

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Intensive English Program

Date April 16, 2018

Review Period
July 1, 2016 to June 30, 2017

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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 (required by UH System)

<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>The Intensive English Program (IEP) provides intensive English language preparation for international students who wish to improve their English skills for professional or personal reasons. The IEP is also for permanent residents and immigrants who are non-native speakers of English and need further development of their English language skills. Through academic advising and assistance from faculty and staff, students are able to move quickly toward achieving their academic and professional goals.</p> <p>IEP offers five 8-week sessions each year. The sessions begin in January, March, May, August, and October. The IEP offers four proficiency levels. Students are placed in the level appropriate to their proficiency in English.</p> <p>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.</p> <p>Students who complete the Intensive English Program are expected 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. ● Understand grammar concepts and apply them to the other skill areas. <p>Students may also meet the English proficiency requirement by taking an English proficiency test, such as TOEFL, EIKEN, or IELTS.</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>July 1, 2012 to June 30, 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 elsewhere in this report.</p>	<p>In reviewing the CERC review, 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. <p>This 2016-2017 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.</p>
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ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website:

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

Please attach a copy of the unit's data tables and submit with this Annual Unit Review (AUR).

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

<p>Analyze the Unit's ARPD and other data for the review period.</p> <p>Describe, discuss, and provide context for the unit's 2016-17 data related to its services, operations and functions, including the unit's contributions, as applicable, to its Division's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.</p> <p>The Intensive English Program falls under the Office of Continuing Education and Training. There is no ARPD data available during this review period. The program using student evaluation forms to address the strengths and areas of improvement of the program.</p>

Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable.

CCSSE data is not available for our Intensive English Program.

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 2016-2017 there were significant changes in leadership:

- The Intensive English Program continued to have an Interim Coordinator. The Coordinator has been in the interim position since Summer 2014.
- The Office of Continuing Education & Training hired a new Director Fall 2016. The Interim Director returned to her former position and retired shortly after. During this time, the Intensive English Program was in the process of hiring a permanent Intensive English Program Coordinator. However, Administration decided to hire a Coordinator of International Program. This position would be responsible for all international programming.
- In June 2017 the Coordinator of International Programs was hired. When the Coordinator for International Programs hired, the Intensive English Program Interim Coordinator resumed his position as the Assistant Coordinator.

The leadership changes brought significant changes to the Intensive English Program. The office is now responsible for support all international student in credit and non-credit, when initially IEP was responsible for only non-credit international students. While centralizing support services will strengthen the support to international students, the office will need to be strategic on how to expand services with limited resources.

Prior to the Office of International Programs, the College had 1 full-time Counselor, 1 full-time IEP Coordinator, and 1 full-time Assistant Coordinator. The Counselor was g-funded, the IEP Coordinator was s-funded, and the Assistant Coordinator was funded via the revenue generated from IEP tuition. In addition, a faculty member was reassigned 3 credits per semester to support study abroad.

The new structure has only 1 full-time Coordinator and 1 full-time Assistant Coordinator. 1 faculty member continues to receive reassign time of 3 credits per semester to support study abroad.

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 contributed to achievement of the unit's goals and helped support student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and helping to support student success, and explain what the unit did to address those challenges.

Each year, we have 5 sessions and each session is 8 weeks in length. 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.

Here is a summary of the participation for each session:

SY2017 (Fall 2016 - Summer 2017)			
	F1	Tourist	Resident
Fall I	10	4	7
Fall II	10	4	6
Spring I	9	6	8
Spring II	11	1	12
Summer	15	0	8
Total	55	15	41

Here is a summary of students by country or origin:

SY2017 (Fall 2016 - Summer 2017)			
Country of origin	F1	Tourist	Resident
China			1
Colombia		1	
Italy		1	
Japan	15	7	8
Korea	1	3	
Marshal Islands			1
Mexico			1
Pakistan			1
Peru	1		1
Thailand			1
Ukraine			1
TOTAL	17	12	15

5 IEP students transferred to credit program during the 2016-2017 school year. Credit students are required to take at least 12 credits per semester. The 5 IEP student paid an estimated \$20,400 in tuition per semester.

