

**HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW (AUR)**

Office of International Programs

Date December 31, 2018

**Review Period
July 1, 2017 to June 30, 2018**

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Writer(s): Eri Hall & Christine Quintana

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 evaluation and assessment process supports achievement of Program/Unit and Institutional 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/files/program-unit-review/>

***Please remember that this review should be written in a professional manner.
Mahalo.***

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>Hawaii Community College welcomes international students. The Office of International Program (OIP) assists international students with achieving their academic and personal goals while complying with their immigration status. OIP provides new student orientation, advising on immigration regulations which include on and off campus employment while going to school and after graduation. OIP also endorses international student travel outside of the United States.</p> <p>OIP oversees the Intensive English Program (IEP), which provides intensive English language preparation for international students who wish to improve their English skills for professional or personal reasons. The IEP also serves permanent residents and immigrants who are non-native speakers of English and need further development of their English language skills.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2015</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_iep_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p> <p>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed</p>	<p>In reviewing the CERC review for the Intensive English Program, the committee identified the following:</p> <ul style="list-style-type: none"> ● The Unit's strengths and weaknesses are clearly identified. ● The Unit needs to provide clearer discussion on how IEP is aligned with the UHCC System mission, Hawaii CC mission, and strategic plan. ● IEP provided a detailed analysis of the course-level assessment. However a recommendation is to discuss how the data supports the challenges and achievements of the program. ● Goal 2 was not clearly defined, define a better way to support underserved populations, such as our resident English language learners. ● The action plan for the next three years were well organized and thoroughly discussed.

elsewhere in this report.	This 2017-2018 annual review will address some of the recommendations as well as further elaborate on what was not thoroughly demonstrated during the 2012-2015 comprehensive report. In addition, the Unit Review will also incorporate the role of the OIP and the responsibilities of the program.
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Unit Data: Analysis of ARPD Data and Other Quantitative Indicators

Unit ARPD data, if applicable, can be found on the ARPD website:

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

Please attach a copy of the Unit’s ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.

Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.																																			
Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit’s provision of services.																																			
The Office of International Program falls under the Office of Continuing Education and Training. There is no ARPD data available during this review period.																																			
From 2016-2017 SY, IEP experienced an overall increase in enrollment. The most significant increase of enrollment was our international students, who collectively brought in \$171,990.00 of tuition. Which is an increase of \$50,715.00 from last academic year.																																			
Here is a summary of the participation for each session:																																			
<table border="1"> <thead> <tr> <th colspan="4" data-bbox="207 1423 786 1465">SY2018 (Fall 2017 - Summer 2018)</th> </tr> <tr> <th data-bbox="207 1465 354 1507"></th> <th data-bbox="354 1465 500 1507">F1</th> <th data-bbox="500 1465 646 1507">Tourist</th> <th data-bbox="646 1465 786 1507">Resident</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 1507 354 1549">Fall I</td> <td data-bbox="354 1507 500 1549">12</td> <td data-bbox="500 1507 646 1549">8</td> <td data-bbox="646 1507 786 1549">9</td> </tr> <tr> <td data-bbox="207 1549 354 1591">Fall II</td> <td data-bbox="354 1549 500 1591">9</td> <td data-bbox="500 1549 646 1591">2</td> <td data-bbox="646 1549 786 1591">9</td> </tr> <tr> <td data-bbox="207 1591 354 1633">Spring I</td> <td data-bbox="354 1591 500 1633">15</td> <td data-bbox="500 1591 646 1633">3</td> <td data-bbox="646 1591 786 1633">4</td> </tr> <tr> <td data-bbox="207 1633 354 1675">Spring II</td> <td data-bbox="354 1633 500 1675">21</td> <td data-bbox="500 1633 646 1675">1</td> <td data-bbox="646 1633 786 1675">3</td> </tr> <tr> <td data-bbox="207 1675 354 1717">Summer</td> <td data-bbox="354 1675 500 1717">21</td> <td data-bbox="500 1675 646 1717">2</td> <td data-bbox="646 1675 786 1717">5</td> </tr> <tr> <td data-bbox="207 1717 354 1759">Total</td> <td data-bbox="354 1717 500 1759">78</td> <td data-bbox="500 1717 646 1759">16</td> <td data-bbox="646 1717 786 1759">30</td> </tr> </tbody> </table>				SY2018 (Fall 2017 - Summer 2018)					F1	Tourist	Resident	Fall I	12	8	9	Fall II	9	2	9	Spring I	15	3	4	Spring II	21	1	3	Summer	21	2	5	Total	78	16	30
SY2018 (Fall 2017 - Summer 2018)																																			
	F1	Tourist	Resident																																
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Spring I	15	3	4																																
Spring II	21	1	3																																
Summer	21	2	5																																
Total	78	16	30																																

The table reflects duplicate headcounts. There were 28 different F1 visa students, 15 different tourists, and 11 residents. With the exception of tourist, most student will attend multiple sessions.

