

Office of International Programs



2019 COMPREHENSIVE REPORT OF UNIT DATA

AY16-17, AY17-18 & AY18-19



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

2019 Hawai'i Community College COMPREHENSIVE Unit Review (CUR)

Unit: Office of International Programs

1. Unit Description

Description of the unit from the catalog or other public materials.

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.

In June 2017, OIP was established.

2. Analysis of the Unit

For the three-year review period, discuss the unit's strengths and weaknesses in terms of demand, efficiency and effectiveness based on an analysis of the unit's data.

Include Significant Unit Actions and results of the unit's three previous consecutive annual action plans.

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

The Office of International Programs will provide information for the 2017-2018 and 2018-2019 academic years. In Summer 2017, the Office of International Programs was established. During this time, support services were consolidated to one office.

Since consolidating services, the Office of International Programs established a new mission statement:

To support global engagement at Hawaii Community College.

In addition, OIP strives to support student success through the following:

- Support international and resident students in building English-language proficiency.
- Develop education programming which supports global engagement.
- Provide exceptional student support services.

As services were consolidated to a centralized office, OIP currently provides the following:

- Support for international admissions for credit and non-credit enrollment
- Immigration advising. Maintaining the Student Exchange and Visitor Information System (SEVIS) database
- Marketing and recruitment of international students
- Developing short-term training for international clients
- Coordinate outbound Study Abroad opportunities
- Redesign ESL curriculum
- Explore and create partnerships with international organizations and agencies
- Provide counseling and advising for international students
- Oversee Intensive English Program

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- Provide support and programming across the campus and UH System

Over the last two years, OIP has worked diligently to establish itself within the Office of Continuing Education and Training also referred to as EDvance. Here is a quick overview of what has been accomplished over the last two years:

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 2017-2018 to 2018-2019 AY.

Table 1 - Summary of Students (duplicated headcount)

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

36 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.

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The following table reflects the country of origin. This is an unduplicated headcount for the 2018-2019 AY and 2017-2018 AY by country of origin. There were 36 unduplicated F1 visa students, 12 unduplicated tourists, and 9 unduplicated residents. With the exception of tourists, most students will attend multiple sessions.

Table 2: Summary of Student by Country of Origin

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

During the 2018-2019 academic year, 83% of our F1 visa students came from Japan. Previously 85% of F1 students came from Japan. The economic impact study published by the Department of Business Economic Development & Tourism, reported the top three countries of origin are Japan, China, and Korea.

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DEGREE SEEKING STUDENT ENROLLMENT

18 students from IEP transferred to the credit program during the 2017-2018 and 2018-2019 AY. There were 10 F1 visa students, 1 tourist, and 7 resident students. Collectively, students' enrolled in our credit program brought in \$378,175 in tuition revenue during the reporting period. Tuition is factored by the number of credits a student is enrolled in multiplied by the tuition per credit. Immigration requires students to enroll in a full course load.

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. OIP assists students with the application process and ensures students are meeting the employment requirements.

Along with running our Intensive English Language 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 - Study Hawaii is a consortium of institutions that works together to promote Hawaii as an educational destination (studyhawaii.org). Hawaii CC is a member of the organization. The membership allowed Hawaii CC's information to be shared at the NAFSA: Associated of International Educator Annual Conference Study Hawaii exhibit booth in 2017, 2018, 2019. The conference hosts over 10,000 educators from across the globe. In addition to the exhibit booth, Hawaii CC participated in the Hawaii Press Tour in 2017, outreach mission to Taiwan in 2018, and a virtual online fair in 2018 with recruitment agents. These activities were partly funded through a grant received by the Department of Business Economic Development & Tourism, which made it affordable for Hawaii CC to participate in the recruitment and marketing efforts. The most successful outcome was a follow-up advertisement from one of the press tour participants. The UH System was featured in the Ryugaku Journal. Hawaii CC graduate and current OIP Assistant Coordinator were featured in the journal.

