Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/
Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit’s goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit’s services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

IEP team: please write a brief narrative that addresses the highlighted issues above.

There have been no significant changes in the Intensive English Program’s academic program.

However, due to Administration concerns about liability issues, some important student support services have been discontinued. Airport pickups and shopping trips, which were paid for by students, were discontinued. These services have long been important in setting the IEP apart from other ESL programs in Hawaii. Although UH Hilo offers these services to newly arriving international students, these services were disallowed due to the use of state vehicles for non-instructional activities. IEP staff is no longer allowed to take students in state cars for any reason.

For more than 15 years, a weekend trip to Hapuna Beach was a regular feature each session. The IEP Assistant Coordinator gave an ocean safety workshop prior to the trip. The workshop was required for all participants. Weekend trips which include a visit to Hapuna Beach or any other water venue are no longer allowed by Hawaii CC due to concerns over liability issues. IEP students cannot be taken for canoe paddling on Hilo Bay with the University of Hawaii canoe club. This loss of important events in the IEP session calendar has been a setback to the program. These events fostered cohesion amongst IEP students and gave them opportunities to explore the Big Island. It is very difficult for most students to do these things on their own. Again, UH Hilo regularly takes students on trips to the beach, sailing and for other water activities. We are a small program on a small campus on a rural island. We have to compete with ESL programs on Oahu and Maui for students. Cutting trips that allow students to enjoy the natural environment of the Big Island may be damaging to our
enrollment numbers, and affect the financial health and stability of the program. Overall numbers of international students enrolled in Hawaii CC degree programs could fall as a result.

There has been no gain or loss of positions. The previous IEP Coordinator resigned in July of 2014, and the position has been covered by an Interim Coordinator, the former IEP Assistant Coordinator. The Coordinator position was advertised, but has not been filled. So the Interim Coordinator has been covering the faculty IEP Coordinator position, although still technically in the APT IEP Assistant Coordinator position. A new staff member has been working as Assistant Coordinator on a casual hire basis since October, 2014.

Also discuss results of prior year’s action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

The prior year’s action plan listed the following items:

Establish a Multicultural/International Office
This would have had a major impact on student services provided for all international students on the campus. However, there needs to be Administration support for an office, with staffing commitments. No action was taken. Although the former IEP Coordinator pushed for establishment of this office, it was not within the domain of the IEP to make it happen.

Increase the number of IEP students.

Through local outreach using free resources (the Tribune-Herald Calendar section and radio public service announcements) we have had a small increase in the number of resident IEP students. Through the use of international recruiting agents, participation in the Proyecta 100,000 Scholarship Program in Mexico, and through our affiliation with St. Joseph’s High School in Hilo, we have been able to increase international student enrollment. The total increase in student enrollment for the review period was 11.5%.

Launch new scholarships for IEP applicants in selected countries and areas

We have offered resident tuition rates to students from Vietnam for one session. This offer was extended to students at Thai Nguyen University, where we have American colleagues. We were told that there is strong interest in sending several students, as well as some English faculty members. No applications have been received so far.
Establish a 2+2+2 agreement with St. Josephs High School and UH Hilo to bring in more Vietnamese applicants with VETEC Office in Ho Chi Minh City.

Hawaii CC Administration declined to sign the 2+2+2 agreement, even though there was no cost to the college, and no legally binding commitment, as it was only a memorandum of understanding to promote cooperation between the three schools.

Work with Study Hawai’i Educational Consortium and DBEDT to brand Hawai’i as a study destination

The IEP staff has worked on Study Hawaii efforts in designing promotional materials, and in giving support in hosting the Familiarization Tour guests from China last year. (IEP provided a translator).