Here is a summary of students by country or origin:

SY2018 (Fall 2017 - Summer 2018)			
Country of origin	F1	Tourist	Resident
China	1		1
Chile		1	
Japan	24	9	6
Korea	2	3	
Taiwan		1	
Mexico	1		
Phillipines			4
Russia		1	
TOTAL	28	15	11

The table indicates that 85% of our F1 visa students come from Japan. According to economic impact study published by DBEDT, the top three countries of origin are Japan, China, and Korea.

During the 2017-2018 SY, the Office of International Programs also supported credit F1 visa students. 5 students from IEP that transferred to the credit program. There were 3 F1 visa students and 2 resident students. Here is a summary of F1 visa student enrollment:

Fall 2017 enrollment:

- 6 - Optional Practical Training
- 3 - Reduced Course Load students
- 24 - Full time students

Spring 2018 enrollment:

- 6 - Optional Practical Training
- 22 - Full time students

The full time enrolled students enrolled in our credit program brought in an estimated \$98,496.00 in tuition revenue for the Fall semester and \$90,288.00 in the Spring semester. These figures are calculated by the minimum credits required (12 credits). However, international students tend to enroll in 12-18 credits per semester.

Students with reduced course load, less than 12 credits are in their last semester. International students are allowed to take less than 12 credits in their last semester of college. Upon graduation, international students are eligible for 1 year of employment, Optional Practical Training (OPT). OPT allows the student to stay in country to gain work experience in their field of study.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

During the 2017-2018 there were significant internal and external factors which impacted the Office of International Program (OIP):

- International Education has been consolidated to one office. The Intensive English Program now falls under the OIP.
- During the Fall 2017 semester, there was a transition of instructors. There were new hires fill vacant teaching positions.
- During the Spring 2018, OIP hired the Assistant Coordinator.
- At the end of the Spring 2018 semester a natural disaster occurred. A significant earthquake and the volcano erupted in a residential area.

The OIP worked diligently with the limited resources to consolidate support and services. While international programming is now centralized, the staffing support has been minimized. One full-time g-funded faculty member was lost in the transition. The Office consists of 1 full-time faculty member, 1 APT staff member, and 4 casual hire teachers.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.

The Office of International Programs (OIP) provides support to both non-credit and credit international students. Students who need to build their English language proficiency are offered an opportunity to join the Intensive English Program (IEP).

IEP offers 5 sessions a year and each session is 8 weeks in length. The sessions begin in January, March, June, August, and October. The IEP offers four proficiency levels. Students are placed in the level appropriate to their proficiency in English. Participation includes international students studying on an F1 visa, tourist that engage in part-time study, and residents who are either trying to improve their language for the workforce and/or to build their English language skills.

Students attend classes in intensive English as well as have the opportunity to participate in numerous extracurricular activities. At the end of each session students receive a Certificate of Participation.

Students who complete the IEP are expected to do the following:

- Apply writing and critical thinking skills to personal and academic assignments.
- Apply appropriate skills to read, comprehend and respond to introductory-level academic and authentic texts.
- Apply listening and speaking skills to lectures, presentations, and in-class discussions.
- Understand grammar concepts and apply them to the other skill areas.

Upon completion of level 4 of IEP, students meet the English proficiency requirement to enter Hawaii Community College credit program.