Since 2015-2016 SY, IEP experienced a decline in enrollment of F1 visa students (25 students) and resident population (7 students). There was a slight growth of tourist enrollment (4 students). As a State, Hawaii has experienced a decline in the international student

population. To promote Hawaii as an educational destination, Hawaii Community College became a member of Study Hawaii. Study Hawaii is a consortium of educators, which work together to promote Hawaii as an educational destination.

While there was a decrease in the numbers, IEP offered two customized short-term training programs. This program brought in additional revenue. From the customized training, an additional 33 students studied at Hawaii Community College.

During the 2016-2017 school year IEP implemented new strategies and programs to support the growth of the program. The program focused on marketing/recruitment, expanding customized training, discussion of exchange agreements, and program development. In addition, the program hosted a student with special needs which required us to establish a student support network.

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

Marketing and Recruitment:

- August 2016 - Mo-Hawaii blog site contract ended. Intensive English Program established new blog-site which went live in February 2017. During this time, the program became more active with promoting the program via FaceBook and Instagram.
- December 2017 - The IEP Interim Coordinator attended the ICEF North America Workshop. ICEF provides institutions the opportunity to meet and establish relationships with agents from around the world. Since the event, we have established one agreement with Yes Atlas, who recruits students in United Arab Emirates.
- February 2017 - Through a generous donor, IEP launched a new website, iephawaii.com. The website is translated into 4 languages, English, Japanese, Chinese, and Korean. The website helps reach a wider audience and speakers of other languages.
- March 2017 - In partnership with Study Hawaii, IEP assisted with hosting members of the China Education Mission. This is the second mission. The hope is to establish relationships that will promote Hawaii as an education destination.
- May 2017 - Japan recruiting trip. The Assistant IEP Coordinator provided 3 presentations, held 6 individual meetings with prospective students and their family members, and visited 5 different agents. A former IEP student joined the presentation and will be returning to IEP in Spring 2018. 1 student confirmed to join the IEP from Summer 2018.

In addition to recruitment and marketing activities, the program worked with 6 active agents, who recruit student to both IEP and the credit program. 20 students were recruited for the 2016-2017 school year.

Customized Training:

- September 2016 - IEP created a customized training for Nohona MMJ. The program collaborated with a Halau in the community to learn Hula as well as with Hawaii Community College faculty and staff members. IEP coordinated a Kipaepae, trip to

Volcano, lei making workshop, and kihei making workshop. I Ola Haloa provided the protocol at Volcano. This was the 3rd time Nohona MMJ brought a group of students to Hawaii Community College. Unfortunately, during this time Japan had an earthquake which impacted the anticipated number of participants. The Director of OCET wanted to hold the program to maintain the current relationship for future programming. There were 12 students who participated in this event.

- March 2017 – IEP created a Japanese high school group short-term customized program (Mar 2017). There were 21 students who participated in this event. The group will return 2018.

Exchange Agreements:

- March 2017 - IEP hosted professors from Hirosaki University. The goal of their visit was to establish an exchange agreement and to host students in September 2017. Hirosaki University and the University of Hawaii Community College System is working on a System agreement. This will establish the opportunity for Hawaii CC students to study abroad while paying Hawaii CC tuition.

Specialized Programming:

- October 2016 - IEP program hired student workers to work with a student with special needs. The student was provided a private tutor to teach her English. The student participated in all IEP events. The student is now in Japan studying in an English school. Her experience in Hawaii gave her the confidence to go to school in Japan.

Student Success Support:

- September 2016 - IEP collaborated with Hawaii CC counselors to deliver college success workshops. Partnerships with departments across campus allow students to meet faculty/staff members and build relationships with faculty members outside of IEP. It also allows for an opportunity to practice their listening and speaking skills with others outside of the Intensive English Program.
- October 2017 - Waiakea Lagoon View provided the airport pick up but the student's arrival time was too late for the apartment owner to take him to shopping so we provided shopping trip only with a fee. There were two other students we provided the same service in Jan and Mar 2017.

