

Office of International Programs



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

Statement and a brief description of the program.

The Office of International Programs (OIP) supports global engagement at Hawai'i Community College. OIP assists international students in achieving their academic and personal goals while complying with their immigration status. OIP provides new student orientation, advising on immigration regulations, and support with study abroad opportunities.

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.

In June 2017, OIP was established. Prior to the consolidation of programming, the Intensive English Program was responsible for their own Unit and Comprehensive reporting. This AUR will incorporate the Intensive English Program as additional programming, which has been consolidated under the Office of International Programs.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys (located in the Appendix).

The Office of International Program (OIP) falls under the Office of Continuing Education and Training. There is no ARPD data available during this review period.

During the 2018-2019 academic year (AY), there were significant internal and external factors that influenced and contributed to the growth of the Office of International Program (OIP):

1. Study Abroad support has been centralized to the Office. Previously, a faculty member received overload to fulfill the responsibilities. The campus provided support in the amount of \$10,000 for student employees.
2. The large earthquake and volcano eruption that occurred at the end of Spring 2018 contributed to canceling a short-term training program scheduled in Spring 2019.
3. The category 5 hurricane contributed to the close of campus for 3 days at the start of the semester and influenced the cancellation of customized short-term programming scheduled in Spring 2019. The hurricane also reduced the days of instruction in the Intensive English Program, which prompted establishing a guideline for instruction days. For every 8 week session of programming, 25 days of instruction has been set at the minimum.

INTENSIVE ENGLISH PROGRAM ENROLLMENT

From the 2017-2018 academic year (AY), the Intensive English Program experienced an overall increase in enrollment. The most significant increase in enrollment was our international students, who collectively brought in \$189,630 of tuition. This is an increase of \$17,640 from the last academic year.

31 F1 visa students contributed to tuition payment. In 2017-2018, 28 F1 visa students. While there is only a difference of 3 students, there were 8 additional sessions that students enrolled in during the 2018-2019 AY.

SY2019 (Fall 2018- Summer 2019)				SY2018 (Fall 2017 - Summer 2018)			
	F1	Tourist	Resident		F1	Tourist	Resident
Fall I	14	2	3	Fall I	12	8	9
Fall II	14	1	2	Fall II	9	2	9
Spring I	16	4	3	Spring I	15	3	4
Spring II	22	2	4	Spring II	21	1	3
Summer	20	4	4	Summer	21	2	5
Total	86	13	16	Total	78	16	30

The following tables reflect duplicate headcounts for the 2018-2019 AY and 2017-2018 AY. There were 31 different F1 visa students, 12 different tourists, and 9 residents. With the exception of tourists, most students will attend multiple sessions.

Here is a summary of students by country of origin:

SY2019 (Fall 2018 - Summer 2019)				SY2018 (Fall 2017 - Summer 2018)			
Country of origin	F1	Tourist	Resident	Country of origin	F1	Tourist	Resident
China	2	1	1	China	1		1
Czech		1		Chile		1	
Japan	30	3	8	Japan	24	9	6
Korea	1	1		Korea	2	3	
Taiwan	1	2		Taiwan		1	
Mexico	1			Mexico	1		
Brazil		1		Philippines			4
Germany		2		Russia		1	
Peru	1			TOTAL	28	15	11
Oman			1				
TOTAL	36	11	10				

This academic year, 83% of our F1 visa students came from Japan. Previously 85% of F1 students came from Japan. According to the economic impact study published by the Department of Business Economic Development & Tourism, the top three countries of origin are Japan, China, and Korea.

DEGREE SEEKING STUDENT ENROLLMENT

During the 2018-2019 AY, OIP also supported credit F1 visa students. 13 students from IEP transferred to the credit program. There were 7 F1 visa students, 1 tourist, and 5

resident students. The 1 tourist student returned to Hawaii as an F1 visa student. Here is a summary of F1 visa students' credit enrollment:

Fall 2018 enrollment:

- 4 - Optional Practical Training
- 23 - Full-time students

Spring 2019 enrollment:

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

Collectively, students' enrolled in our credit program brought in \$101,380 in tuition revenue for the Fall semester and \$104,805 in the Spring semester. Tuition is factored by the number of credits a student is enrolled in multiplied by the tuition per credit. Tuition is \$342.50 per credit. F1 students registered for 602 credits for the Fall and Spring semester.

Upon graduation, international students are eligible for 1 year of employment, called Optional Practical Training (OPT). OPT allows the student to stay in the country to gain work experience in their field of study.