Along with running our language training program and supporting the credit students, here is a snapshot of the activities that the program implemented and/or participated in:

Marketing and Recruitment:

- Keystone Solutions is a recruitment platform. During 2017-2018 school year we received 530 leads. While the leads did not turn into enrollment, Hawaii CC information has been shared in 101 different countries. The top 5 countries we received lead from has been India, Brazil, Nigeria, Pakistan, and Egypt.
- Hosted Study Hawaii Press Tour Fall 2017. As a follow up, Ryugaku Journal advertised UH System. Hawaii CC Intensive English Program graduate was featured in the article. The Assistant Coordinator was also featured.
- Created new promotional materials and translated into Japanese. The promotional items were used during used promotional materials in Japan.
- New Japanese blog Ameba started Mar 2018. One referral visit - [data from google analytics period is](#) Aug 1, 2017 - June 30, 2018.
- Japan Recruitment Trip - July 2018. Here are a few outcomes from the recruitment trip:
 - Initiated a customized training proposal for Nippo Tourist travel agent.
 - Reconnected with active recruitments agents:
 - NEXIS - this agent did a promotional piece on senior (non-traditional) students studying at Hawaii CC.
 - Eastman - this agent added information about Hawaii CC credit program/degree offerings to their website. Previously, the agent only marketed the Intensive English Program.
 - Eastman - this agent interviewed the OIP Assistant Coordinator to gather information about studying at Hawaii CC. The information will be used for their free guidebook which will be distributed to prospective students.
 - Hawaii Higher Education Study Abroad Support Center (HEC) - OIP shared with this agent that we are able to develop customized programming.
 - US Embassy - met with the Tokyo and Osaka Embassy to better understanding of the security process to enter the facility to apply for a student visa.
 - The Tokyo Embassy posted a blog post about our visit, <http://fj-news.net/article/460093591.html>.
 - The Japanese Ministry of education will be changing the college entrance exam system in 2020.
 - The Osaka Embassy posted our visit on their Facebook page, https://www.facebook.com/pg/irckansai/posts/?ref=page_internal

- Osaka Jogakuin College - met with administrators, presented on customized program held in February 2018, and announced scholarship program for Osaka Jogakuin University.

Customized Training:

During Spring 2018 OIP designed 2 customized programs for college and high school students:

- Osaka Jogakuin - 9 students participated. The program generated \$20,833.76 of revenue.
- JTB Koga Third HS - 14 students. The program generated \$13,987.35 of revenue.

Customized programming create supplemental revenue to supplement the Intensive English Program Budget.

Curriculum Development:

To better support student success OIP partnered with the credit ESL instructor to review curriculum to ensure alignment from non-credit to credit. The ESL instructor was tasked with creating scope of sequence for each level. The work is not complete and will resume in Summer 2019. In addition to reviewing curriculum OIP initiated new programming:

- Coffee Talk - Fall I 2017, Fall II 2017 - partnered with credit programs to offer 1 hour of conversation (Science, English, Business, and Counseling). The goal was to support students with opportunities to practice their listening and speaking skills while learning about different program opportunities at Hawaii Community College.
- Conversation Class was created to allow student opportunities to boost their confidence with every day speaking. We offered programming and Kona.
 - Hilo Program - Spring I 2018 (6 students), Summer 2018 (4 students)
 - Palamanui Program - Not enough interest to run the class

Memorandum of Understanding/Agreements:

Through the UHCC and Hawaii CC Memorandum of Understanding/Agreements, OIP hosted 3 groups:

- UHCC - Hirosaki University - hosted September 2017 - 5 students
- UHCC - College De Valleyfield - hosted October 2017 - 10 students
- Hawaii CC - College of Ahuntsic - hosted in January 2018 - 13 students

In addition to hosting students, OIP collaborated with Global Village language school in Honolulu. In August 2018 the MOU was finalized. The MOU acknowledges completion of level 6 or qualification for level 7 to meet the language proficiency requirement for Hawaii Community College. During Spring I 2018 session, we receive our first transfer student. The student transferred to our Intensive English Program because he chose to transfer before completing level 6 at Global Village.

Staff Development:

- March 2018 - The Coordinator and Assistant Coordinator participated the 2018 Hawaii Student Success Institute held in Honolulu at the Hawaii Convention Center. This

opportunity allowed the opportunity to network with colleagues across the UHCC campuses and learn about strategies to support student success.

- May 2018 - The Coordinator attended NAFSA: Association of International Educator. UH System purchased a table in the exhibit hall to share information about educational opportunities available. In addition to providing information about the UH System, the Coordinator attended workshop sessions to be better informed about changes to immigration regulations and procedures to support international students.