Staff Development:

- October 2016 - IEP visited Kapiolani CC and Leeward CC to understand how both colleges run their international programming. The goal of the meeting was to learn how both colleges run their international programming in order for us to create a new office of international programs. The Assistant Coordinator was able to review customized training at both campuses, bringing back tips and ideas to incorporate at Hawaii Community College. It was the Assistant Coordinator's first time visiting Kapiolani CC and Leeward CC so she got to meet staff in person. She was able to reach them when she needed help arranging customized programs after the visit. We were able to learn tips and ideas that we can incorporate when we establish our office of international programs that include not only the administration/operation tips but also marketing ideas.

- May 2017 - the Interim Coordinator participated in the NAFSA Hawaii meeting. The opportunity allowed the Interim Coordinator to network with colleagues that are working in international education.

While we have many highlights, there have been a few challenges that impact the growth of the program. The IEP teachers are hired on a casual hire basis. This means we do not have any permanent teachers on staff and the program often becomes a stepping stone for teachers to transition to permanent position. While we have long-term teaching staff that are committed to the program, it would be strategic to hire at least one-full time position to be the lead teacher for curriculum development.

Customized training is a great way to create additional revenue to balance the budget. Unfortunately, the income generated through customized training was deposited into the OCET conference account and we were not able to transfer the revenue to the IEP account. Therefore, a separate account should be created to keep track of these figures to better account for customized training expenses and revenue.

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

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments and other unit evaluations of its services conducted during the AY16-17 review period and reported below.

This Action Plan should identify the unit's specific goals and objectives for AY17-18 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 will be part of the Office of International Programs (OIP). This change will allow us to streamline services and create marketing tools to promote international recruitment for non-credit and credit students. During the 2017-2018 and 2018-2019 SY, OIP will focus on the following:

- Review mission, unit outcomes, and student learning outcomes.
- Review marketing and recruitment materials.
- Expand customized short-term training opportunities.
- Centralize agent agreements and payments to the OIP. Currently, three offices handle the processing of agent agreements (Counseling, OCET, and IEP).
- Centralize international email to one account.
- Review teaching schedule that will accommodate the resident population.
- Expand language training offering to Palamanui.
- Review evaluation tools to support feedback for better programming and to meeting program unit/student learning outcomes.
- Expand substitute teaching pool.
- Create a new account number for customized training.
- Support study abroad initiatives and streamline logistics.
- 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 and SLOs as applicable).

Action Item 1:

Develop new mission, unit goals, and student learning outcomes for the Unit. As a new office on campus it is important to establish a mission and goals that represent the support we hope to provide to the community and the college. The Office of International Programs (OIP) will define and highlight the work and support to the College and the community. Once this is completed, OIP will create new marketing material, centralize email, streamline agent agreements, and look at ways to support resident immigrants.

Establish a new conversation English course in Hilo and Palamanui. This will supplement the existing ESOL courses and support the development of credit and non-credit courses at Palamanui.

Expand substitute teaching pool.

Develop an international student support website that will house support services for international students, similar to <https://www.hawaii.edu/issmanoa/>

Action Item 2:

Expand customized short-term training opportunities and create a new account for customized training. In 2016-2017 IEP hosted 2 groups. OIP will work with UH System International Education Committee on developing a process to document customized training participants.

Currently, 1 faculty member receives overload to support study abroad. The goal is to transition this support to OIP by advocating for fiscal support to expand outbound faculty led study abroad.

Action Item 3:

Complete a needs assessment. The Office of International Programs will use the 2017-2018 SY to establish the needs of the unit and develop an outreach plan to increase international students in both IEP and the credit programs.

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.

Provide a brief statement about any implications of or challenges due to the unit's current operating resources.