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:

Study Hawaii Consortium - In collaboration with Study Hawaii Education Consortium, OIP participated in two recruitment efforts:

- October 2018 - Taiwan Mission - During the Mission, OIP visited 3 Universities, 4 High Schools, participated in 3 recruitment fairs, and hosted 1 Study Hawaii seminar. The event was organized by the Department of Business, Economic Development & Tourism.
- December 2018 – BOSSA online fair - The online fair allowed OIP to virtually meet with agents who are interested in promoting Hawaii as a study destination.

June 2019 – Tanaka Fair - OIP participated in the study fair in Japan. This fair allowed alumni to assist OIP with recruiting new students to Hawaii Community College.

Website Development - To ensure data governance compliance, changes to how students' information was collected were redeveloped. The application payment of fees can be found online via EDvance destiny program:

- [F1 Student](#) - application fee
- [Hawaii Resident or Tourist](#) - application fee

To support potential students, tutorials were created to assist students with navigating the application payment process. The following link will guide you to the tutorials created:

- [Japanese](#)

- [Chinese](#)
- [Korea](#)

In addition, to ensure international programming is visible on the hawaii.hawaii.edu website, OIP worked with the Hawaii CC Web Developer to establish an online presence:

- IEP is listed under [programs](#)
- Office of International programs is listed under [services for students](#)

CUSTOMIZED SHORT-TERM TRAINING:

During Spring 2019 OIP designed 1 customized college program. Unfortunately, due to natural disasters (hurricane and active lava), the program was canceled.

OIP provided conferencing support by supporting UH Hilo with their He 'Ōlelo Ola Hilo Field Study Conference. 176 participants attended the 2-day conference. OIP provided the following logistics:

- Developed and maintained online registration
- Collected participant registration and payments
- Provided fiscal coordinator
- Provided on-site staffing and registration

While customized programming is an opportunity to create supplemental revenue to supplement the Intensive English Program budget. During the 2018-2019 academic year, only one program brought in additional revenue.

STUDY ABROAD SUPPORT:

To centralize international programming, OIP now supports Study Abroad. Prior to the consolidation of programming, a faculty member received overload to fulfill to support Study Abroad opportunities. OIP has become the support office for study abroad by advertising opportunities and creating study abroad independent courses for students selected to participate in outbound study abroad programming.

During the 2018-2019 Academic year, 1 student was selected to participate in a one-year study abroad program at Yamagata University. The student registered for the following courses at Hawaii Community College:

Fall 2018

- JPNS 199V - 6 credits
- JPNS 299V - 6 credits

Spring 2019

- JPNS 199V - 6 credits
- JPNS 299V - 6 credits

The OIP Coordinator served as the instructor for the independent studies course. The courses created revenue. The total tuition generated from 24 credits equaled \$3,024.

CURRICULUM DEVELOPMENT:

As a follow up to the work completed by during Summer 2018, OIP hired one of the IEP instructors to take the lead on continuing curriculum alignment. During the Spring 2019

session, the instructor completed grammar scope and sequence. Writing and reading/vocabulary scope and sequence should be completed by the end of the summer session, August 2019.

Conversation Class was created to allow students' the opportunity to boost their confidence with every day speaking. OIP offered one class during the Spring I 2019 session. 5 students participated in the class.

PARTNERSHIP AGREEMENTS

In December 2019, Hawaii CC signed a partnership MOU with the University of the Northern Philippines. The goal of the partnership is to support the following:

- Exchange of faculty and scholars
- Exchange of students
- Exchange of academic information and materials
- Organization of joint research programs, conference, student programs

OIP hosted 2 groups through existing partnership agreements:

- Hirosaki University - In February OIP hosted Hirosaki University at the Palamanui Campus. 6 students and 2 chaperones visited the campus for the day. The Culinary Program provided lunch. Dr. Stevens hosted the group in the garden and offered a light hike to see the lama trees. In addition, the students' visited a few classes to meet Hawaii CC students and experience Hawaii CC courses.
- College of Ahunstic - In January 2019 OIP hosted 28 students and chaperones. OIP organized the Kipaepae and coordinated the housing arrangements.

STAFF DEVELOPMENT:

April 2019 - The Coordinator and Assistant Coordinator attended NAFSA: Association of International Educator, Hawaii/Pacific District Spring Conference. The conference is a networking opportunity for International Educators. OIP attended sessions to keep abreast of immigration updates and the best practices to support F1 visa regulations.