OIP worked diligently to define the programs and services that would support international education. During the 2017-2018 OIP accomplished many goals set forth during the 2016-2017 Annual Unit Review:

- Review mission, unit outcomes, and student learning outcomes.
 - **Mission** - To support global engagement at Hawaii Community College
 - **Unit Outcomes** - Support international and resident students in building English-language proficiency. Develop education programming which supports global engagement. Provide exceptional student support services
- Review marketing and recruitment materials - New marketing tools were created in English, Japanese, and Traditional Chinese.
- Expand customized short-term training opportunities - OIP updated the customized training brochure and promoted this opportunity to the agents that we currently work with.
- Centralize agent agreements and payments procedures to OIP - OIP work to ensure agreements are current. OIP processes all payments.
- Centralize international email to one account - hawccint@hawaii.edu is the point of contact for recruitment/marketing.
- Review teaching schedule that will accommodate the resident population - The schedule change allows potential students to enroll in more than one subject. Previously, Writing/Grammar was only offered at 8:30. Residents can now take Reading/Vocabulary at 8:30.
 - Fall I - Writing/Grammar (8:30), Reading Vocabulary (10:15), Listening/Speaking (12:30).
 - Fall II - Reading/Vocabulary (8:30), Writing/Grammar (10:15), Listening/Speaking (12:30).
 - Spring I - Writing/Grammar (8:30), Reading Vocabulary (10:15), Listening/Speaking (12:30).
 - Spring II - Reading/Vocabulary (8:30), Writing/Grammar (10:15), Listening/Speaking (12:30).
- Expand language training offering to Palamanui - Conversation Class was offered at Palamanui in Spring I 2018 and Spring II 2018, unfortunately the class was cancelled due to low enrollment interest.

- Review evaluation tools to support feedback for better programming and to meeting program unit/student learning outcomes - OIP revised the student evaluations forms.
- Expand substitute teaching pool - Recruited 4 teachers during 2017-2018 for the 2018-2019 school year.
- Create a new account number for customized training - A new account number was created to better track customized training revenue/expenditures.
- Support study abroad initiatives and streamline logistics - During 2017-2018 a faculty member received reassigned time to support study abroad. OIP supported inbound short-stay study abroad students with their campus visit and campus housing arrangements.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

The unit does not have a website.

Unit faculty/staff have reviewed the website in the past six months, no changes needed.

OIP manages:

- www.iep.hawaii.com
- www.hawaii.hawaii.edu/international-student

Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3).

This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

Effective Fall 2017, the Intensive English Program became part of the Office of International Programs (OIP). This change has allowed us to streamline services and create marketing tools to promote international recruitment for non-credit and credit students. During 2018-2019 OIP will continue to focus on the following:

1. During 2018-2019 SY OIP will continue to review mission, unit outcomes, and student learning outcomes. OIP will work with the Assessment Coordinator on creating evaluation tools to assess Unit Outcomes. OIP will review Grammar/Writing Course Learning Outcomes for level 4 during the Spring II session, level 3 during summer session, and level 2 during Fall I session.
2. During the 2018-2019 OIP will review marketing and recruitment materials. OIP will work on creating marketing material for the Korean market. OIP will look seek a professional Korean translator.
3. During the 2018-2019 AY continue to consolidate international programming.
 - OIP will support study abroad initiatives by streamlining or creating protocols to support students.
 - OIP will review evaluation tools to support feedback for better programming and to meeting program unit/student learning outcomes.
 - Work on migrating the iephawaii.com website to the hawaii.edu website.
 - Develop an international student support website that will house support services for international students, similar to <https://www.hawaii.edu/issmanoa/>

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1:

OIP will work with the Assessment Coordinator on reviewing the unit's missions and outcomes. Evaluations tools will be created to assess the strengths and areas of improvement.

- **Mission** - To support global engagement at Hawaii Community College
- **Unit Outcomes** - Support international and resident students in building English-language proficiency. Develop education programming which supports global engagement. Provide exceptional student support services

As a new unit, OIP will continue to continue to develop and evaluate student learning outcomes to strengthen the program.

Action Item 2:

OIP will continue to central international programming. OIP will work with the International Education Committee on creating guidelines to support the growth of international programming through:

- Finalize the guidelines for faculty led programming
- Create guidelines to support visiting scholars
- Create guidelines for outbound study abroad participants

In addition, OIP will be working on creating marketing tools to support enrollment growth. During the 2018-2019 academic school year we will work on marketing materials to increase enrollment by 1% from Taiwan and Korea.