IEP is a self-generated funded program. As mentioned previously, the former structure had the following faculty/staff members focusing on supporting international education and students:

- 1 - full-time Counselor (g-funded) - position housed under the Counseling Department
- 1 - full-time IEP Coordinator (s-funded credit tuition and fees)
- 1 - full-time IEP Assistant Coordinator (self-generated IEP tuition)
- 4 - casual hire teachers (self-generated IEP tuition)
- 1 - 3 credit release time faculty member per semester for Study Abroad

Office of International Program

- 1 - full-time Coordinator or International Program (g-funded)
- 1 - full-time Assistant Coordinator (self-generated revenue)
- 4 - casual hire teachers (self-generated IEP tuition)
- 1 - 3 credit release time faculty member per semester for Study Abroad

The full-time Coordinator is responsible for overseeing the IEP program, which includes:

- Marketing and Recruitment for International Students

- Developing short-term customized training
- Hiring and training teachers for IEP
- Processing applications for non-credit admissions
- Processing admission documents for visa requirements
- Providing academic and immigration advising to all students studying on an F1 visa.
- Providing support to study abroad faculty led activities
- Chair of campus - International Education Committee
- Representative for Community College's and UH System International Education Committees.

Under the Office of International Programs it is critical to have a faculty position to oversee curriculum development. This will ensure students are meeting the students learning outcomes and academically prepared to transition to ESL 21, ESL 22W & ESL 22G.

The Coordinator of International Programs and Assistant Coordinator can provide the student support services that were once housed under the Counseling Department. In addition, the program will handle all fiscal & HR procedures that were previously handled by OCET operational staff.

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</p>

	<p>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 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>Student assistant can support daily office operations to allow for OIP staff to develop and support study abroad, streamline student support, and watch over the office in absence of staff.</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>1 - full-time g-funded 11 month faculty - \$63,276.00 1 - full-time g-funded APT B - \$51,972.00 1 – student assistant - \$10,000.00</p> <p>Short-term solution for the 11 month faculty member could be to partner with the ESL instructor. Overload or reassigned time could be a short-term solution.</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>Cost-share tutors. Academic Affairs can absorb the cost of the program tutors. This will allow OIP to hire a student assistant.</p>

Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

The requests aligns with the following Strategies:

HGI Action Strategy 1

Engage Hawaii Island K-12 students, parents, and public and private schools early and often promote and prepare for college readiness.

- IEP 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. 3 student joined our program in Summer 2017.
- IEP provides resident immigrants/ESL community members the opportunity to study ESL prior to beginning their study at Hawaii Community College credit program. 14 resident immigrants joined our program during the 2016-2017 SY.

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

- IEP provide 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 Fall 2016.

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.

- IEP 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.

- IEP offers non-credit ESL. Upon completion of level 4, student have automatic placement into

	<p>ESL 21, ESL 22W, and ESL 22G. The full-time ESL faculty member can ensure the students are academically prepared for credit ESL courses.</p> <p>HI2 Action Strategy 3 Continue to offer English language training for non-native speaking residents.</p> <ul style="list-style-type: none"> • IEP 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 for 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 AY16-17.

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/outcomes.php#ilo>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
	IEP does not have Unit Learning Outcomes	
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #1
	Students who complete the IEP are expected to be able to do the following:	Our graduates

	<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. ● Understand grammar concepts and apply them to the other skill areas. 	<p>will be able to communicate effectively in a variety of situations</p>
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Assessment Strategies

For each UO/SLO assessed in AY16-17, 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 a log/count of services provided, etc.

Assessment Strategies
<p>Each year, we have 5 sessions and each session is 8 weeks in length. During the orientation week we provide placement testing. The placement test determines what level the student will begin their studies. The placement consists of the Michigan Test and a writing sample. The assessment places the students into the following levels:</p> <ul style="list-style-type: none"> ● Level 1 - Beginning ● Level 2 - High Beginning ● Level 3 - Low Intermediate ● Level 4 – Intermediate <p>Due to enrollment, we often combine level 1 and 2 into one class. During the first week of the program, instructors are asked to 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.</p> <p>During the 3rd week all students are provided a mid-session evaluation. This serves as a temperature check where students are asked the following:</p> <ul style="list-style-type: none"> ● 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)? <p>All questions are open ended, which allows the students to practice their writing skills.</p> <p>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. In addition, all level 4 students meet with the Program Coordinator to discuss</p>

the students' progress and plans should they be ready to transfer to credit or another institution.