CAMPUS SUPPORT:

OIP has been responsible for supporting internationalization across the campus by leading the campus International Education Committee.

Campus Activities:

- November 2018 - International Education Week - During November 2018, IEC held activities to celebrate International Education Week. Activities focused around the theme, "[Bridging Cultures](#)." Activities included World Games, International Tea and Coffee tasting, and World Culture Nights, which featured a variety of different cultures (Japan, China, Prague, Philippines, Peru, Marshall Islands, and Mexico). Two presentations were shared. The visiting Scholar in Residence provided a presentation on Turkey and a student presented on his study abroad experience in Ireland. The night ended with a beautiful [fashion show](#). The fashion show was curated by Iris Viacrusis and featured Filipino clothing modeled by the Samahan Filipino Club and Hawaii Community College faculty members.

- February 2019 - Study Abroad Presentations - During the January/February of 2019, OIP coordinated study abroad presentations. Representatives from UHCC met with an estimated 300 students in Hilo and 130 students at Palamanui. Students learned about the following opportunities:
 - Honda Scholarship
 - Hakuoh University
 - Aichi University
 - Monbukagakusho Scholarship
 - Freeman Foundation Community College Program
 - March 2019 - [Holi Celebration](#) - Holi is one of the most celebrated festivals in India. IEP students, faculty, staff, and children enjoyed the [event](#).

Study Belize - Summer 2019: During Summer 2019, faculty member Michelle Phillips will lead a study abroad program in partnership with Hillsborough Community College.

Visiting Scholar: Scholar in Residence - Merve Unutmaz is a scholar visiting from Turkey. The following courses were offered:

- Fall 2018 - LING 102, Intro to the Study of Language
- Spring 2019 - LING 131, Intro to Language & ASAN 198, Turkish Culture and Language

In addition to these course offerings, Merve Unutmaz provided a presentation during International Education Week. To support future programming, IEC created guidelines to better support visiting scholars while at Hawaii Community College:

- OLF [guidelines](#)
- SIR [guidelines](#)

3. Program Student Learning Outcomes

A. List of the Program SLOs/SAOs - Intensive English Program

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

B. Program SLOs/SAOs that have been assessed - Intensive English Program

During the 2018-2019 AY, OIP worked on establishing strategies to ensure students are properly progressing through the program. First, we look at the length it takes for a student to transition from level to level within the program. Second, we look at success rates in the ESL classes that students enroll in after the Intensive English Program.

C. Assessment Results - Intensive English Program

The Intensive English Program (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 13 students who began their studies in IEP and transferred to Hawaii CC, 7 students were F1 students, 1 tourist student, and 5 resident students. Here is a summary of the students' academic history in IEP:

2018-2019	Student type	Initial Level	# of level 2	# of level 3	# of level 4	Total
Student 1	F1	2	3 sessions	4 sessions	3 sessions	10 sessions
Student 2	F1	4	-	-	2 sessions	2 sessions
Student 3	Resident	2	4 sessions	8 sessions	4 sessions	16 sessions
Student 4	F1	3	-	1 session	3 sessions	4 sessions
Student 5	F1	3	-	1 session	1 session	2 sessions
Student 6	Tourist	4	-	-	1 session	1 session
Student 7	Resident	4	-	-	3 sessions	3 sessions
Student 8	Resident	3	-	2 sessions	1 session	3 sessions
Student 9	Resident	4	-	-	1 session	1 session
Student 10	F1	4	-	-	1 session	1 session
Student 11	F1	4	-	-	3 sessions	3 sessions
Student 12	Resident	4	-	-	2 sessions	2 sessions
Student 13	F1	2	1 session	2 sessions	3 sessions	6 sessions

On average, it takes students 2-3 sessions to master one level. However, in one level a student's ability can be within a range. The program strives to accommodate all students learning ability. Therefore, we may move a student to level 3 based on level 2 students level.