Beef up social media and other online marketing to drive more traffic to the IEP website

We hired international students to create blog posts several times a week in English, Japanese and Korean. The number of followers on our social media websites has grown. We do not have a way of accurately tracking how many students have come to study in our program as a result of these social media efforts. In fact, we have been advised that the most commercial and expensive of our blogs is actually taking traffic away from our IEP website. This may have had a negative impact on our enrollment, since Google Analytics shows that hits to our iephawaii.com website have decreased in the last few years. Once our own website is re-launched, we will discontinue using that blog site and transfer all of our blog posts to our new website.

Use the US Commercial Service Gold Key Service in Korea and other Pacific Rim countries to create new partnerships with high schools and educational agents.

This is a good idea, but requires a budget for staff to travel to Korea and other countries to give presentations. The Gold Key Service itself is free or very inexpensive, so it would be worth pursuing if we are able to obtain funds for travel. The IEP currently has no plans for overseas recruiting trips due to cost concerns. Funding requests for recruiting trips have not been acknowledged.

IEP instructors hired as lecturers.

We are still exploring options to make this possible. Tuition for the non-credit program is collected by OCET. Lecturers are paid from G-funds. The IEP is self-supporting. It is not feasible for the IEP to pay the 40% fringe that would need to be added to salaries at our current enrollment levels.

Reorganization to move the IEP to an academic unit together with credit ESL

There has been no serious discussion that we are aware of between administration members about moving
the IEP from OCET to the credit side.

Part III. Action Plan. Describe in detail the Unit’s overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit’s efficiency, effectiveness, and operational performance.

1) Move short-term international programs from the OCET (Office of Continuing Education and Training) to the IEP. Goal 1 aligns with ILO3, Diversity.

Moving the International short-term trainings from the OCET office to the IEP will result in more efficiency in the development and facilitation of these programs. Most short-term programs bring students from Japan. The IEP has bilingual Japanese/English speaking staff, so communications with overseas clients will be more efficient. Also, since the IEP routinely coordinates housing, field trips, and elective courses for IEP students, managing these functions for short-term international programs can easily be taken over as part of the IEP. The additional revenues generated will help to stabilize the IEP financially. There may also be some interest generated in the IEP with some of the visiting students in these short-term programs. There may be a need for additional staffing as these changes are made. The income from the short-term programs would enable the IEP to fund the half-time casual APT position that was vacated in 2014 due to lack of funding.

2) Increase F1 student enrollment by 10%

ILO 3: Diversity. Increased enrollment in the IEP will create cultural diversity within the program, and across the Hawaii CC campus.

B5 in the Strategic Plan is "Increase international student enrollment by 3% per year." The AMP includes strategies on how to support ELLs (English Language Learners) in 15.1 to 15.9. Item 15.9 is focused on the expansion of services and courses for ELLs in West Hawaii. When the number of international students increases, we will have more resources to serve the resident ELL population.

Increased tuition revenues will stabilize the IEP financially. There will be a significant impact on Hawaii CC enrollment as more IEP students transfer into credit programs, paying non-resident tuition for the duration of their studies.

3) Update the IEP website and launch new language translations.

Re-design & re-launch the IEP website: Fall 2015, Spring 2016
Recruit new educational agents in underrepresented countries: Fall 2015, Spring 2016
Make selected visits for promotion of the IEP with the assistance of our educational agents in Japan, Korea: Summer & Fall 2016.

The IEP is a self-supporting unit, meaning that it must pay salaries and all expenses from tuition revenue. This means that the IEP must engage in ongoing international marketing in order to recruit new students to keep our program afloat. Our primary marketing tool for many years has been our website. However, there are many issues related to the website, and these issues may be having a negative impact on recruitment. The IEP
website, iephawaii.com, was designed and built nearly ten years ago by a company using proprietary software. In the meantime, that company went out of business, and the software they used has become dangerously out of date. The IEP website has crashed a few times, and can no longer be maintained by IEP staff.