Website Development - OIP has worked on ensuring potential students are able to access information about Hawaii Community College. OIP manages an external site, iephawaii.com. 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. To support potential students, tutorials were created to assist students with navigating the application payment process. 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](#).

Promotional Material

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OIP worked on creating new promotional materials. The brochure was translated into Japanese and Chinese. The promotional items were created for recruitment overseas in Taiwan and Japan. A customized programming brochure was also created to promote our short-term programming.

Social Media

Social media is an economical way to advertise globally. In addition to Facebook and Instagram, OIP established a blog in Japan and Korea.

- December 2017 - Korean Social Media Network - Kakao Story
- March 2018 - Japanese Blog - Ameba
- April 20179 - Korean Blog - Naver

Recruitment and Outreach Services

Annual OIP travels to Japan to reconnect with partners. Here are a few outcomes from the recruitment trip from July 2018:

- Initiated a customized training proposal for Nippo Tourist travel agent.
- Reconnected with active recruitments agents:
 - NEXIS- Created a promotional piece about non-traditional students from Japan studying at Hawaii CC.
 - Eastman - Expanded promotional of degree programs at Hawaii CC. Previously the agent only promoted the Intensive English Program. This agent is active, recruiting 6 students.
 - Eastman - 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. This agent is active, recruiting 6 students.

In addition to meeting agents, arrangements were made to meet with the following offices and institutions:

- US Embassy - met with the Tokyo and Osaka Embassy to better understand the security process to enter the facility to apply for a student visa.
 - The Embassy shared that the Japanese Ministry of education will be changing the college entrance exam system in 2020. The exam will focus on English speaking and writing skills.
- Osaka Jogakuin College - met with administrators, presented on the customized program held in February 2018, and announced a scholarship program for Osaka Jogakuin University.

AGENT AGREEMENTS - OIP has established relationships with recruitment agents from the Hawaii island, Japan, Korea, and China. Agents have great partners advertising Hawaii CC as a study destination. OIP offers commission for each student that enrolls at Hawaii CC:

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- Intensive English Program - 15% per student, per session, up to 1 year (5 sessions total)
- Credit Program - 10% per student, per semester, up to one year (2 semesters).

OIP works with 18 agents. The agents have recruited 29 students since OIP has been established. These agreements are instrumental with overseas recruitment. The agents outreach to students and create recruitment opportunities for schools to participate in. OIP participated annually in the Tanaka Student Fair. As a result, 6 students enrolled at Hawaii Community College.

CUSTOMIZED SHORT-TERM TRAINING:

Customized programming is another way OIP generates income. In 2018 OIP hosted two groups. Osaka Jogakuin brought 9 students for a 2-week program. JTB Koga Third High School brought 14 students. These programs generated income that would assist with balance the budget shortfall that existed when the OIP was established.

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

Customized programming is an opportunity to create supplemental revenue. Customized training supports local businesses and provides opportunity for student workers to be hired to learn new skills, community members to be hired for short-term employment, and revenue to sustain staff members.

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.

Table 3 - Summary of Study Abroad Courses

Fall 2018	Spring 2019
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<ul style="list-style-type: none"> ● JPNS 199V - 6 credits ● JPNS 299V - 6 credits 	<ul style="list-style-type: none"> ● JPNS 199V - 6 credits ● JPNS 299V - 6 credits
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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:

To better support student success OIP partnered with the credit ESL instructor to review the curriculum to ensure alignment from non-credit to credit. The ESL instructor was tasked with creating scope of sequence for each level. As a follow up to the work completed during Summer 2018, OIP hired one of the IEP instructors to take the lead on continuing curriculum alignment. The review of the curriculum has been completed and the scope and sequence has been developed for all courses taught in IEP.

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. There was sufficient enrollment to cover the cost of the course during Spring I 2018, Summer 2018, and Spring I 2019.

Programming was offered in Hilo and Palamanui. Unfortunately, there was no interest at the Palamanui Campus.