Action Item 3:

OIP will continue to assess Intensive English Program (IEP) to ensure students who transfer to credit ESL are adequately prepared. OIP will continue to partner with the ESL credit department to align curriculum.

OIP will create a scope in sequence for each class offered in IEP. This will ensure instructors are cover the same topics in each level and course offered/taught by IEP. In addition, evaluation tools to assess student learning outcomes will be created to ensure students are able to:

- Apply writing and critical thinking skills to personal and academic assignments.
- Apply appropriate skills to read, comprehend and respond to introductory-level academic and authentic texts.
- Apply listening and speaking skills to lectures, presentations, and in-class discussions.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	<p>There are two categories where the request is appropriate:</p> <ul style="list-style-type: none"> • Emergency Needs - with the development of a new office, additional support is needed to run the program. • Necessary to become compliant with Federal and State Laws/Regulation - as a school which host F1 international students, we are to ensure that we have the appropriate support to host the students. <p>F1 students must provide proof of English proficiency for admittance into our Hawaii Community College credit program. For those student who do not meet the requirement, they need to begin their studies in IEP. With a lead ESL teacher we can ensure that the need is being met. IEP provides the foundation to ensure that F1 students have the English proficiency.</p> <p>Prior to developing an International Office, there were 3 full-time faculty/staff members focusing on international education. In addition, 1 faculty member received a 3 credit reassignment to support study abroad.</p> <p>To strengthen the Intensive English Program, the Office of International Programs would like to request 1 full-time (ESL) faculty member to focus on teaching</p>

	<p>and curriculum development. The ESL lead instructor would focus on:</p> <ul style="list-style-type: none"> ● Accurate placement testing into IEP ● Ensuring testing measures are appropriate for IEP students to make appropriate progress ● Streamline and develop curriculum in all courses (Listening/Speaking, Reading/Vocabulary & Writing/Grammar) ● Support casual hire teachers with curriculum ● Expand ESL non-credit courses to Palamanui <p>To support a centralized office, a full-time g-funded position for centralized student support is recommended. The APT will assist with the following:</p> <ul style="list-style-type: none"> ● Fiscal support ● Creating customized training ● International marketing ● Student support
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>1 - full-time g-funded 9 or 11 month faculty - \$54,084.00 / 63,276.00</p> <p>1 - full-time g-funded APT B - \$51,972.00</p> <p>Short-term solution for the 9 or 11 month faculty member could be to partner with the ESL instructor. Overload or reassigned could be a consideration.</p> <p>Cost-share APT B position. 1/2 of the salary can be generated by IEP tuition, while the other 1/2 can be supported by the College.</p>
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	<p>HGI Action Strategy 1</p> <p>Engage Hawaii Island K-12 students, parents, and public and private schools early and often promote and prepare for college readiness.</p> <ul style="list-style-type: none"> ● OIP collaborates with St. Joseph High School by providing ESL students the opportunity to study in IEP during the summer session and/or prior to beginning their study at Hawaii Community College credit program.

- OIP provides resident immigrants/ESL community members the opportunity to study ESL prior to beginning their study at Hawaii Community College credit program. 11 resident immigrants joined our program during the 2017-2018 SY.

Expand outreach services and support to facilitate the completion of admissions and financial aid applications.

- OIP provides admissions workshop for students who will enter Hawaii Community College program after completing IEP. 5 students from IEP transferred to Hawaii Community College credit program in 2017-2018.

HGI Action Strategy 2

Improve and stabilize student support services, especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners, and Part-Time students.

- OIP provides adult resident immigrants/ESL community members the opportunity to study ESL prior to beginning their study at Hawaii Community College credit program. The full-time ESL faculty member can ensure that we are meeting the ESL needs of the community. The instructor can develop curriculum that meets community/employer's needs.

HGI Action Strategy 3

Explore non-credit to credit pathways.

- OIP offers non-credit ESL. Upon completion of level 4, student have automatic placement into ESL 21, ESL 22W, and ESL 22G. The full-time ESL faculty member can ensure the students are academically prepared for credit ESL courses.