To promote a student to the next level, the student needs to achieve 80% in coursework and 80% on the final in all 3 courses, Listening and Speaking, Writing and Grammar, and Reading and Vocabulary. F1 (international students) are required to study full-time, while residents and short-term visitors may attend part-time.

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.
- I would recommend IEP to a friend

The evaluation tool is on a Likert scale and the students are offered an opportunity to provide comments.

In addition to the program evaluation, each instructor is evaluated. The evaluation is shared with each instructor.

During the 2017-2018 AY and 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. It is critical to work closely with credit ESL instructor to ensure students have the foundation to success in ESL 21, ESL 22W, and ESL 22G.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 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, 4 students were F1 students and 1 student was a permanent resident. A permanent resident does not need to meet the English proficiency requirement. Here is a summary of the students' academic history in IEP:

SY2017	Student type	Initial Level	# of level 2	# of level 3	# of level 4	Total
Student 1	Resident	2	1 session	1 session	2 sessions	4 sessions
Student 2	F1	4	-	-	1 session	1 session
Student 3	F1	3	-	4 sessions	2 sessions	6 sessions
Student 4	F1	4	-	-	3 sessions	3 sessions
Student 5	F1	2	1 session	2 sessions	2 sessions	5 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 Fall 2016:

Fall 2016	ESL 21	ESL 22W	ESL 22G
Student 1	A	A	B
Student 2	A	A	A
Student 3	B	A	B
Student 4	B	A	B
Student 5	B	A	A

The students did academically well in the credit ESL. For the future, the program may consider administering a follow up evaluation which asks the students if IEP prepared them for credit ESL courses and to study at Hawaii Community College.

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 2017 (Fall I 2016 - Summer 2017)	Fall I 2016	Fall II 2016	Spring I 2017	Spring II 2017	Summer 2017	Total Average
My English skill improved in the IEP	90%	94%	94%	95%	95%	94%
I feel more confident using English.	90%	89%	94%	95%	86%	91%
Working with a tutor helped me with my English.	80%	89%	89%	95%	81%	87%
When I needed help, the IEP coordinator was helpful.	100%	100%	94%	95%	90%	96%
When I needed help, the IEP support staff was helpful.	95%	94%	89%	95%	95%	94%
The weekly newsletter was helpful.	95%	100%	89%	95%	86%	93%
IEP classrooms are comfortable places to study.	95%	94%	100%	100%	90%	96%

We strive for 85% of our students to respond “strongly agree” or “agree” to each statement. On average, 87%-96% “strongly agree” or “agree” to the statements. While 5 out of the 6 questions received feedback in the 90 percentile, the area to improve is “Working with a tutor helped me with my English.” While an average 87% strongly agreed or agreed with the statement, in Fall I 2016 and Summer 2017 the response was below 85%. To ensure the tutors are prepared to work with the students we will hold pre-session mandatory meeting with the tutors and work with instructors to better explain how students can benefit from the tutoring meetings.

Other Comments

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

Discuss, if relevant, any additional evaluations or assessment projects relevant to understanding the unit’s services, operations, functions and clients, including any UH System-wide data or national/industry data trends.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit’s intended next steps to support improvements in services, operations and functions in support of student success and to help the unit achieve its UOs/SLOs.

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

During the 2017-2018 and 2018-2019 SY, the Office of International Programs will work on developing a new mission and unit outcomes/outputs and student learning outcomes.

During the 2017-2018 and 2018-2019 SY we will create the tools to measure our unit and student learning for the new services that are part of the Office of International Programs:

During the 2017-2018 and 2018-2019 SY we will work with credit ESL to ensure curriculum is aligned to ensure a smooth transition.