We have also invested tremendous amounts of time and money since 2008 in a Hawaii-themed Japanese language blog portal—mo-hawaii.com. We have determined, however, that this investment was not effective, and in fact, may have taken visitors away from the IEP website. Our plan is to move our blogs onto our new website, so that we attract visitors directly where it will be easy for them to submit an application.

Although enrollment levels are at an all-time high in the reporting period, these numbers reflect aggressive marketing and recruitment through scholarship programs, and through local alliances. Agents have increased the number of students they sent to study in the IEP. But the remaining numbers, those who find the IEP on their own through the internet and our website have stayed flat, or even decreased. There are many aspects to internet marketing that need to be investigated and a new marketing plan developed.

In addition, the Hawaii CC Business Office has a strict interpretation of the $2500 procurement limit. This has resulted in successful agents, who have recruited many students to the IEP, not being paid the commissions owed to them by the IEP and Hawaii CC. This policy is interpreted differently on other campuses. Leeward and Kapiolani pay all agent commissions regardless of the $2500 limit.

Despite the difficulties with the website, and the lack of funding for marketing, the enrollment in the IEP increased by 11.5% in the reporting period: July 1, 2014-June 20, 2015. This reflects positive results achieved through the efforts of our international educational recruiting agents, participation in the Proyecta 100,000 Scholarship Program in Mexico, and our alliance with St. Joseph’s High School in Hilo, which has a large population of international students who seek English language training during the summer.

**Part IV. Resource Implications**

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai‘i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative’s Goal, Action Strategy, and Tactic. [http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf](http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf)

**Health and safety needs:**

Classroom chairs-18 cushioned office-type chairs are urgently needed for IEP classrooms. Facilities, health & safety. Cost: $1800

**Justification:** The furniture in the IEP classrooms is very old. The computer lab chairs are labeled “Territory of Hawaii” indicating their vintage. The chairs in the classrooms are more modern, but continually break. As time has passed, we have been left with fewer and fewer safe and properly functioning classroom chairs. As students spend upwards of 5-6 hours per day in the IEP classrooms, this is a health and safety issue. Twice,
students have fallen to the floor when these old chairs collapsed due to wear and damaged parts. Luckily, no one was injured.

When enrollment increased in the fall of 2014, the IEP classrooms were short of chairs for all of the students who were enrolled. We had to borrow chairs from other offices and classrooms. We had to ask for metal folding chairs from POM. Although they were inadequate, this was all that we could find available on the campus. Our tuition is high, and students spend long hours sitting in the IEP classrooms. Two of our students have had serious back problems. It is important for the health and safety of our students that they be provided with safe and comfortable seating in the IEP classrooms.


Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.


Required for ARPD Web Submission: Provide the URL to the specific location of this Unit’s last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

OCET: IEP

Unit Description

Please provide a brief description of your Unit. Include your Unit Mission statement.

The IEP is a non-credit program that offers 20 hours a week of academic English instruction in reading, writing, listening, speaking and grammar skills. Students are prepared with the skills that they need to study in an American university.

To ensure the quality of the instruction and services that the IEP offers, the IEP is accredited by the Commission on English Language Program Accreditation (CEA) and is a member of the American Association of Intensive English Programs (AAIIEP).

The program offers 5 eight-week sessions a year, 2 sessions in the spring, 1 session in the summer and 2 sessions in the fall.

The IEP has up to 4 proficiency levels with 3 core courses of Writing & Grammar, Reading & Vocabulary and Listening & Speaking for non-native English speakers. At least one elective class is scheduled every session. In addition to a high-quality academic program, the IEP strives to provide students with well-rounded, comprehensive student services to transition students to mainstream college life. Services span social, academic, personal, and immigration-related needs of international students.
The IEP does its own:

- Marketing and recruitment
- Admissions (Banner and SEVIS)
- Preparation of documents needed for F1 (student) visa application (SEVIS)
- Orientation
- Pre-arrival support (finding housing for students)
- Arrival support (airport pick up, shopping, setting up a bank account, etc.)
- Student life activities (weekend trips, volunteer activities, community service, etc.)
- Graduation ceremony

Clientele Served

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with a TOEFL score of 61 iBT or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 61 iBT.