PARTNERSHIP AGREEMENTS

OIP has been responsible for creating and maintaining partnership agreements with institutions and programs. Since 2017, Hawaii CC has hosted colleagues and students from Japan, Canada, and the Philippines. These agreements allow for the following:

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

Three agreements were established. OIP has sent one student to Kauai Community College and received one student from Global Village language school in Honolulu.

Table 4 - Summary of Memorandum of Understanding

Institution	Country	Date Established	Description of MOU
Global Village Language School	USA/Hawaii	August 2017	Transfer Agreement
Kauai Community College	USA/Hawaii	January 2019	Transfer Agreement

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University of the Northern Philippines	Philippines	December 2019	Partnership Agreement
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OIP supports partnership agreements created at the UH Community College level and Hawaii CC campus level. OIP supports these partnerships by working with campus colleagues in supporting the institution visit. OIP hosted three institutions, two of which returned to Hawaii Community College a second time.

Table 5 - Summary of Institutional Visits

Institution	Country	Date of Hosting	Total served
Hirosaki University	Japan	September 2017	6
College De Valleyfield	Canada	October 2017	10
College of Ahuntsic	Canada	January 2018	13
College of Ahuntsic	Canada	January 2019	28
Hirosaki University	Japan	February 2019	6

CAMPUS SUPPORT:

OIP has been responsible for supporting internationalization across the campus by supporting the campus International Education Committee (IEC) through various activities.

Campus Activities:

- November 2017 & 2018 - International Education Week - Activities focused around the theme, "East meets West" & "Bridging Cultures." Activities included World Games, International Tea, and Coffee tasting, and World Culture Nights, which featured a variety of different cultures. In 2018, there was a fashion show featuring Filipino clothing and a visiting Fullbright Scholar provided a presentation on Turkey.
- February 2019 - Study Abroad Presentations - 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.

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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: Fullbright Scholar from Turkey - The IEC supported the Fullbright Scholar with transitioning to Hilo. During the year-long program, the scholar taught the following courses:

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

To support future scholars, IEC created guidelines to better support visiting scholars while at Hawaii Community College.

3. Unit Outcomes (UOs) & Student Learning Outcomes (SLOs)

- a) List of the Unit Outcomes and, as applicable, Student Learning Outcomes (SLOs) with their alignment to the College's Institutional Learning Outcomes (ILOs).
- b) UOs/SLOs that have been assessed during the three-year review period.
- c) Discussion of the unit's UO/SLO assessment results.
- d) Discussion of the unit's strengths and challenges in meeting its service/support goals, and changes that have been made as a result of assessments.

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

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 which 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

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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 the level 2 students. As an example, one session might have a low level 2 student 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.

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 which 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.”

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“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 partner 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 partner 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

4. Action Plan

Provide a detailed action plan to improve the unit's success in its service and support operations over the next three years. Discuss how the action items within the plan support the college's Mission with specific reference to the Strategic Directions plan: [HawCC Strategic Directions Plan 2015-2021.pdf](#)

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. OIP will continue to focus on the following:

Action Item 1 - Expand and Streamline Programming

In 2013 the International Education Committee worked together to propose a model to support international programming at Hawaii Community College. In 2017 part of that plan came into fruition. To continue to support the expansion, there are critical elements needed to support the needs of OIP.

Action Item 2 - Expand Study Abroad Opportunities

Through the expansion of customized training, OIP would like to earmark revenue to support faculty and staff to study abroad.

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Action Item 3 - Continue to strengthen curriculum and collaborate with the ESL credit instructor to ensure students have sufficient English proficiency for credit courses.

OIP continues to work on strengthening the curriculum for the Intensive English Program. Now that the scope and sequence has been completed for each course offered, OIP will focus on new assessment tools to support student learning outcomes.