HI2 Action Strategy 3

	<p>Continue to offer English language training for non-native speaking residents.</p> <ul style="list-style-type: none"> • OIP offers resident students a reduced tuition rate. Resident student are assessed \$275 per class. The program offers 3 classes per session. Each session is 8 weeks long. The full-time ESL faculty member can ensure that we are meeting the ESL needs of the community. The instructor can develop curriculum that meets community/employer needs. <p>HPMS Action Strategy 5: Develop an International Office</p> <ul style="list-style-type: none"> • June 2017 the Office of International (OIP) was created. IEP now falls under OIP. Additional staffing is needed to expand services to support the College.
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PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:

<http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Support international and resident students in building English-language proficiency	Communicate effectively in a variety of situations.
2	Develop education programming which supports global engagement	Apply knowledge and skills to make contributions to community that are respectful of

		indigenous people and culture of Hawaii island, as well as other cultures of the world
3	Provide exceptional student support services	Produce and perpetuate safe, healthy, learning and professional environments that are respectful of social and individual diversity.
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #
	<p>Students who complete the IEP are expected to be able to do the following:</p> <ul style="list-style-type: none"> • Apply writing and critical thinking skills to personal and academic assignments. • Apply appropriate skills to read, comprehend and respond to introductory-level academic and authentic texts. • Apply listening and speaking skills to lectures, presentations, and in-class discussions. <p>Understand grammar concepts and apply them to the other skill areas.</p>	Communicate effectively in a variety of situations.

Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
	The Intensive English Program offers 5 eight week sessions of intensive English throughout the academic year. The program is offered Tuesday through Friday from 8:30-2:00. Each class is one hour and thirty minutes. At the point of entry, students are given a placement test. The placement test determines what level the student will begin their studies. The placement consists of the Michigan Test and a writing sample, which determines

placement level 1 (beginning), level 2 (high beginning), level 3 (low intermediate), and level 4 (intermediate).

During the first week of the program, instructors also assess the students to see if they have been placed into the correct level. The program will adjust the students placement based on the instructors' assessment.

During the 3rd week all students are provided a mid-session evaluation. This serves as a temperature check where students are asked the following.

Questions are open ended:

- How is your life in Hawaii?
- Tell us about volunteer work you have done this session or volunteer work you are planning to do?
- How is your apartment/house?
- Are you keeping up with your studies?
- How about your tutor (Learning Center)?

During the 4th week of the session a mid-term exam is administered in Listening/Speaking and Reading/Vocabulary. The instructors review the results of the mid-term and have a conference with students to discuss strengths and areas to develop. Level 4 students are required to meet with the Program Coordinator to discuss the students' progress and plans should they be ready to transfer to credit or another institution.

Promotion to the next level is determined by the progress made in class. The benchmark to achieve is 80% in coursework and 80% on the final in all three courses, Listening and Speaking, Writing and Grammar, and Reading and Vocabulary. Once the students achieves this benchmark he/she is promoted to the next level or completes the program.

To ensure student satisfaction and program growth, IEP administers student evaluations during the seventh week of each session. Students are asked the following:

- My English skill improved in the IEP.
- I feel more confident speaking English.
- Working with a tutor helped me with my English.
- When I needed help, the IEP coordinator was helpful.
- When I needed help, the IEP support staff was helpful.
- The weekly newsletter was helpful
- IEP classrooms are comfortable places to study.

	<ul style="list-style-type: none"> ● I would recommend IEP to a friend <p>The evaluation tool is on a Likert scale and the students are offered an opportunity to provide comments. Instructors are also evaluated at the end of each session. The results are shared with each instructor.</p> <p>During the 2018-2019 AY the Office of International Programs will continue to review data for a better snapshot of the student progress in IEP and use the surveys to make changes to strengthen the program.</p>
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Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY17-18 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

UO/SLO#:

The IEP students come to Hawaii CC for a variety of reasons. IEP prepares students to be academically ready for the credit program. F1 students are required to meet the English proficiency requirement. Students can achieve this by completing level 4 in IEP or scoring 500 of the TOEFL institutional based test that is administered during the 8th week of the program.

Of the 5 students who began their studies in IEP and transferred to Hawaii CC, 3 students were F1 students and 2 resident students. Here is a summary of the students' academic history in IEP:

2017-2018	Student type	Initial Level	# of level 2	# of level 3	# of level 4	Total
Student 1	F1	4	-	-	2 sessions	2 sessions
Student 2	Resident	4	-	-	1 session	1 session
Student 3	F1	3	-	2 sessions	1 session	3 sessions
Student 4	F1	3	-	4 sessions	-	4 sessions
Student 5	Resident	3	-	2 sessions	-	2 sessions

On average it takes student 2-3 sessions to master one level. However, in one level a student ability can be a range. We do our best to accommodate all students learning ability. Therefore, we may move a student to level 3 based on the level 2 students. As an example, one session might have low level 2 students and 1 advanced level 2 student. In this situation, we may recommend the student to level up to 3. This builds a more supportive environment for all students.