The Intensive English program is the “gateway” for a majority of the international students studying at Hawaii Community College. The IEP prepares students with academic the English language skills they need so that they can succeed in achieving their academic goals in the college.

The mission of the Intensive English Program (IEP) at Hawai`i Community College is to provide academic English language instruction and comprehensive support services to international students seeking academic, personal, and professional goals in a rich, cross-cultural environment.

Part VI. Unit Outcomes

For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.

A) Assessment Strategy/Instruments

Provide a description of the Unit’s assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

The IEP conducts regular, ongoing assessment of the program and courses. At the end of each 8-week session, five times a year, evaluation forms are completed by students for each course they are taking, as well as for the IEP program overall. The results of these evaluations are used to assess the quality of the learning experience that the IEP provides.

In addition to the Program / Course Evaluations, we have been assessing our testing materials, Mid-term and Final exams that are used for each level (currently Levels 2, 3 & 4) and for each course offered in the program: Writing & Grammar, Reading & Vocabulary, and Listening & Speaking. Using rubrics as a guide to our expected levels of student skill and achievement, we adjusted the exams to more evenly match the achievement expected. Weighting of scores on each exam were adjusted to create a more uniform assessment across the levels. Sections that were found to be ineffective in the exams were eliminated and replaced with more useful measures.
No formal course assessments were scheduled for 2014-15. In the fall of 2015, the IEP will assess Writing & Grammar courses.

B) Expected Level of Achievement
For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit’s Outcomes (e.g., “85% of work orders will have been filled within the original estimated completion time” or “90% of students will report satisfaction with Unit services”). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

IEP Team: Please complete this section by providing a quantitative statement of what your expectations were in 2014-15 for IEP’s achievement of its goals for student satisfaction in the different areas of the survey (don’t have to do for every question, just for each large area or section of the survey) . This should be followed by a brief narrative statement of why this is the expectation; this might include a brief statement of your historical data in these areas, and/or a statement about why you chose these numbers for 2014-15.

In week 7 of each 8-week session, the IEP distributes a paper evaluation form to all students and gives them time at the end of their class to complete anonymously without a teacher or staff member in the room. The envelopes are collected and turned in by a designated student. The forms are processed and compiled. The results of the evaluation are reviewed in IEP Team meetings, and by the instructors in the pre-session meeting following the session being reviewed. Changes, if necessary, are implemented as a result of these reviews. The IEP has been using this type of evaluation for over 10 years, 5 times a year (March, May, July, October, and December). The results are included in annual and comprehensive program reviews, and in IEP accreditation reports to its accrediting body, the CEA. The responsible parties in the unit are Steven Clements and Eri Hall.
Note that IEP students are non-native English speakers, so the evaluation form is designed to accommodate these students.

Summary of results (Fall 2014 to Summer 2015 averages):

My English skill improved in the IEP. (89%)
I feel more confident using English. (80%)
The IEP gave me the skills I need to live in Hilo. (82%)
I have started to make local friends. (60%)
Working with a tutor helped me with my English. (82%)
When I needed help, the IEP coordinator was helpful. (93%)
When I needed help, the IEP support staff was helpful. (93%)
The weekly newsletter was helpful. (96%)
IEP classrooms are comfortable places to study. (87%)
In the previous annual report, the IEP Coordinator stated that our 2014-15 target for assessment would be the statements, "The IEP gave me the skills I need to live in Hilo' and "I have started to make local friends." Over the years, we have found that these two questions seldom reach our target rate of 85%.

Although these questions do not relate directly to curriculum taught in the IEP, they are important when looking at an international student as a whole person. Living and studying in a foreign country can be very stressful and lonely. It is important that the IEP provide as much support and access to the community as possible, in order for our students to live happily, and to reach their academic goals.