5. Resource Implications

(physical, human, financial)

Provide a detailed discussion of the unit's current resources, resource gaps and requests for new or re-allocated resources. Provide detailed documentation for each resource request including projected costs and timeline for procurement to meet the unit's needs. Resource requests must align to and support the action plan above.

Attach additional documentation and evidence as necessary to clearly support each request.

The Office of International Programs (OIP) worked diligently with the limited resources to consolidate support and services. While international programming is now centralized, the staffing support has been minimized. The Office consists of 1 full-time faculty member, 1 full-time APT band A staff member, and 4 casual hire teachers. The two full-time members support students and international programming on Manono and Palamanui campuses. To better support Global learning across campus, there is a need to institutionalize positions.

The following are the positions requested to support ongoing and new program development.

Intensive English Program Lead Teacher - 9 Month Faculty Member

F1 students must provide proof of English proficiency for admittance into our Hawaii Community College credit program. For students who do not meet the requirement, they need to begin their studies in the Intensive English Program (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.

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:

- 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 teachers with curriculum

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- Expand ESL non-credit courses to Palamanui

Currently, there are 4 casual hire instructors. With this model, there is no sense of stability for the program which leads to challenges with program expansion. The instructor can establish evaluations to ensure outcomes of the courses are met and students are better prepared to transition to college.

Assistant Coordinator - APT Band B

To support a centralized office, a full-time g-funded position for centralized student support is recommended. The APT will assist with the following:

- Ensure immigration compliance
- Provide fiscal and human resources support
- Create customized short-term programming
- Create marketing materials for International marketing
- Provide student support services for all international credit and non-credit students)
- Maintain relationships with agents and partners outside of the US
- Provide support to ESL teachers.

Currently, OIP has APT Band A on staff. This position is funded by the revenue generated by the Intensive English Program and customized short-term training. Since international programming has been consolidated to the Office of International Programs, the APT provides support across campus. Since support is provided across campus, OIP is requesting a g-funded position to support the growth of international programming and student support services.

The Office of International Program is aligned with the 2012-2021 Strategic Initiatives. To better support our request, here is a summary of how the Office of International Programs aligns with the **strategic initiatives** of 2012-2021:

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.

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 studies 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. 9 resident immigrants joined our program during the 2018-2019 academic year.

HGI Action Strategy 1 - Expand outreach services and support to facilitate the completion of admissions and financial aid applications.

OIP provides admissions workshops for students who will enter Hawaii Community College program after completing IEP. 13 students from IEP transferred to Hawaii Community College credit program in the 2018-2019 academic year.

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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 currently 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 a curriculum to support community/employer needs.

HGI Action Strategy 3 - Explore non-credit to credit pathways.

OIP offers non-credit ESL. Upon completion of level 4, the student has 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 - Continue to offer English language training for non-native speaking residents.