In addition to looking at the progress in IEP, we also looked at each student's success in the credit ESL. Here is a summary of their progress in credit ESL during 2018-2019:

2018-2019	ESL 97X	ESL 21	ESL 22W	ESL 22G
Student 1	--	C	B	B
Student 2	--	A	A	A
Student 3	--	W	A	B
Student 4	--	B	B	B
Student 5	--	A	A	A
Student 6	--	--	A	A
Student 7	--	B	B	A
Student 8	A	--	--	B
Student 9	--	A	--	--
Student 10	--	B	A	A
Student 11	--	N	C	B
Student 12	--	A	--	--
Student 13	--	A	B	A

11 out of the 13 students successfully completed the classes. Student 3 withdrew from ESL 21. The student consulted with the instructor about the decision. Due to commitments outside of the classroom, the student was not able to commit to three classes. Student 8 is a resident student and decided to transfer to the credit ESL before completing IEP. Level 4 of IEP and ESL 97X is the same academic level of ESL. Student 11 received an “N” grade for ESL 21. An “N” grade reflects that the student worked hard but did not pass. The instructor recommends that the student take the class again to continue to build his/her foundation.

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

SY 2019 (Fall I 2018 - Summer 2019)	Fall I 2018	Fall II 2018	Spring I 2019	Spring II 2019	Summer 2019	Total Average
My English skill improved in the IEP	94%	79%	75%	79%	77%	81%
I feel more confident using English.	100%	79%	65%	79%	64%	77%
Working with a tutor helped me with my English.	94%	93%	90%	89%	86%	90%
When I needed help, the IEP coordinator was helpful.	100%	86%	90%	89%	91%	91%
When I needed help, the IEP support staff was helpful.	100%	86%	90%	86%	95%	91%
The weekly newsletter was helpful.	100%	86%	85%	89%	91%	90%
IEP classrooms are comfortable places to study.	88%	86%	75%	81%	82%	82%
I would recommend IEP to a friend.	94%	86%	70%	61%	77%	78%

On average, 70%-100% “strongly agree” or “agree” to the statements. During Spring II, only 60% of the students strongly agreed or agreed that they would recommend a student to a friend. It is not clear why this rating dipped to 61% percent. One of the common comments shared in the evaluation form has been the desire to speak to more native speakers. Each session, students participate in an exchange opportunity. For example:

- Fall I and Spring II - students visit with Waiakea Elementary School
- Fall II and Spring II - students visit with the UH Hilo Linguistics students
- Summer - students visit with the Rotary Club

In addition, we encourage students to participate in service-learning projects that Hawaii Community College credit program organizes.

Another common comment, students would like more opportunities to practice conversational English. During the 2019-2020 AY, OIP will look at opportunities for students to practice conversational English. This might be a great opportunity to collaborate with the International Education Committee.

Also to note, are some positive comments about our program:

“The staffs are so kind and the teachers are so skilled.”
 “My best think is Waiakea Elementary Visit.”

“Each class has not so many students, so teachers can evaluate personal grade more correctly.”

“UHH Linguistics class.”

OIP strives to find ways for students to engage in activities outside the classroom. The program works well with various organizations to collaborate with to provide these opportunities.

D. Changes that have been made as a result of the assessments

Student Satisfaction

Students commented that they would like more opportunities to practice their English conversational skills. OIP will work with the International Education Committee to collaborate on ways to support the suggestion.

Curriculum Development

OIP will focus on curriculum development. Action item 3 explains the strategies that OIP will employ to support growth in this area.

ESL Collaboration

OIP will continue to collaborate with the credit ESL instructor to ensure students are adequately prepared for credit ESL courses. In addition, new IEP Student Learning Outcomes will be reviewed and revised.

Office of International Programs

To support the establishment of the Office of International Programs, over the next academic year, the program will need to formalize/establish the mission and unit outcomes. OIP will work with the International Education Committee and Assessment Coordinator to establish measurable outcomes.

4. Action Plan

Include how the actions within the plan support the college's mission.

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 2019-2020 OIP will continue to focus on the following:

Action Item 1 - Mission and Unit Goals/Outcomes

OIP will work with the International Education Committee on reviewing the unit's missions and 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

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

Action Item 2 - Marketing and Recruitment / Study Abroad

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

- Effective marketing materials and outreach for recruitment to new markets. Over 80% of our students studying in the Intensive English Program come from Japan. To support growth OIP will work on creating new marketing material to attract a diverse student population.
- Standardized study abroad syllabus for students registering in an independent studies course. Study abroad is a great way for students to see the world, experience a different style of education, learn a new culture, find new friends, and expand worldviews.

Action Item 3 - Curriculum Development

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

OIP will continue to develop a scope in sequence for each class offered in IEP. This will ensure instructors cover the same topics at each level and course offered/taught by IEP. In addition, evaluation tools to assess program 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.
- Understand grammar concepts and apply them to the other skill areas.

5. Resource Implications

(physical, human, financial)

Not Applicable