To address the low ratings we received for the two statements: "The IEP gave me the skills I need to live in Hilo" (previous reporting period 75%) and "I have started to make local friends" (71%), we are focusing on increasing volunteer and community-based activities for the students. As time goes by, we learn of more opportunities to pass on to our students. We hope that by increasing community and volunteer activities, our students will gain the confidence they need to use English outside the class. Our target for success in student evaluations is 85%.

The evaluation rate for the life skills question went up in the review period and meets our 85% target. However, the making friends question got an even lower score, 60%, than in the previous review period (71%). It is difficult to say why, except that we are dealing with a different group of students. Some of our students are quite shy, and resist all attempts to recruit them for volunteer activities. So, while these questions reflect important life issues for students, the outcomes are largely out of our control, once we have provided the opportunities, it’s up to the student to participate.

Every session we have a "volunteer workshop" run by Steven Clements to explain to students how to get more involved in volunteering. In the reporting period, 36 IEP students volunteered at the Visitors’ Center on Mauna Kea at least once during this time frame. Other volunteer activities include:

6 Students volunteered at Japanese Language classes at UH Hilo as tutors weekly for 8 weeks
11 students met with Spanish language students at UH Hilo for a cultural exchange; some continued as weekly volunteer tutors.
4 students volunteered weekly at Waiakea Elementary School
3 students volunteered long-term at the Hawaii Japanese Center
3 students volunteered weekly at a retirement home
17 IEP students volunteered for the 8-hour Relay for Life Hilo event on the evening of July 20th
4 Students participated in an all-day tree-planting event in the Kohala mountains
International Education Week: all students
Earth Fair: all students

On the academic side, the instructors teaching the Listening & Speaking courses are giving assignments which require the students to talk to other students on the campus.

While the IEP does not directly address these two questions in our curriculum, studies have shown that international students tend to be isolated and socialize only within their own language groups while studying
in the US. By helping students to engage in the local community through volunteering, we can help students to develop “life skills” and “make friends”. These will support them psychologically and help to build the confidence that students need thrive and to succeed academically. Their English language ability will also improve as a result.

We are considering ways to include more outside activities into our regular curriculum that will require students to meet and communicate with their American peers and community members. In addition, “volunteering” may be reclassified as “service learning” and may be a required component of the curriculum. This may result in students developing “life skills” and “making friends”, despite their innate shyness or resistance to volunteering.

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit’s Outcomes and support of the College’s Mission. Describe how the Unit’s assessment results have guided the implementation of changes to improve the Unit’s function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

The data from the instructor and program evaluations shows that the students appreciate their teachers. Our human resources along with our curriculum are our product. 88% of our students in the reporting period strongly agreed or agreed with the statement, "My English skills improved in the IEP." For the statement, "I learned a lot from this instructor" 92% of students chose "strongly agree" or "agree."

Our curriculum is the result of on-going, continuous assessment. In the last couple of years, we have made several changes to improve our curriculum and the way that we assess our students. Evidence of this can be seen in way in which the IEP has redefined its levels and the development of rubrics for each level and course. We have also developed shared rubrics with the English department ESL strand to ensure articulation standards.

Additionally, the IEP is accredited by the Commission on English Language Program Accreditation (CEA). The IEP is currently undertaking a Self-Study as part of its re-accreditation process. CEA Accreditation will be up for renewal after a site visit by the CEA in the summer of 2016.

Our program evaluations show that the students appreciate the support services from the coordinator and the IEP staff. The IEP Program Evaluation shows that 95% of our students rated the IEP Support Staff as helpful, and 92% rated the coordinator as helpful.

