

**HAWAII COMMUNITY COLLEGE
ANNUAL UNIT REVIEW**

**OFFICE OF CONTINUING
EDUCATION AND TRAINING
Intensive English Program**

APRIL 2, 2007

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ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Intensive English Program
April 2, 2007

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the program, including the target student population:

Mission of the Intensive English Program

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.

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.

Target Student Population

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with a TOEFL score of 450 or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 450.

FY2006 (IEP Sessions Fall I 2005 to Summer 2006)

Unduplicated number of students	86
Japan	74
Mainland China	3
Bulgaria	2
Taiwan	2
Colombia	1
Indonesia	1
Jordan	1
Philippines	1

Gender	Number	Percent
Female	62	72%
Male	24	28%

Median age is 25 (range approximately 18 to 70)

Almost 85% of unduplicated students are in the US with an F-1 (student) visa. The other 15% are mainly permanent residents (“green card” holders) who are non-native speakers of English, married to or a dependent of an American national.

FY2006 (IEP Sessions Fall I 2005 to Summer 2006)

Students by status	Number	F1	PR	Tourist (PT)
Unduplicated all nationalities	86	73	11	3
Japan	74	64	6	3
Mainland China	3	1	2	
Bulgaria	2	2		
Taiwan	2	2		
Colombia	1		1	
Indonesia	1		1	
Jordan	1	1		
Philippines	1		1	

Further study after leaving the IEP (FY 2006)

College	Number
Transfer to credit classes at Hawaii CC	24
Transfer to University of Hawaii, Hilo	5
Other colleges	4
Returned home	5

Profile of average IEP student from abroad

- Has visited the Big Island or Oahu before and has chosen the Big Island because of its environment
- Chose Hawaii CC because of its credit programs
- Chose Hawaii CC and the IEP because of the TOEFL waiver option
- Has an avid interest in hula and Hawaiian culture
- Has friends or relatives on the island

Community Sources (real and potential):

- Fiancé / Spouses of American citizens
- Relatives of American citizens or green card holders
- Subaru or Gemini Telescope (spouses and dependents)
- Buddhist temples in East Hawaii

b. Information on external factors affecting the program;

- US Customs and Immigration Enforcement visa regulations for F1 students wishing to receive language training in the US.
- The need for international students in their home country to have proficient English speakers
- Local demand for English as a Second Language courses for non-native permanent residents.
- Local demand from hotels and restaurants for proficient English speakers in their international workforce.
- Local and world economy and/ or events that may affect the international students' ability to travel to Hawaii Community College to study.

c. Attach PHI Report (CTE Programs only)

N/A

d. Required external measures, if applicable (e.g.) Nursing Cert.

N/A

II. Updated Action Plan including Budget Request with justification, if needed.

Recommendations to improve the efficiency and effectiveness of the Intensive English Program at Hawaii Community College.

1. Follow other Community Colleges in the University of Hawaii System in their initiatives to promote International Education. This requires full administrative and instructional support college-wide which includes:
 - a) a budget to promote and advertise the college to international markets
 - b) updating the Hawaii Community College website to include user-friendly information for international students on admissions policies and visa requirements.
 - c) IEP students assigned an affiliation with Hawaii CC in Banner in order to get immediate access to campus facilities and services and to verify their status as Hawaii Community College students.
 - d) creating Special-Funded IEP faculty positions to meet accreditation requirements. This would also ensure quality and stability of services and instruction for international students.
 - e) creating an International Student Advisor position to assist students with admissions, visa issues, and making academic plans.

- f) easing the system of agent agreements to allow the IEP to freely make agreements with agents who can bring more students to the college.
- 2. Construction of new campus. Chancellor Freitas has taken the lead on this initiative which, when completed, will resolve problems related to the lack of appropriate facilities and technological resources for the program.