commonly accepted by Australian, British, Canadian, Irish, New Zealand, and South African academic institutions. By adding these two tests, we hope to attract more international students from a wider pool.

This contributed greatly to the successful recruitment of three international students. We carefully monitor the success of these students who were admitted to KCC with the newly accepted tests. Anecdotally, as of October 28, 2014, instructors who teach these students attest to the satisfactory, if not excellent, performance of these students. We will continue to gather data of these students to see if we should continue admitting international students using various test scores.

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 easier 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 markets, new, and current international students, we identified key support services for international students, and experimentally offered them this year.

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.

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 for Fall 2014, 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.

International Student Orientation:

Last year, we have identified (in the APRU) International Student Orientation as part of the necessary infrastructure that draws, retains and ensures the success of international students. So, we set a goal to offer international student orientation in the Fall 2014, and we were able to fulfill this goal with four new international students this Fall. 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 Manager, Patricia Wistinghausen 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.

b) Outbound Students

Though official data has not been released from the Office of the Vice President for Community Colleges (OVPCC), we have been informed that they have received significantly more applications from KCC and one student participated in the Hakuoh University Study Tour, and two students have been selected and are now participating in the Freeman Foundation Community College. The Freeman Program offers generous financial support for UHCC students seeking to study abroad in either China, Japan, Korea, or Vietnam. The promotion of study abroad opportunities during the International Awareness Month might have been the contributing factor to the increase in application and the numbers of outbound students. One lesson learned from this year was that we will have more success with sending our students abroad if we can support students with the on-line application process. Many students came to the coordinator with questions about the on-line application process. As the coordinator had limited time to attend to each individual applicant, not enough support was provided. We have had some successes in promoting study abroad opportunities. In the next couple of years, we plan to increase the number of outbound students by providing assistance to students in the application process

c) Internationalize Campus / Curriculum

The International Education Committee was successful in receiving \$4,695 as the Honda International Opportunity Grant to host International Awareness Month in February 2014 which promoted study abroad opportunities and brought in international culture and perspectives to campus. Total attendees to the events exceeded 1,000. We would like to build on this momentum and provide more international learning opportunities to the campus community and beyond.

Event Attendance

	Event	Attendance (Faculty/Staff)	Partnership / Co-sponsors
1	Demonstration of Japanese Martial Arts	145 (20)	The Lihue Kendo Club Lihue Aiki Kai
2	Healing Touch, Massage demonstration	40 (N/A)	KCC massage program
3	1 Billion Rising For Justice	150 (30)	YWCA Pau Violence Kauai
4	Movie & Discussion: “Half the Sky – Turning Oppressions into Opportunities for Women”	15 (5)	YWCA Pau Violence Kauai
5	Movie & Discussion: “The Hungry Tide”	30 (10)	KCC Hawaiian Studies KCC Marine Option Program
6	Professionals (Marc Beeby & Matt) Music and Stories from Nova Scotia, Canada	50 (N/A)	
7	Dr. Linda Furuto, Ethnomathematics on a World-wide Voyage	50 (15)	KCC Hawaiian Studies, KCC Club Math, Title III
8	Megumi Chibana, Island Futures: Re-	45 (10)	KCC Hawaiian Studies

	viewing Struggles for Okinawa and Hawaii		
9	World Café highlighting KCC students who studied abroad.	50 (15)	KCC Japanese Club
10	World Café featuring presentations by KCC students who went on faculty-led study abroad. (Hosted by KCC Hawaiian Club)	60 (10)	KCC Hawaiian Club
11	World Café highlighting KCC faculty members' international experiences and travels. (Hosted by KCC Japanese Club)	45 (10)	KCC Japanese Club
12	UHCC Study Abroad Programs and Scholarships Information Booth	57 (19)	UHCC
13	Freeman Scholarship Information Booth	90 (10)	Kapiolani CC
14	Closing Event for International Awareness Month featuring Eisa Performace by visiting students from Okinawa Christian University and Junior College.	150 (30)	KCC International Student Club, KCC Pamantasan Club
15	Vessels that Connected Japan and Hawaii	NA	
16	Weaving Around the World	NA	
17	KCC in the World: Display of a Large World	NA	
	Total Attendance (Faculty/Staff) / Partnerships	977 (184)	15

III: Goal Alignment

Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals	Program Goals
<p>UH Goal 3: A Model Local, Regional and Global University</p> <p>KCC Goal 6 Diversity</p> <p><i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Fostering Global Understanding and Intercultural Competence</i> ○ <i>Increased Enrollment and Success of International Students</i> 	<ul style="list-style-type: none"> ● OCET's International program continues to form new agreements and programs with global markets. ● Continue to work on creating housing options for international students. ● Continue to work on building ESL program which ensures seamless flow from non credit to credit side. ● Promote study abroad to KCC students ● Establish student exchange programs with overseas institution to promote study abroad for KCC students. ● International Education Committee

	(IEC) continue to promote internationalization of our campus and curriculum
<p>UH Goal 4: Investment in Faculty, Staff, Students and Their Environment KCC Goal 4: Personal Development <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Professional Development Directed to Any of the Above Goals</i> ○ <i>Enriching Student Experience, Particularly Directed to Any of the Above Goals</i> ○ <i>Increasing the Efficiency, Effectiveness and Sustainability of the KCC Environment</i> 	<ul style="list-style-type: none"> • IEC members and international education coordinator continue to play an actively role in system-wide IEC meetings and retreat. • IEC members and international education coordinator continues to attend conferences on International Education regularly to enhance knowledge. • IEC and the coordinator promote study abroad for students, as well as faculty exchange with our international partner • Maximize the interaction between local KCC students and international students, both short-term and long-term, to enrich student experience.
<p>UH Goal 5: Resources and Stewardship KCC Goal 5 Community Development <i>Strategic Goals:</i></p> <ul style="list-style-type: none"> ○ <i>Reduce Deferred Maintenance</i> ○ <i>Address Health and Safety Issues</i> ○ <i>Promote Sustainability</i> 	<ul style="list-style-type: none"> • 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.

Part IV: Action Plan

International Education Action Plans

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

<p>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) December 2015</p> <p>b) July, 2015</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 2015</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 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 Services</p> <p>- International Education</p>	<p>a) Fall 2015</p>	<p>b) New</p>

			Coordinator		
International Education Committee (IEC) continue to promote internationalization of our campus and curriculum	a) Host International Awareness Month b) Host other events to infuse international perspectives	International Education Coordinator position	- International Education Coordinator	Spring 2015	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 - 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 partner	a) Inform our faculty about opportunities for faculty exchange		- International Ed Coordinator - IEC	Continuous	On-going
Maximize the interaction between local KCC students and international	a) Coordinate with faculty members to see if they can incorporate		- International Ed	Continuous	On-going

students, both short-term and long-term, to enrich student experience.	international students as a resource for their class		Coordinator - IEC		
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.	<p>a) Conduct new international student orientation</p> <p>b) Conduct workshop on safe study abroad in partnership with UH Women's Center</p>		- International Ed Coordinator	<p>a) Continuous</p> <p>b) Spring 2015</p>	<p>c) On-going</p> <p>d) New</p>

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.

Note:

This APRU was written by Kyoko Ikeda, the international education coordinator, representing OCET/non-credit side as well as the International Education Committee.