In addition, below we provide IEP’s enrollment numbers for 2014-15, indicating the recruiting success of our program.
IEP Enrollment for July 1, 2014 to June 30, 2015

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<th>New Students</th>
<th>Completed IEP</th>
<th>Total enrollment / Average</th>
<th>Report Period Increase</th>
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<th>Difference (increase)</th>
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<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Review Period 35 17
Increase 6 6
D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

Two other UHCC campuses, Leeward Community College and Windward Community College, participated in the ACE Internationalization Laboratory self-study as a cohort. All expressed disappointment with results of the process. Process was helpful as it stimulated interest in internationalization on the campuses, and impetus for the program. It was hoped that the final ACE report would legitimatize and voice strong support for internationalization efforts across the UHCC system, but it did not. The final report wasn’t very helpful, included only mild support, but no evaluation or concrete suggestions.

E) Next Steps

Based on the Unit’s overall AY 2014-15 assessment results, describe the Unit’s intended next steps to improve services in support of the College’s Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.

Establish a Multicultural/International Office

The Intensive English Program office continues to function as the de facto international office on the Hawaii CC campus, through our recruiting efforts, student services, and with counseling and advising for international non-credit and credit students. (Although there is an excellent international counselor on the campus for credit students, because of our multilingual staff, international credit students often stop first at the IEP office for support with college admissions, housing and other concerns after completing the IEP).

The stated goal in our 2013-14 report was the establishment of a Multicultural/International Office on the Hawaii CC Campus to serve international students, as well as resident students seeking an international study abroad experience. This initiative is one that must have administration support in order to proceed. There has been no progress made since a plan was submitted in spring, 2013. The International Office was not established, and the project seems to have been placed on indefinite hold. This is an initiative that was recommended by the Hawaii CC International Education Committee. But there is no commitment from Administration for an International Office at this time.

We hoped that as a result of the college’s participation in the ACE Internationalization Laboratory self-study that the issue of an international office on Hawaii CC will be re-considered once again. There was an ACE Laboratory visit by Barbara Hill and Paul McVeigh on March 18, 2015. It was our hope that with their support and recommendations that we can draft a workable plan for a Hawaii CC International Education Office. However, the ACE Lab report in fact undermined the efforts of those on this campus working in international education efforts. Their recommendations were narrow-minded and dismissive of the faculty and students of this college.
Increase the number of IEP students in underserved populations.
IEP classes were cross-listed with credit ESL classes in order to allow ELL resident students to study with the support of financial aid. The cross-listing was discontinued by administration in 2013. The IEP has continued to recruit students among resident ELL students and have increased enrollment modestly, but none are able to take advantage of financial aid to pay for IEP tuition.

IEP instructors hired as lecturers.
There was an agreement between the IEP coordinator and Hawaii CC Administration to hire IEP instructors as lecturers. This plan was announced to the IEP instructors in the summer of 2014. The plan was then withdrawn by Administration. There was no explanation given to IEP Instructors for this withdrawal of support. There has been no further progress on this issue.

Because we do not have the budget to support the cost of fringe, IEP instructors are casual hires, on a lower pay rate than lecturers, and without benefits. Our “casual hire” instructors are treated by the college as second-class citizens. One IEP instructor who quit in January of 2015 had taught continuously since 2004, full-time, with no benefits. Another has taught for seven years, full-time, without benefits. Our third full-time instructor lost health insurance recently being unable to afford it, despite the new ACA insurance plans. That instructor is currently looking for a new job with benefits.

Because we are not able to offer stable positions with benefits, it is difficult for the IEP to attract and retain new qualified professional instructors who meet all MQ's. If we do get a qualified instructor, he or she usually leaves after a short time to work elsewhere, usually with the English Department at Hawai’i CC or the English Language Institute at UH Hilo.

Having IEP instructors who are hired as lecturers would provide equity for the IEP instructors. It would also allow for flexibility in staffing, as many faculty and lecturers in the HawaiiCC English Dept. have ESL qualifications and could teach one or more IEP classes when schedules allow. Minimum qualifications should also be reviewed to allow more flexibility in hiring. Many of our skilled ESL teachers have an MA in a field other than TESOL or English.