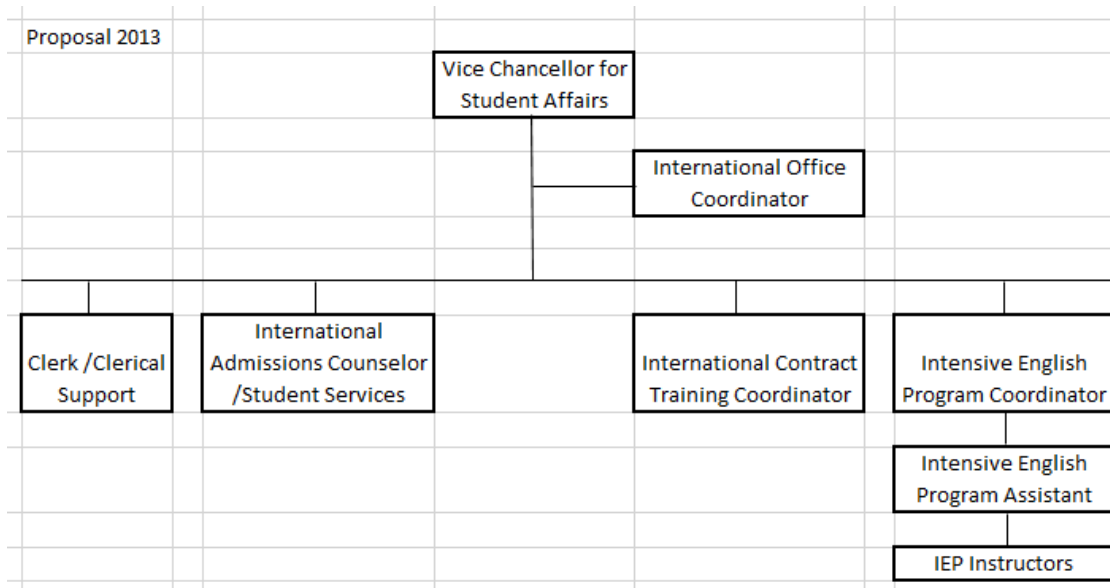
OIP offers resident students a reduced tuition rate. A resident student is assessed \$275 per class. The program offers 3 classes per session. Each session is 8 weeks long. The full-time ESL faculty member can ensure that we are meeting the ESL needs of the community. The instructor can develop a curriculum that meets community/employer needs.

HPMS Action Strategy 5 - Develop an International Office

In 2013, the International Education Committee proposed a structure to administration to support the development of the Office of International Programs. Here is the proposal of the structure:

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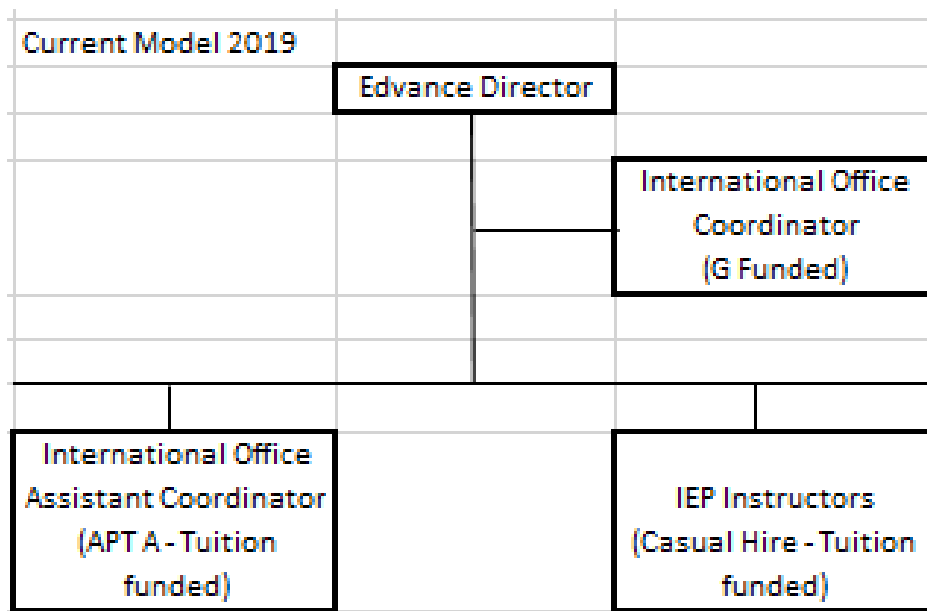
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In June 2017 the Office of International Programs was created. Prior to the creation of the office, there were 4 positions across the campus which supported international education:

- Admissions Counselor (Full Time GF)
- IEP Coordinator (Full Time TFSF)
- IEP Assistant Coordinator (IEP tuition)
- Study Abroad Coordinator (6 credit overload, GF)

Now that OIP is established, here is how the unit is structured:



The Office of International Program falls under EDvance, non-credit programming, which is the bridge between non-credit and credit programming. OIP touches the 3 corners of the campus, Student Affairs, Academic Affairs, and non-credit programming, To support continued programming and student success, additional support is requested. OIP would