In addition to looking at the progress in IEP, we also took a look at each student's success in the credit ESL. Here is a summary of their progress in credit ESL during 2017-2018:

2017-2018	ESL 21	ESL 22W	ESL 22G
Student 1	A	A	A
Student 2	-	A	A
Student 3	A	A	B
Student 4	F	N	N
Student 5	W	W	W

3 out of the 5 students successfully completed the classes that they enrolled in. Student 1, 2, and 3 graduated from IEP. Student 4 completed US high school and continued to credit program without completing IEP. Student 5 withdrew moved from Hilo and therefore withdrew from class. OIP will follow up with the credits ESL instructor(s) to see if there are areas of improvement to better support the students' academic progress.

UO/SLO#:

To ensure students are satisfied with IEP, during week 8 the program administers a program evaluation form. Here is the summary of the evaluation results:

SY 2018 (Fall I 2017 - Summer 2018)	Fall I 2017	Fall II 2017	Spring I 2018	Spring II 2018	Summer 2018	Total Average
My English skill improved in the IEP	100%	100%	94%	96%	83%	95%
I feel more confident using English.	84%	87%	94%	100%	71%	87%
Working with a tutor helped me with my English.	100%	93%	94%	100%	87%	95%
When I needed help, the IEP coordinator was helpful.	95%	87%	94%	100%	96%	94%
When I needed help, the IEP support staff was helpful.	95%	100%	100%	100%	92%	97%
The weekly newsletter was helpful.	84%	93%	94%	96%	88%	91%
IEP classrooms are comfortable places to study.	95%	100%	94%	100%	71%	92%
I would recommend IEP to a friend.	86%	87%	89%	92%	75%	86%

We strive for 85% of our students to respond "strongly agree" or "agree" to each statement. On average, 71%-100% "strongly agree" or "agree" to the statements. With the exception of summer session, where 3 questions were rated in the 70%, student overall were had positive remarks to each of the questions.

As I review the comments provided during the summer, the following comments may be directly linked to the questions rated in the 70%.

- The classroom is too cold, especially room 13
- Classroom was too cold

Since we have the ability to set the temperature in each classroom, I will be working with instructors to ensure the temperature is set no lower than 72 to 74 degrees, which is the suggested comfort zone.

To address the statement, "I feel more confident using English" students are given ample opportunities to practice their English outside of the classroom. The program encourages students to participate in service learning/volunteer opportunities, they meet with a language partner/tutor once a week, and extracurricular classes are offered. OIP also works with UH Hilo Linguistics Program, Waiakea Elementary School, and the Hilo Rotary club to create language exchange opportunities outside the classroom. OIP will continue to create programming for students to have opportunities to practice their English skills outside of the classroom.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.

Students' progress is assessed during the 4th and 8th week of the program. At the 4th week, mid-terms are administered. This provides a snapshot of the students' progress in class. Instructors review progress and areas of improvement with each student. At the 8th week final exams are administered. The final exam determines if the student is ready to be promoted to the next level or graduate from the program.

Promotion to the next level is determined by the progress made in class. The benchmark to achieve is 80% in coursework and 80% on the final in all three courses, Listening and Speaking, Writing and Grammar, and Reading and Vocabulary. Once the students achieves this benchmark he/she is promoted to the next level or completes the program.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

As we centralize international student support services, OIP would like to provide exceptional student support services. We will review our application processing time for non-credit and credit admissions.

- For the Intensive English Program, we will assess processing time. The goal is to accept a student within 24 hours of receiving a completed application.
- For the Credit Program, the Admissions Office will receive the completed application within 24 hours of receiving a completed application. The goal is to accept a student within 1 week from submitting a completed application.

During Spring 2019, OIP will review all Writing/Grammar courses to ensure each class is teaching the same topics in each level regardless of the instructor teaching the course.

During Summer 2019, OIP will review all Listening/Speaking courses to ensure each class is teaching the same topics in each level regardless of the instructor teaching the course.