Move short-term international programs from the OCET to the IEP.
Moving the International short-term trainings from the OCET office to the IEP will result in more efficiency in the development and facilitation of these programs. Most short-term programs bring students from Japan. The IEP has bilingual Japanese/English speaking staff, so communications with overseas clients will be more efficient. Also, since the IEP routinely coordinates housing, field trips, and elective courses for IEP students, managing these functions for short-term international programs can easily be taken over as part of the IEP. The additional revenues generated will help to stabilize the IEP financially. There may also be some interest generated in the IEP with some of the visiting students in these short-term programs. There may be a need for additional staffing as these changes are made. The income from the short-term programs would enable the IEP to fund the half-time casual APT position that was vacated in 2014 due to lack of funding. Two successful short-term trainings were conducted in 2014-15 with the new IEP Assistant Coordinator acting as coordinator.
for the projects. In addition, proposals for several other short-term international programs have been developed and submitted for approval to Japanese institutions for 2016.

There is **not enough money in the IEP budget** available to recruit more aggressively in order to increase student number and diversity of students. In the reporting year, 65% of our students came from Japan. Despite budgetary limitations, the number of students in the IEP increased to its highest level in the history of the IEP (to 174, up 18 from the last reporting period, an 11.5% increase in enrollment). This is impressive when seen in contrast to the state-wide decrease of 26% in the number of international students in the last 5 years due to more aggressive recruitment practices at mainland college campuses.

IEP new student enrollments increased, averaging 17 per session. The number of students enrolled in each 8-week session in the report period averaged 35 students in each of the 5 IEP sessions, up 6 students, or 20%, from the averages over the last 6 year period, from 2008-2014.

Some of our **unit functions are duplicated in Student Services**. It would be more cost effective to have an International Office which handles all international student recruitment, for both credit and non-credit students. The IEP bears the cost of a Student Services Coordinator, and 2-3 student hires to handle inquiries, applications, and admissions, housing support, orientation, and counseling. These are functions which could be provided for both credit and non-credit international students in a campus International Office.

**Update the IEP website and launch new language translations**

The IEP website was designed and created in 2005 using proprietary software. The company that created the software went out of business in 2013. Their software has not kept up with the constant upgrades released by the browsers, making it obsolete. This has caused increasing difficulty with the website, and it can no longer be updated by the IEP staff. In addition, the website is very dated in its styling and functionality.

As more and more students internationally use the internet to research and locate study programs, it is imperative that the IEP website be updated immediately. It is the primary mode for new students to make contact with us.

This not only affects the IEP. The IEP recruits 90% of the international students taking credit classes on the Hawaii CC campus. These students contributed more than $300,000 in tuition revenues in 2014-15. A failure of the IEP to recruit new students will have a serious impact on the eventual enrollment of international students paying out-of-state tuition at Hawaii Community College.

**Health and Safety Facilities Upgrades**

The furniture in the IEP classrooms is very old. The computer lab chairs are labeled “Territory of Hawaii” indicating their vintage. The chairs in the classrooms are more modern, but continually break. As time has passed, we have been left with fewer and fewer safe and properly functioning classroom chairs. As students spend upwards of 5-6 hours per day in the IEP classrooms, this is a health and safety issue. Twice, students have fallen to the floor when these old chairs collapsed do to wear and damaged parts. Luckily, no one was injured.
When enrollment increased in the fall of 2014, the IEP classrooms were short of chairs for all of the students who were enrolled. We had to borrow chairs from other offices and classrooms. We had to ask for metal folding chairs from POM. Although they were inadequate, this was all that we could find available on the campus. Our tuition is high, and students spend long hours sitting in the IEP classrooms. Two of our students have had serious back problems. It is important for the **health and safety** of our students that they are provided with safe and comfortable seating in the IEP classrooms.